



CERCETAREA LA FACULTATEA DE ȘTIINȚE ALE EDUCAȚIEI, USV

Conf. univ. dr. Petruța Rusu

Domenii de cercetare

Psihologie

- Psihologia copilului si familiei
- Psihologie pozitivă
- Sănătatea mintală în școală și comunitate
- Stres si strategii de coping la profesori și elevi

Științele Educației

- Aspecte curriculare în domeniul educației
- Evaluarea în mediul școlar
- Educația emoțională în școală
- Educație și tehnologie



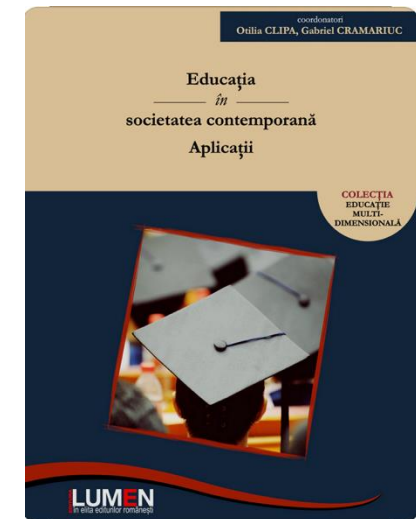
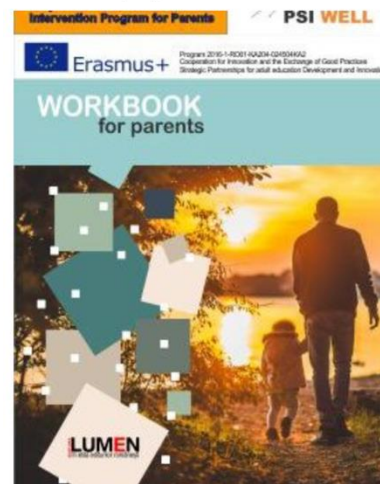
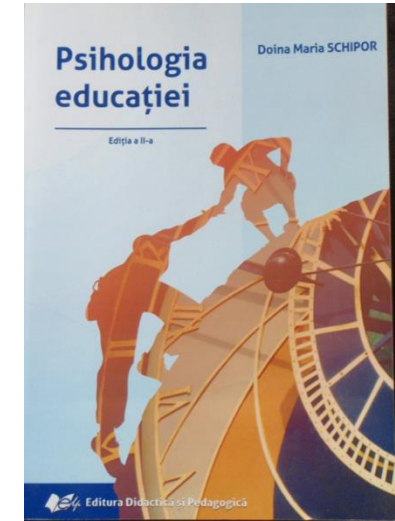
Psihologia familiei

Psihologia copiilor
și adolescenților



Pedagogie

Psihologia educației



Psihologie

Volum coordonat de
Violeta Enea

**INTERVENȚII
PSIHOLOGICE ÎN ȘCOALĂ**
Manualul consilierului școlar



Collegium
POLIROM

Psihologie

Volum coordonat de
Violeta Enea

**ABORDAREA PSIHOLOGICĂ
A ADOPTIEI
ȘI ASISTENȚEI MATERNALE**



Collegium
POLIROM

**Capitole
de carte**

PROIECTE DE CERCETARE



Stres și Coping în Relațiile de Familie: Efecte
Longitudinale asupra Dinamicii de Cuplu și
Comportamentelor de Parenting

Director de proiect: Conf. univ. dr. Petruța Rusu

PROIECTE DE CERCETARE PENTRU STIMULAREA TINERELOR ECHIPE
INDEPENDENTE, Nr. TE 121/2022, cod proiect PN-III-P1-1.1-TE-2021-1203

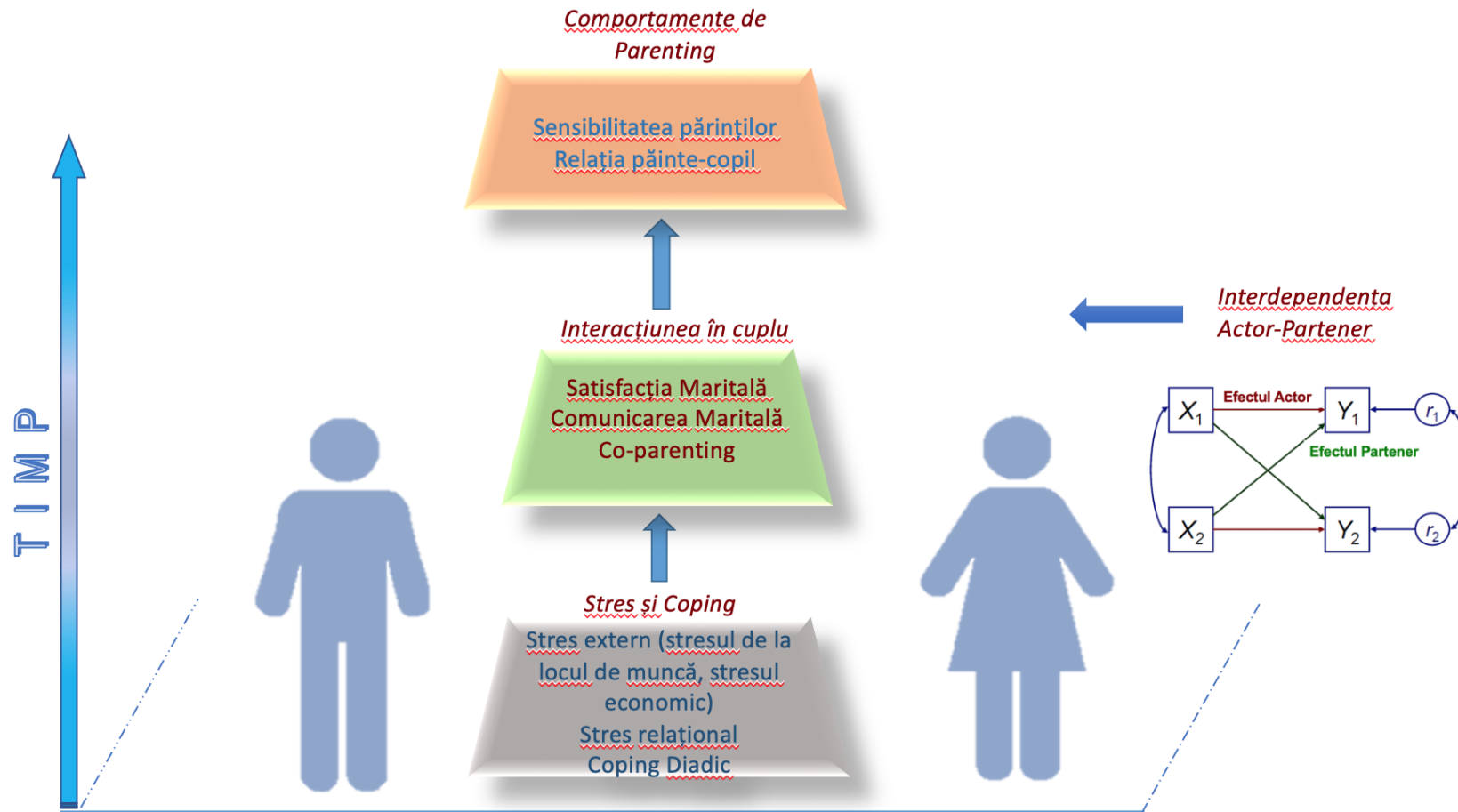
Stres și Coping în Relațiile de Familie: Efecte Longitudinale asupra Dinamicii de Cuplu și Comportamentelor de Parenting

CNCS-UEFISCDI, PNCDI III, Proiect de cercetare pentru stimularea tinerelor echipe independente, Nr. TE 121/2022, cod proiect PN-III-P1-1.1-TE-2021-1203

Obiectivele proiectului:

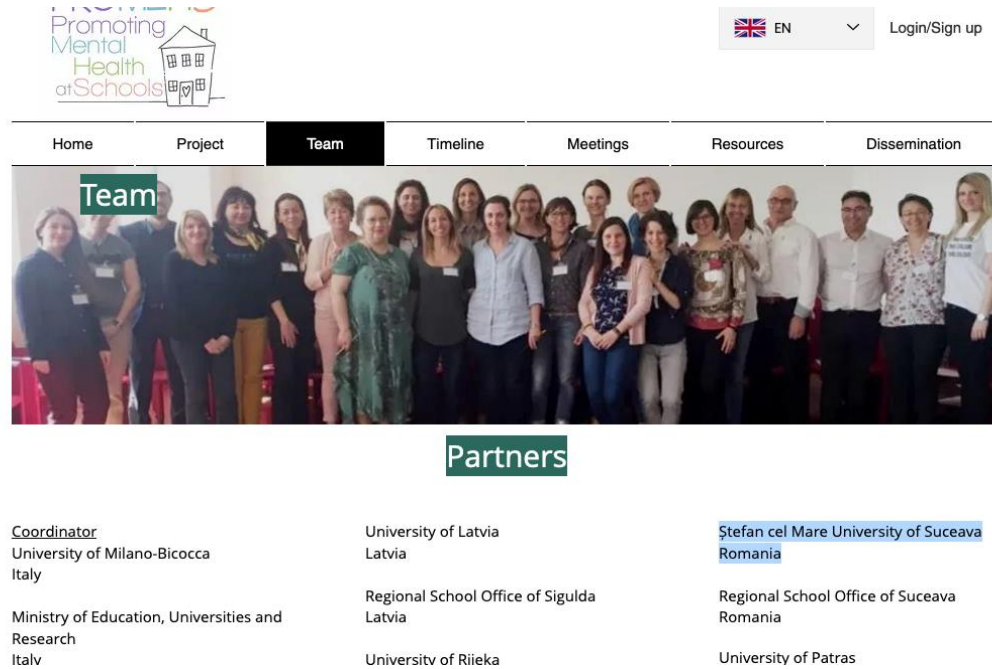
- 1) să studieze efectele longitudinale ale stresului asupra relațiilor de cuplu și comportamentelor de parenting
- 1) să dezvolte și să testeze eficacitatea unei intervenții mobile pentru îmbunătățirea strategiilor adaptative de coping în relațiile de familie.





Modelul conceptual al proiectului pentru studierea relației dintre stres, coping, interacțiunea în cuplu și comportamentele de parenting

Proiecte internaționale în colaborare cu profesori și cercetători de la universități din Europa, SUA, Asia, Africa



Promoting Mental Health at Schools

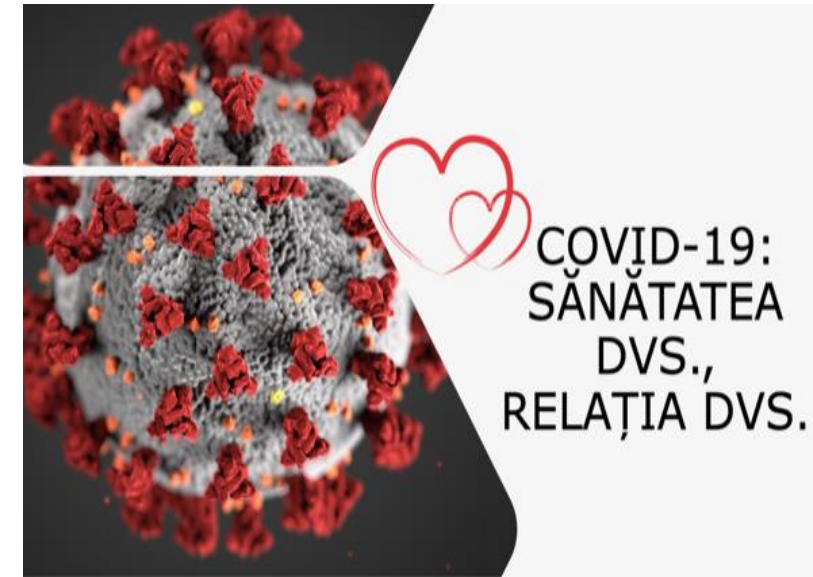
EN Login/Sign up

Home Project **Team** Timeline Meetings Resources Dissemination

Team

Partners

<u>Coordinator</u> University of Milano-Bicocca Italy	University of Latvia Latvia	<u>Ștefan cel Mare University of Suceava</u> Romania
Ministry of Education, Universities and Research Italy	Regional School Office of Sigulda Latvia	Regional School Office of Suceava Romania
	University of Riieka	University of Patras



- **PROMEHS** – Promoting Mental Health in Schools – implementarea unui program de consiliere pentru dezvoltarea competențelor sociale și emoționale ale copiilor și adolescenților – [Coordonator Conf. univ. dr. Adina Colomeischi](#)
- **COVID-19: Effects of a Global Stressor on Couples** – [Coordonator Conf. univ. dr. Petruța Rusu](#)
- **RE-PAIR**: Regulating Emotions – Partner’s Affect and Intrapersonal *Emotion Regulation in Couple Conflict* - [Asist. univ. drd. Andreea Ursu](#)

Publicații în reviste internaționale de prestigiu din domeniul Psihologiei

Journal of Family Psychology
2015, Vol. 29, No. 6, 843–849

© 2015 American Psychological Association
0893-3200/15/\$12.00 http://dx.doi.org/10.1037/fam0000108

Dyadic Coping Mediates the Association of Sanctification With Marital Satisfaction and Well-Being

Petruta P. Rusu
University of Zurich and Ștefan cel Mare
University of Suceava

Peter Hilpert
University of Washington

Steven R. H. Beach
University of Georgia

Maria N. Turliuc
Alexandru Ioan Cuza University of Iași

Guy Bodenmann
University of Zurich

Some studies suggest that the sanctification of marriage, or considering marriage sacred, is related to positive marital outcomes (e.g., marital satisfaction, conflict resolution). However, the mechanisms explaining this association have not been sufficiently investigated. In the current study, we analyzed supportive dyadic coping as a potential mediator of the relation between marriage sanctity and marital satisfaction, as well as between marriage sanctity and well-being. Self-reported data were collected from 215 Romanian couples ($N = 430$) belonging to the Christian Orthodox religion. Analyses using the common fate model indicate that supportive dyadic coping mediates both the relation between sanctification and marital satisfaction, as well as the relation between sanctification and well-being. These findings suggest that sanctification increases support provided to the partner, which in turn is positively related to marital satisfaction and well-being at the dyadic level.

Keywords: sanctification of marriage, supportive dyadic coping, partner's well-being, married couples

In the last two decades, the influence of religiosity on family outcomes has received increasing empirical attention (Brody, Stoneman, Flor, & McCrary, 1994; Brown, Orbuch, & Bauermeister, 2008; Ellison, Henderson, Glenn, & Harkrider, 2011; Fincham, Beach, Lambert, Stillman, & Braithwaite, 2008). In general, research suggests that religiosity is associated with positive marital outcomes, including greater commitment by partners, increased marital satisfaction, positive couple behaviors, and a decreased risk of divorce (Booth, Johnson, Branaman, & Sica, 1995; Clydesdale, 1997; Lambert & Dollahite, 2008; Lichter & Carmalt, 2009; Mahoney, 2010). More specifically, some individuals may perceive their marital relationship as having sacred qualities (e.g., see it as sanctified, holy), or view it as a manifestation of God (e.g., an expression of God's will or infused with God's presence). The process of entering into a marriage that is perceived as sacred

and has spawned a productive line of research (for review, see Pargament & Mahoney, 2005). Sanctification of marriage has proven to be a significant predictor of marital quality and stability (DeMaris, Mahoney, & Pargament, 2010; Ellison et al., 2011; Mahoney et al., 1999; Stafford, David, & McPherson, 2014). Theoretical explanations suggest that cognitions about marriage sanctity may motivate spouses to protect the family relationship and invest more time and effort into fostering their relationship (Ellison et al., 2011; Mahoney et al., 1999).

Thus far, however, few studies have examined potential mechanisms by which sanctification is associated with positive relationship outcomes and well-being. Furthermore, a vast majority of findings on sanctification and relationship quality are based on samples from the United States, limiting the extent to which



Personality and Individual Differences

Volume 162, 1 August 2020, 109999



The personality structure in the emotion regulation of sadness and anger

Liliana Bujor^{a,✉}, Maria Nicoleta Turliuc^b

Show more

+ Add to Mendeley 🔗 Share 📄 Cite

<https://doi.org/10.1016/j.paid.2020.109999>

[Get rights and content](#)

Abstract

In the literature related to personality and emotion regulation (ER) there are a series of experiments which assess the affective consequences from the perspective of the processual model of emotion regulation (Gross, 1998a). The present research continues Dunn's et al., (2009) suggestion to analyse the affective consequences of emotion regulation mechanisms according to the most relevant personality dimensions for the emotion regulation process (extraversion and emotional stability).

In the present studies we have induced two different emotions (anger and sadness), by using movie sequences and we manipulated, under laboratory controlled conditions, ER strategies to detect their effects on the emotional experience.

219 subjects were statistically selected for two experimental groups according to two

Publicații în reviste internaționale de prestigiu din domeniul Psihologiei

Development and Psychopathology (2021), **33**, 18–28
doi:10.1017/S0954579419001500

CAMBRIDGE
UNIVERSITY PRESS

Regular Article

Early caregiving quality predicts consistency of competent functioning from middle childhood to adolescence following early psychosocial deprivation

Katherine L. Guyon-Harris¹, Kathryn L. Humphreys^{1,2}, Devi Miron¹, Florin Tibu³, Nathan A. Fox⁴, Charles A. Nelson^{5,6} and Charles H. Zeanah¹

¹Department of Psychiatry and Behavioral Sciences, Tulane University School of Medicine, New Orleans, LA, USA; ²Department of Psychology and Human Development, Vanderbilt University, Nashville, TN, USA; ³Institute of Child Development, Bucharest, Romania; ⁴Department of Human Development and Quantitative Methodology, University of Maryland, College Park, MD, USA; ⁵Boston Children's Hospital/Harvard Medical School, Cambridge, MA, USA and ⁶Harvard Graduate School of Education, Cambridge, MA, USA

Abstract

Adverse developmental outcomes for some children following institutional care are well established. Removal from institutional care and placement into families can promote recovery. However, little is known about how positive outcomes are sustained across adolescence among children with histories of severe deprivation. The present study examined the caregiving conditions that are associated with attaining and maintaining competent functioning (i.e., outcomes within typical levels) from middle childhood to adolescence following exposure to early institutional care. The participants included children with and without a history of institutional care who had competence assessed at ages 8, 12, and 16 years across seven domains: family relationships, peer relationships, academic performance, physical health, mental health, substance use (ages 12 and 16 years only), and risk-taking behavior. The participants were grouped based on whether they were always versus not always competent and never versus ever competent at ages 8 through 16 years. Adolescents with a history of institutional care were less likely to be consistently competent than those who were family reared. Among those who were exposed to early institutional rearing, maintaining competent functioning from 8 to 16 years was associated with spending less time in institutions and receiving higher-quality caregiving early in life. Ensuring high quality early caregiving may promote competent functioning following early deprivation.

Keywords: adolescence, caregiving, competence, institutional rearing, resilience

(Received 1 March 2019; accepted 16 September 2019)

Worldwide, institutional care remains a common form of care for abandoned and maltreated children. As many as eight million children worldwide who are less than 18 years of age are currently living in institutional care (Lumos Foundation, 2015). Research

development from middle childhood to adolescence following this unique and particularly harmful form of adversity.

What constitutes "typical" development following adversity varies throughout the developmental literature. One study exam-



International Journal of Human-Computer
Studies

Volume 74, February 2015, Pages 54–76



Touch interaction for children aged 3 to 6 years: Experimental findings and relationship to motor skills ☆

Radu-Daniel Vatavu , Gabriel Cramariuc , Doina Maria Schipor

University Stefan cel Mare of Suceava, str. Universitatii nr. 13, 720229 Suceava, Romania

Received 15 March 2014, Revised 8 August 2014, Accepted 20 October 2014, Available online 29 October 2014.

Communicated by K.S. Severinon Eklundh



Show less ^

+ Add to Mendeley Share Cite

<https://doi.org/10.1016/j.ijhcs.2014.10.007>

[Get rights and content](#)

Highlights

- We investigate small-age children's touch performance on smart phones and tablets

Publicații în reviste internaționale de prestigiu din domeniul Psihologiei

PLOS ONE

frontiers
in Psychology

BRIEF RESEARCH REPORT
published: 22 July 2020
doi: 10.3389/fpsyg.2020.01608



RESEARCH ARTICLE

Stress, dyadic coping, and relationship satisfaction: A longitudinal study disentangling timely stable from yearly fluctuations

Petruta P. Rusu^{1*}, Fridtjof W. Nussbeck², Lorena Leuchtman³, Guy Bodenmann³

1 Department of Educational Sciences, University "Stefan cel Mare" of Suceava, Suceava, Romania, **2** Department of Psychology, University of Konstanz, Konstanz, Germany, **3** Department of Psychology, University of Zurich, Zurich, Switzerland

* petruta.rusu@usm.ro

Abstract

The aims of the present study are to analyze the associations of different forms of dyadic coping (i.e., own supportive dyadic coping = OSDC; perceived supportive dyadic coping provided by the partner = PSDC; common dyadic coping = CDC) with relationship satisfaction, and to investigate whether these effects differ depending on the amount of perceived stress. In 240 couples, the different forms of dyadic coping and stress of both partners were assessed annually across 5 measurement points. Data was analyzed by dyadic multilevel models, which allow for disentangling between-person (overall, timely stable) from within-person (yearly, time specific) variations. The results revealed that all different forms of dyadic coping enhanced overall and yearly relationship satisfaction. At the same time, relationship satisfaction depends on the amount of overall and yearly stress. Interestingly, for PSDC, we found that the more a member of the couple was supported by the partner yearly (time-specific PSDC) and the more the member was stressed overall (timely stable), the higher the member scored on relationship satisfaction. For CDC, we found that yearly CDC

Positivity Ratio and Well-Being Among Teachers. The Mediating Role of Work Engagement

Petruta P. Rusu[†] and Aurora A. Colomeischi[†]

Department of Educational Sciences, University "Stefan cel Mare" of Suceava, Suceava, Romania

Previous studies indicated that the balance of positive to negative affect (i.e., positivity ratio) is associated with subjective well-being and flourishing in the general population. Moreover, a positivity ratio of 2.9 is considered a critical value discriminating between flourishing and non-flourishing individuals. To date, however, there is limited research on the positivity ratio on samples of teachers. The present study aimed to investigate whether the positivity ratio affects work engagement and well-being among teachers. Based on the broaden-and-build theory (Fredrickson, 2001) and work engagement model (Bakker and Demerouti, 2007), we predicted that positivity ratio (the ratio between positive and negative emotions) experienced by teachers would increase their work engagement, which in turn would positively affect their well-being. A sample of 1,335 teachers (762 women and 573 men) from Romania participated in the study. Results revealed that work engagement mediated the relationship between positivity ratio and well-being. Specifically, teachers with a higher ratio of positive to negative emotions reported more engagement (dedication, absorption, and vigor) and in consequence higher levels of subjective well-being (autonomy, environmental mastery, personal growth, self-acceptance, positive relations with others and purpose in life). Also, when investigating the positivity ratio according to participants' well-being, we found a mean of positivity ratio of 2.84 for the group of teachers with high levels of well-being, validating the proposed critical positivity ratio of 2.9. These findings support



OPEN ACCESS

Citation: Rusu PP, Nussbeck FW, Leuchtman L, Bodenmann G (2020) Stress, dyadic coping, and relationship satisfaction: A longitudinal study disentangling timely stable from yearly fluctuations. *PLoS ONE* 15(4): e0231133. <https://doi.org/10.1371/journal.pone.0231133>

Editor: Cheng-Shi Shiu, University of California Los Angeles, UNITED STATES

Received: March 19, 2019

Accepted: March 17, 2020

OPEN ACCESS

Edited by:

Junjun Chen,
The Education University
of Hong Kong, Hong Kong

Reviewed by:

Xin Zheng,
Southwest University, China
Adam M. Croom,
The University of California, Merced,
United States

*Correspondence:

Petruta P. Rusu
petruta.rusu@usm.ro

Manuale pentru cadre didactice și elevi (nivel preșcolar și primar)



PROMEHS Promoting Mental Health in Schools

Co-funded by the Erasmus+ Programme of the European Union

PROMEHS

**Promovarea sănătății
mentale în școală**

**Manualul profesorului pentru
învățământul primar și preșcolar**

BICOCCA UNIVERSITY OF INEGRE STUDIOS
L-Università ta' Malta
LATVIJAS UNIVERSITĀTE
CITY OF RIEUKA
UFI
UNIVERSITATEA Ștefan cel Mare Suceava
USU
LISBOA
UNIVERSIDADE DE LISBOA
UNIVERSITATEA Ștefan cel Mare Suceava
UNIVERSITATEA Ștefan cel Mare Suceava
UNIVERSITATEA Ștefan cel Mare Suceava

PROMEHS Promoting Mental Health in Schools

Co-funded by the Erasmus+ Programme of the European Union

PROMEHS

**Promovarea sănătății
mentale în școală**

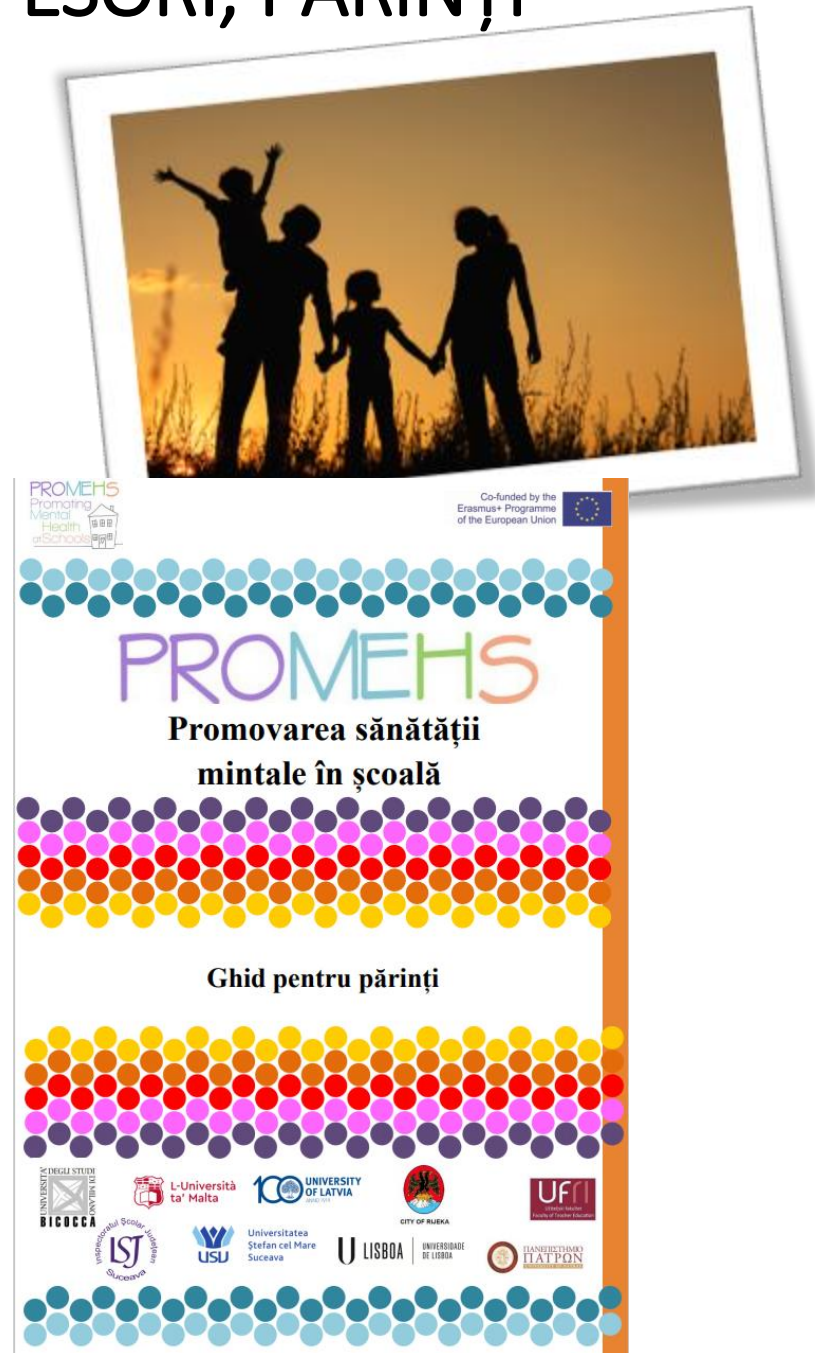
**Manual pentru elevii din
ciclul primar și preșcolar**

BICOCCA UNIVERSITY OF INEGRE STUDIOS
L-Università ta' Malta
100 UNIVERSITY OF LATVIA
CITY OF RIEUKA
UFI
UNIVERSITATEA Ștefan cel Mare Suceava
USU
LISBOA
UNIVERSIDADE DE LISBOA
UNIVERSITATEA Ștefan cel Mare Suceava
UNIVERSITATEA Ștefan cel Mare Suceava
UNIVERSITATEA Ștefan cel Mare Suceava

Manuale pentru cadre didactice și elevi (nivel de gimnaziu și liceu)



Ghiduri pentru PROFESORI, PĂRINȚI



Ghid pentru decidenți în educație



Cuprins

Introducere.....	9
Despre PROMEHS.....	9
Scopuri	9
Cadru teoretic	9
Învățarea socială și emoțională	10
Reziliența.....	10
Problemele sociale, emoționale și comportamentale.....	10
Principii	10
Ghid introductiv	12
Conținutul activităților	12
Ce spune cercetarea.....	14
Concepte cheie	14
Programe validate științific	15
Promovarea învățării sociale și emoționale	15
Beneficii	15
Promovarea rezilienței.....	16
Beneficii	16
Prevenția dificultăților sociale, emoționale și comportamentale	17
Beneficii	17
Recomandări pentru factorii de decizie politică	18
Referințe.....	19



Universitatea
Ștefan cel Mare
Suceava



Erasmus+



Universitat
de Lleida



KLAIPĖDOS
UNIVERSITETAS



PSI WELL
Project no. 2016-1-RO01-KA204-024504
Building Bridges: Promoting
Social Inclusion and Wellbeing for Families
of Children with Special Needs

**SOCIAL INCLUSION AND WELLBEING
OF FAMILIES OF CHILDREN
WITH SPECIAL NEEDS
TRANSNATIONAL STUDY REPORT**

Aurora Adina Colomeischi- Romania- coordinator
Gemma Fillella Gui- Spain
Maria Augusta Romão da Veiga Branco- Portugal
Sonja Alimović- Croatia
Ingrida Baranauskiene- Lithuania
Mine Gol-Guven - Turkey

www.psiwell.eu

Funded by the
Erasmus+ Programme
of the European Union

Manuale și
instrumente pentru
intervenția psiho-
educatională în cazul
părinților cu copii cu
nevoi speciale

Building Bridges:
Promoting wellbeing for family



Universitatea
Ștefan cel Mare
Suceava



University of Zagreb
Faculty of Education and
Rehabilitation Sciences



**PROGRAMUL DE INTERVENȚIE PSIHO-EDUCAȚIONALĂ ȘI
SOCIALĂ PENTRU PĂRINȚI (PESI)**

Caiet de lucru pentru părinți



Universitat
de Lleida



KLAIPĖDA
UNIVERSITY

Coordonator Aurora Adina COLOMEISCHI



Erasmus+ Program 2016-1-RO01-KA204-024504KA2

Cooperare pentru inovare și schimbul de bune practici parteneriate strategice pentru dezvoltarea și inovarea în
domeniul educației adulților



Erasmus+

Effects of Religiosity and Spirituality

on Employees Performance

Cornelia Filip, Petruta P. Rusu

"Stefan cel Mare" University of Suceava

Introduction

- Our society searches spiritual solutions for social changes and instabilities from workplace (Mitroff & Denton, 1999).
- A profound change of values provides a social conscience which results in performance at workplace (Fry & Nisiewicz, 2013).
- RELIGION is the system of thought and practice many peoples express their spirituality through (Smith, 2006).
- RELIGIOSITY is the way one person understands and integrates religious norms (Ahyadi, 1995).
- According to Hill et al. (2000, apud.Rusu, 2018) the SPIRITUALITY can be identified through feelings, thoughts, behavior, which are determined by the quest of sacredness.
- Humility is a developmental orientation associated with willingness to view one self accurately, appreciation of others' strengths and contributions, teachability and low self-focus (Owens, 2009).

Objectives

The purpose of the current study is to investigate the link between **religiosity and spirituality** of Romanian teachers and their **work performance** provided by the 5 mediating factors which according to studies, influence this important aspect.

- **organizational commitment** (Ke, Zhang, Yan, & Fu, 2017)
- **humility** (Owens, 2009)
- **joy towards life** (Sakellari, Psychogiou, Georgiou, Papanidi, Vlachou & Sapountzi-Krepia, 2018)
- **optimism** (Tenney, Logg & Moore, 2015)
- **life satisfaction** (Jones, 2006)

Methodology

Sample

The research sample consisted of 145 Christian teachers, 73 from rural habitats and 62 from urban habitats. The participants were between 19 and 57 years old. Men's mean age was 35.84 years, and women's mean age was 34.17 years. 60.7 % of the participants were Orthodox, 1.4 % Catholics, 0.7 % Adventists and 37.2 % Neo-Protestants (Pentecostals, Baptists and...

Instruments

- Spiritual Well-Being Scale, Paloutzian & Ellison, 1982;
- Clara Strengths of Religious Faith Questionnaire, Plante & Boccaccini, 1997;
- Humility scale, Peterson & Seligman, 2004;
- Organizational Commitment Questionnaire, Mowday, Steers, & Porter, 1979;
- Satisfaction With Life Scale, Diener, Emmons, Larsen & Griffin, 1985.



Results & Discussion

? Hypothesis 1: The level of optimism increases concomitantly with the level of spiritual well-being.

The result of the Pearson correlation analysis in SPSS indicates that the level of spiritual well-being correlates positively with the level of optimism (Graph 1). This hypothesis was confirmed by a positive, significant correlation ($p = 0.000$) between the specified variables. The effect size is large ($r = 0.608$). This analysis shows that people that have a high level of spiritual well-being look ahead with a higher level of optimism than those who have reported a lower level of spiritual well-being.

? Hypothesis 2: The level of spiritual well-being correlates significantly with the level of humility.

The result of the analysis indicates that the spiritual well-being correlates significantly with the level of humility (Graph 2). This hypothesis was confirmed by a positive, significant correlation ($p = 0.000$) between the specified variables. The effect size is medium ($r = 0.368$). People who are spiritually fulfilled, knowing their true value and identity, significance, satisfaction and fulfillment throughout life, show a higher level

Implicarea
studentilor în
activități de
cercetare

Conferințe pentru
studenți



Conferințe pentru
studenți

Join us!

USU

ONLINE

Joi,
26 noiembrie
2020

15:00 - 19:00

**Conferința Studențească
de Cercetare Aplicată în
Științele Educației și
Psihologie**

Facultatea
de Științe
ale Educației

Conferințe pentru studenți

