COURSE PROGRAMME

1. Information about the programme

1.1 University	**University "Alexandru Ioan Cuza" of Iaşi**
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			Strategii preventive în traficul rutier/ Preventive strategies in road traffic				
2.2 Course taught by			PhD Cornelia Măirean				
2.3 Seminary / laboratory taught by			PhD Cornelia Măirean				
2.4 Year	II	**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	2	**3.2** course	1	**3.3** seminary/laboratory	1
3.4 Total number of hours	24	**3.5** course	12	**3.6** seminary/laboratory	12

Distribution	hours
Individual study using textbooks, course notes, bibliography items, etc.	30
Supplimentary study (library, on-line platforms, etc.)	30
Individual study for seminary/laboratory, homeworks, projects, etc.	25
Tutoring	10
Examination	2
Other activities	

3.7 Total hours of individual activity	97
3.8 Total hours per semester	125
3.9 Credit points	5

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	**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; **CP2.** Appropriate use of the health and welfare professional language in communication with different professional entities; **CP3.** The use of highly specialized knowledge based on original thinking and research in the field of social work, health, and well-being; **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; **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; **CP7.** Use of specific skills in assuming the responsibility for contributing to the development of professional knowledge and practices.
Transversal competencies	**CT1.** To be able to apply professional research standards; **CT8.** To be able to do an empathetic approach on interactions with beneficiaries / clients, colleagues and partners; **CT9.** To be able to consider issues related to public and general welfare within his activity; **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; **CT13.** To be able to do prospective design of professional objectives; **CT14.** To be able to diversify learning styles and forms.

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

7.1 General objective	To identify risk and protective factors for health and well-being, as well as preventive interventions in road traffic
7.2 Specific objectives	Upon successful completion of this discipline, students will be able to: • understand the mental health implications of traffic injury, at an individual and public level • correctly identify the risk factors for road traffic injury • know how to apply specific measures for implementing interventions to prevent road traffic injuries • identify and propose road safety policy • know how to design programs for public education

8. Contents

8.1	**Course**	**Teaching methods**	**Remarks** (number oh hours, references)
1.	Road traffic injury as a public health problem	Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works.	See the references below
2.	Injuries and mental health after road traffic accidents		
3	Risk factors of road traffic injuries for pedestrians, cyclists, car occupants		
4	Vulnerable road users and preventive actions		
5	Protective factors for preventing road traffic injuries		
6	Safety promotion: public education, legislation and information		

Bibliography

Barić, D., Havârneanu, G. M., & Măirean, C. (2020). Attitudes of learner drivers toward safety at level crossings: do they change after a 360° video-based educational intervention?. Transportation Research Part F: Traffic Psychology and Behaviour, 69, 335-348.

Elvik, R., Høye, A., Vaa, T., & Sørensen, M. (2009). *The Handbook of Road Safety Measures*. Emerald Group Publishing Limited.

Mărean, C. (2020). Posttraumatic stress symptoms, fear and avoidance of driving, and aberrant driving behaviors. The moderating role of gender. Transportation and Health, 16: 100830
Mohan, D., Khayesi, M., Tiwari, G., & Nafukho, F. M. (2006). *Road traffic injury prevention training manual.* World Health Organization.
Porter, B. E. (Ed.). (2011). *Handbook of traffic psychology*. Academic press.
Radun, I., Kannan, P., Partonen, T., & Hawton, K. (2024). A systematic review of road traffic suicides: Do we know enough to propose effective preventive measures?. *Transportation Research Part F: Traffic Psychology and Behaviour*.
Shinar, D. (Ed.). (2017). *Traffic safety and human behavior.* Emerald Group Publishing.
Sieveneck, S., & Sutter, C. (2021). Predictive policing in the context of road traffic safety: A systematic review and theoretical considerations. *Transportation research interdisciplinary perspectives*, *11*, 100429.
Skyving, M., Möller, J., & Laflamme, L. (2023). What triggers road traffic fatalities among older adult drivers? An investigation based on the Swedish register for in-depth studies of fatal crashes. *Accident Analysis & Prevention*, *190*, 107149.
Tiwari, G., & Mohan, D. (Eds.). (2016). *Transport planning and traffic safety: making cities, roads, and vehicles safer*. CRC Press.
Underwood, G. (2005). *Traffic and transport psychology: Theory and application*. Elsevier.

8.2	**Seminary / Laboratory**	**Teaching methods**	**Remarks** (number oh hours, references)
1.	Traffic safety as a health issue	Problem based learning, research based learning, critical thinking, group works.	See the references below
2.	Risk evaluation and road safety. Psychosocial factors in traffic safety		
3	Managing the risks. Road risk analysis tools		
4	Crash causation and countermeasures. Delivering post-crash care		
5	Vulnerable road users' safety		
6	Driver training and regulation of professional drivers		

Bibliography

Bekiaris, E., Wiethoff, M., & Gaitanidou, E. (Eds.). (2011). Infrastructure and safety in a collaborative world: road traffic safety. Springer Science & Business Media.
Elvik, R., Høye, A., Vaa, T., & Sørensen, M. (2009). The Handbook of Road Safety Measures. Emerald Group Publishing Limited.
Mohan, D., Khayesi, M., Tiwari, G., & Nafukho, F. M. (2006). Road traffic injury prevention training manual. World Health Organization.
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Underwood, G. (2005). *Traffic and transport psychology: Theory and application*. Elsevier.
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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 public health problems, of social service providers, public policy authors, professional associations.

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	For the seminar students will present a topic from the seminary subjects.	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,
Assoc. prof. PhD Cornelia Măirean

Seminary coordinator,
Assoc. prof. PhD Cornelia Măirean

Approval date in the department,
19.09.2024

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