

--

COURSE PROGRAMME

1. Information about the programme

1.1 University	University “Alexandru Ioan Cuza” of Iași
1.2 Faculty	Faculty of Philosophy and Social-Political Sciences
1.3 Department	DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES
1.4 Domain	Social work
1.5 Cycle	Masters
1.6 Programme / Qualification	Lifelong Well-Being and Healthy Aging

2. Information about the course

2.1 Course Name	Sănătatea mentală și starea de bine / Mental health and well-being				
2.2 Course taught by	Prof.PhD. Conțiu Tiberiu Șoitu				
2.3 Seminary / laboratory taught by	Prof.PhD Conțiu Tiberiu				
2.4 Year	I	2.5 Semester	II	2.6 Type of evaluation	E
				2.7 Course type*	Ob

*OB – Obligatory / OP – Optionally / F – Facultative

3. Total hours (estimated per semester and activities)

3.1 Number of hours per week	3	3.2 course	2	3.3 seminary/laboratory	1
3.4 Total number of hours	42	3.5 course	28	3.6 seminary/laboratory	14
Distribution					hours
Individual study using textbooks, course notes, bibliography items, etc.					28
Supplementary study (library, on-line platforms, etc.)					30
Individual study for seminary/laboratory, homeworks, projects, etc.					40
Tutoring					6
Examination					4
Other activities					
3.7 Total hours of individual activity					108
3.8 Total hours per semester					150
3.9 Credit points					6

4. Pre-requisites (if necessary)

4.1 Curriculum	It is not necessary
4.2 Competencies	It is not necessary

5. Conditions (if necessary)

5.1 Course	It is not necessary
-------------------	---------------------

5.2 Seminary / Laboratory	It is not necessary
---------------------------	---------------------

6. Specific competencies acquired

Professional competencies	<p>CP1. In-depth knowledge of theoretical developments, methodological and practical approaches specific to social work, health, and well-being throughout life and for healthy aging;</p> <p>CP2. Appropriate use of the health and welfare professional language in communication with different professional entities;</p> <p>CP3. The use of highly specialized knowledge based on original thinking and research in the field of social work, health, and well-being;</p> <p>CP4. Integrated use of knowledge in the field of social assistance and those at the border of related fields - psychology, health, law, economics, sports sciences, digitalization, sociology, human resources - to solve new theoretical and practical problems;</p> <p>CP5. Proper use of knowledge from welfare, health and well-being and of those relevant from the related fields in order to perform research and innovation, for the development of new knowledge and procedures specific to social care and health management;</p> <p>CP7. Use of specific skills in assuming the responsibility for contributing to the development of professional knowledge and practices.</p>
Transversal competencies	<p>CT1. To be able to apply professional research standards;</p> <p>CT5. Advanced computer skills and be able to use IT technologies in professional activity;</p> <p>CT8. To be able to do an empathetic approach on interactions with beneficiaries / clients, colleagues and partners;</p> <p>CT9. To be able to consider issues related to public and general welfare within his activity;</p> <p>CT10. To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations;</p> <p>CT11. To be able to clarify and systematically assess his mandate, skills, roles and personal expectations;</p> <p>CT12. To be able to apply longitudinal self-evaluations on the learned processes, the acquired skills and the professionalisation needs;</p> <p>CT13. To be able to do prospective design of professional objectives;</p> <p>CT14. To be able to diversify learning styles and forms.</p>

7. Course objectives (from the accumulated specific competency grid)

7.1 General objective	To support the acquisition of knowledge and skills on the life-course perspective and lifelong well-being
7.2 Specific objectives	<p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> • address problems critically • consider social impact of actions on service users • consider the active role of service user within the social contexts and systems • apply holistic approach within social services • support children's, youth, adults and older adults' well-being • follow health and well-being in social care practices over the life

8. Contents

8.1	Course	Teaching methods	Remarks (number of hours, references)
1.	<p>Defining wellbeing</p> <ul style="list-style-type: none"> • Physical, social, and emotional wellbeing • Defining mental health and mental illness • Influences on mental health and wellbeing. 	Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	<ul style="list-style-type: none"> • Structural factors on mental health and wellbeing: safe living environments, employment, education, freedom from discrimination and violence, and access to economic resources • Community factors on mental health and wellbeing: a positive sense of belonging, community connectedness, 		

	activities to highlight and embrace diversity, social support, and participation in society.		
3	• Individual factors on mental health and wellbeing: the ability to manage thoughts and cope with stressors and having communication and social skills to support connection with others.		
4	• Positive balance and its effects on well-being and mental health • Promoting Positive Mental Health and Well-Being: Practice and Policy		
5	• Life Skills Education through Schools and parenting • Promotion of Prosocial Development and Prevention of Conduct Disorders		
6	• Promotion of Prosocial Development and Prevention of Conduct Disorders		
7	• Prevention of Mental Health Problems in Socially Excluded People		

Bibliography

1. Dwivedi, Kedar Nath and Harper, Peter Brinley (eds.) (2004) Promoting emotional well-being of children and adolescents and preventing their mental ill health: a handbook; Jessica Kingsley Publishers, ISBN 1-84310- 153-X (pbk.)
2. Gillam, Tony (2018) Creativity, Wellbeing and Mental Health Practice, Palgrave ISBN 978-3-319-74883-2 ISBN 978-3-319-74884-9 (eBook) <https://doi.org/10.1007/978-3-319-74884-9>
3. Keyes, Corey L.M. (Editor) (2013) Mental Well-Being International Contributions to the Study of Positive Mental Health, Springer Science & Business Media Dordrecht, ISBN 978-94-007-5194-1 ISBN 978-94-007-5195-8 (eBook) DOI 10.1007/978-94-007-5195-8
4. Sheppard, Michael (2003) Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing, The Falmer Press (A member of the Taylor & Francis Group) ISBN 0-203-27147-5 (Adobe eReader Format) ISBN 1-85000-978-3 1-85000-979-1 pbk
5. Sirgy M. Joseph (2020) Positive Balance A Theory of Well-Being and Positive Mental Health, Springer Nature Switzerland AG, ISSN 1387-6570 ISSN 2215-0099 (electronic) Social Indicators Research Series ISBN 978-3-030-40288-4 ISBN 978-3-030-40289-1 (eBook) <https://doi.org/10.1007/978-3-030-40289-1>
6. Tew, Jerry (ed.) (2005) Social Perspectives in Mental Health Developing Social Models to Understand and Work with Mental Distress, Jessica Kingsley Publishers, ISBN-13: 978 1 84310 220 5 ISBN-10: 1 84310 220 X ISBN pdf eBook: 1 84642 102 0

8.2	Seminary / Laboratory	Teaching methods	Remarks (number of hours, references)
1.	Prejudice, discrimination and stigma and their effects	creative learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	• Positive Psychology and Refugee Mental Health: Implications for practice		
3	• Poverty and its effects		
4	• War, disasters, and their effects		
5	• Crime, detention, and their effects on mental health/illness		
6	• Child maltreatment and its effects		
7	• Domestic/couple violence and community violence exposure and their effects		

Bibliography

1. Francis, Abraham P. (ed) (2014) Social Work in Mental Health: Contexts and Theories for Practice, SAGE, ISBN: 978-81-321-1739-1 (PB)
2. Pritchard, Colin (2006) Mental Health Social Work Evidence-based practice, Routledge, ISBN 0-203-34791-9 (Adobe e-Reader Format) ISBN10: 0-415-31901-3 (hbk) ISBN10: 0-415-31902-1 (pbk)
3. Rovinelli Heller, Nina ; Gitterman ,Alex. eds. (2011) Mental health and social problems: a social work perspective, Routledge ISBN13: 978-0-415-49386-4 (hbk) ISBN13: 978-0-415-49387-1 (pbk) ISBN13: 978-0-203-84060-3 (ebk)

9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations of training, participation and understanding of the life course, active aging, public and private social service providers, public policy authors, professional associations and employers.

10. Assessment and examination

Activity	10.1 Criteria	10.2 Modes	10.3 Weight in the final grade (%)
10.4 Course	participation in the final exam and obtaining at least 50% of the score; .	The final exam will be a colloquium on the course contents	50%
10.5 Seminary / Laboratory	- carrying out the works at the seminar and obtaining at least 50% of the score	Essay Demonstrating an understanding of the information and techniques discussed and an ability to transfer and apply them.	50%
10.6 Minimal requirements			
Evaluation along the way: active participation in at least 50% courses and seminars			
Final grade is the average of the assessments for the course and seminar			

Date,
17.09.2024

Course coordinator,
prof. PhD Conțiu Tiberiu Șoitu

Seminary coordinator,
prof. PhD Conțiu Tiberiu Șoitu

Approval date in the department,
19.09.2024

Head of the departament,
Conf. Univ. Dr. Mihaela RĂDOI