

A 1. Realizări științifice

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
C1 Realizări științifice semnificative în calitate de autor principal			
I 1	Contribuții <i>in extenso</i> de tip <i>article</i> sau <i>review</i>, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mare sau egal cu <i>p</i>, realizate în calitate de autor principal	3 + (3 x IF)	Articol
	Măirean, C. (2020). Posttraumatic stress symptoms, fear and avoidance of driving, and aberrant driving behaviors. The moderating role of gender. <i>Transportation and Health</i> , 16: 100830, 10.1016/j.jth.2020.100830, IF = 2,58	nu este vizibil în Web of Science	
	Măirean, C., & Diaconu-Gherasim, L. R. (2019). Depressive Symptoms and Achievement Goals: Parental Rejection as a Moderator. <i>The Journal of Early Adolescence</i> , 1-28, 0272431619858417. IF = 1,75	nu este vizibil în Web of Science	
	Turliuc, M. N., Măirean, C., & Boca-Zamfir, M. (2020). The relation between cyberbullying and depressive symptoms in adolescence. The moderating role of emotion regulation strategies. <i>Computers in Human Behavior</i> , 106341. IF = 4.30 (corresponding author)	3+(3 * 4,30)	15,90
	Măirean, C. (2019). Driving cognitions, rumination, and posttraumatic stress disorder in road traffic accidents survivors. <i>Clinical Psychology & Psychotherapy</i> , 26(1), 47-54. doi: 10.1002/cpp.2329 IF = 2.33	3+(3 * 2,33)	9,99
	Măirean, C., Turliuc, M.N., & Arghire, D. (2019). The Relationship Between Trait Gratitude and Psychological Wellbeing in University Students: The Mediating Role of Affective State and the Moderating Role of State Gratitude. <i>Journal of Happiness Studies</i> , 20(5), 1359-1377. IF = 2,51	3+(3 * 2,51)	10,53
	Măirean, C., & Diaconu-Gherasim, L. R. (2019). Adolescents' subjective well-being: The role of adolescents' and mothers' time perspectives. <i>Time & Society</i> , 28(3), 1084-1104. 0961463X17752282. IF = 1.72	3+(3 * 1,72)	8,16
	Havârneanu, C. E., Măirean, C., & Popușoi, S. A. (2019). Workplace stress as predictor of risky driving behavior among taxi drivers. The role of job-related affective state and taxi driving experience. <i>Safety science</i> , 111, 264-270. IF = 3,61 (autor de corespondență)	3+(3 * 3,61)	13,83
	Diaconu-Gherasim, L. R., & Măirean, C. (2019). Depressive Symptoms and Academic Achievement: The Role of Adolescents' Perceptions of Teachers' and Peers' Behaviors. <i>Journal of Research on Adolescence</i> . https://doi.org/10.1111/jora.12538 (autor de corespondență). IF = 2.07	3+(3 * 2,07)	9,21
	Măirean, C., & Havarneanu, C. E. (2019). The relation between mortality salience, traffic locus of control, and risky driving behavior. <i>Death studies</i> , 21, 1-11. doi: 10.1080/07481187.2019.1626935. IF = 1,20	3+(3 * 1,20)	6,60
	Diaconu-Gherasim, L. R., Măirean, C., & Brumariu, L. E. (2019). Quality of teachers' and peers' behaviors and achievement goals: The mediating role of self-efficacy. <i>Learning and Individual Differences</i> , 73, 147-156. (autor de corespondență) IF = 1,80	3+(3 * 1,80)	8,40

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Măirean, C., & Havârneanu, C. E. (2018). The relationship between drivers' illusion of superiority, aggressive driving, and self-reported risky driving behaviors. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 55, 167-174. IF = 2.36	3+(3 * 2,36)	10,08
	Măirean, C., Havârneanu, G., Popușoi, S., & Havârneanu, C. E. (2017). Traffic locus of control scale – Romanian version: Psychometric properties and relations to the driver's personality, risk perception, and driving behavior. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 45, 131-146. IF = 1.93	3+(3 * 1,93)	8,79
	Măirean, C. & Ceobanu, C. M. (2017). The relationship between suppression and subsequent intrusions: the mediating role of peritraumatic dissociation and anxiety. <i>Anxiety, stress, and coping</i> , 30(3), 304-316. IF = 2.06	3+(3 * 2,06)	9,18
	Măirean, C. (2016). Emotion regulation strategies, secondary traumatic stress, and compassion satisfaction in healthcare providers. <i>The Journal of Psychology: Interdisciplinary and Applied</i> , 150(8), 961-975. IF = 1.64.	3+(3 * 1,64)	7,92
	Turliuc, M.N., Mairean, C., Turliuc, D.M. (2015). Rumination and suppression as mediators of the relationship between dysfunctional beliefs and traumatic stress. <i>International Journal of Stress Management</i> , 22(3), 306-322. IF = 1.38	3+(3 * 1,38)	7,14
			125,73
I 2	Contribuții in extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mic decât p sau în reviste neindexate Web of Science (IF = 0), dar indexate în cel puțin două baze de date internaționale recunoscute, din care în cel puțin una se regăsește în format in extenso (full-text), realizate în calitate de autor principal	3 + IF	Articol
	Măirean, C. & Gliga, L. (2019). Intrusive images in trauma film paradigm. The role of peritraumatic tasks, emotional regulation strategies, and emotional states. <i>Annals of Alexandru Ioan Cuza University. Psychology Series</i> , 27, 61-76.	3	3
	Măirean, C. (2018). The Role of Depression and Anxiety in Developing True and False Memories about Past Events. <i>Annals of Alexandru Ioan Cuza University. Psychology Series</i> , 27, 61-76.	3	3
	Măirean, C. (2018). The relation between driving cognitions and driving phobia. The moderating role of emotional regulation strategies. <i>Romanian Journal of Applied Psychology</i> , 20(2), 37-44.	3	3
	Măirean, C. (2016). The relationship between secondary traumatic stress and personal posttraumatic growth: Personality factors as moderators, <i>Journal of Adult Development</i> , 23(2), 120-128. IF = 0.76.	3+0,76	3,76
	Măirean, C. (2016). Secondary traumatic stress and posttraumatic growth: social support as a moderator, <i>The Social Science Journal</i> , 53(1), 14-21. IF = 0.71.	3+0,71	3,71
	Mairean, C., Cimpoesu, D., Turliuc, M.N. (2014). The Effects of Traumatic Situations on Emergency Medicine Practitioners. <i>Revista de Cercetare și Interventie Socială</i> , 44, 279-290. IF = 0.42	3+0,42	3,42

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Măirean, C. (2016). The Relation between Trait Dissociation and False Memories. The Moderating Role of Affectivity. <i>Romanian Journal of Experimental Psychology</i> , 7 (1), 66-70.	3	3
	Măirean, C. (2016). The association between mental imagery and memory accuracy. The moderating role of an affective state. <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 25 (1), 59-73.	3	3
	Măirean, C. (2015). False memory for positive and negative life events. The role of mental imagery, <i>Romanian Journal of Applied Psychology</i> , 17(1), 1-7.	3	3
	Măirean, C. (2015). Individual Differences in Emotion and Thought Regulation Processes: Implications for Mental Health and Wellbeing, <i>Symposion 2</i> , 2 (2015), 243-260.	3	3
	Măirean, C. (2015). Predicting positive and negative affect based on emotion and thought regulation strategies, <i>Journal of Psychological and Educational Research</i> 23, 1 (2015), 7 - 22	3	3
	Măirean, C. (2014). Traumatic stress and professional quality of life. Personality and social support as moderators. <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 23(2).	3	3
	Mairean, C., Cimpoesu, D., Turliuc, M.N. (2014). The associations between vicarious trauma dysfunctional beliefs and traumatic stress among hospital personnel. <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 23(1), 5-18	3	3
	Măirean, C., Turliuc, M. N. (2013). Diferențe interindividuale cu privire la percepția sinelui și a lumii în contextul stresului traumatic: rolul mediator al copingului emoțional. <i>Revista de Psihologie Socială</i> , 31(1), 27-38.	3	3
	Măirean, C., Turliuc, M. N. (2013). Predictors of Vicarious Trauma Beliefs Among Medical Staff, <i>Journal of loss and trauma</i> , 18(5), 414-428, DOI:10.1080/15325024.2012.714200. IF = 0,72	3+0,72	3,72
			47,61
C2			
I 3	Cărți publicate în calitate de autor principal în edituri clasificate A1 sau A2 (m A1 = 3; m A2 = 1)	12 x m	Carte
I 4	Capitole în cărți publicate în calitate de autor principal în edituri clasificate A1 sau A2 (m A1 = 3; m A2 = 1)	3 x m	Capitol
	Măirean. C. (2019). Controlul mental. în Șt. Boncu și A. Holman (Ed.) Cum gândim în viața de zi cu zi, pag. 396 - 405. Editura Polirom, Iași	3	3
	Măirean. C. (2019). Responsabilitatea și provocările profesionale în consilierea școlară: probleme etice., în V. Enea (coord) <i>Intervenții psihologice în școală. Manualul consilierului școlar.</i> Editura Polirom, Iași	3	3
	Măirean. C. (2017). Probleme etice în evaluarea psihologică. În Enea, V. & Dafinoiu, I. (coord.). <i>Evaluarea psihologică. Manualul psihologului clinician.</i> Iași: Editura Polirom.	3	3
	Măirean, C. (2016). Idealurile intime. În Șt. Boncu și M. N. Turliuc (coord). <i>Relațiile intime. Atracției interpersonală și convețuire în cuplu</i> , Iași: Polirom.	3	3

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Măirean, C. (2016). Stresul și copingul diadic. În Șt. Boncu și M. N. Turliuc (coord). <i>Relațiile intime. Atracției interpersonală și convețuire în cuplu</i> , Iași: Polirom.	3	3
	Măirean, C. (2015). Riscul din perspectiva traumei psihice. În C. Havârneanu și G. Havârneanu (coord). <i>Psihologia riscului</i> , Iași: Polirom.	3	3
	Măirean, C. & Havârneanu, G.M. (2015). Compasiunea. În Șt. Boncu și D. Nastas (coord). <i>Emoții complexe</i> , Iași: Polirom.	3	3
	Măirean, C. (2014). Epuizarea eului. În Șt. Boncu și I. Dafinoiu (coord). <i>Psihologie socială și clinică</i> , Iași: Polirom.	3	3
	Măirean, C. & Turliuc, M. N. (2013). Vicarious exposure to trauma, traumatic stress disorder and professional quality of life in women in clinical practice. În Turliuc, M.N. (coord). <i>Gen, muncă, familie și schimbare</i> , Iași: Institutul European.	3	3
			27,00
C2 Realizări științifice semnificative în calitate de co-autor			
I 5	Contribuții in extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mare sau egal cu p, realizate în calitate de co-autor	3 + [(3 x IF) / n]	Articol
	Baric, D., Havârneanu, G., & Măirean, C. (2020). Attitudes of learner drivers toward safety at level crossings: Do they change after a 360° video-based educational intervention?, <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , https://doi.org/10.1016/j.trf.2020.01.018 , IF. = 2.36	3 + [(3 x 2,36) / 3]	5,36
	Bogdan, S., Măirean, C. & Havârneanu, C. E. (2016). A meta-analysis of the association between anger and aggressive driving. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 42(2), 350-364. http://dx.doi.org/10.1016/j.trf.2016.05.009 . IF = 1.83.	3 + [(3 x 1,83) / 3]	4,83
	Gherasim-Diaconu, R. L. & Măirean, C. (2016). Perception of parenting styles and academic achievement: The mediating role of goal orientation. <i>Learning and Individual Differences</i> , 49, 378–385. IF = 1.65.	3 + [(3 x 1,65) / 2]	5,48
	Gherasim, L. R., Măirean, C. , & Rusu, A. (2016). Dispositional Optimism and Judgments of Future Life Events: Affective States as Moderators. <i>Journal of Happiness Studies</i> , 1-17, DOI 10.1007/s10902-015-9629-5. IF = 2.32	3 + [(3 x 2,32) / 3]	5,32
	Rusu, A., Măirean, C. , Hojbotă, A. M., Gherasim, L. R., & Gavriloaiei, S. I. (2015). Relationships of career adapt-abilities with explicit and implicit self-concepts. <i>Journal of Vocational Behavior</i> , 89, 92-101. IF = 2.76	3 + [(3 x 2,76) / 5]	4,65
			25,64
I 6	Contribuții in extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mic decât p sau în reviste neindexate Web of Science (IF = 0), dar indexate în cel puțin două baze de date internaționale recunoscute, din care în cel puțin una se regăsește în format in extenso (full-text), realizate în calitate de co-autor	(3 + IF) / n	

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Diaconu-Gherasim, L. R., Țepordei, A.M., Măirean, C. , & Rusu, A. (2019). Intelligence Beliefs, Goal Orientations and Children's Academic Achievement: Does the Children's Gender Matter?, <i>Educational Studies</i> , accepted paper. IF = 0.77	(3+0,77)/4	0,94
	Diaconu-Gherasim, L. R., & Măirean, C. (2017). Dispositional Optimism, Affective States and Judgements of Future Life Events. <i>Studia Psychologica</i> , 59(3), 193-205. IF = 0.50	(3+0,50)/2	1,75
	Maftei, A. & Măirean, C. (2017). Reality, fantasy and emotional state in kindergarten children. <i>Romanian Journal of Applied Psychology</i> , 19(2), 30-34. DOI: 10.24913/rjap.19.2.01	3/2	1,5
	Havârneanu, C., & Măirean, C. (2016). Personality Traits as Predictors of Aggressive Violations on the Road. Driving Experience as a Moderator. <i>Romanian Journal of Experimental Psychology</i> , 7(1), 71-75.	3/2	1,5
	Rusu, A., Măirean, C. & Măgurean, S. (2015). Exploring the third level of career adaptability: Canonical correlation between career adaptabilities and defense styles. <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 24(2), 5-12.	3/3	1
	Ceobanu, M. C., & Mairean, C. (2015). The Relation between Personality Traits, Social Support and Traumatic Stress. <i>Revista de Cercetare si Interventie Sociala</i> , 48, 17-31. IF = 0.42	(3+0,42)/2	1,71
	Gherasim L. R., Butnaru S., Măirean C. (2013). Classroom Environment, Achievement Goals and Maths Performance: Gender Differences. <i>Journal of Educational Studies</i> , 39(1), 1-12. DOI:10.1080/03055698.2012.663480. IF = 0.50	(3+0,50)/3	1,17
	Gherasim, L. R., Măirean, C. , Nemțanu, R. (2013). Diferențe de gen în formarea impresiilor despre oamenii politici. <i>Revista de Psihologie Socială</i> , 32(2), 215-229.	3/3	1
	Christmann, K., Turliuc, M. N., Măirean, C. (2012). Risk and Resilience in Children of Prisoners: A Research Review. <i>Analele Științifice ale Universității Al. I. Cuza, Seria Sociologie și Asistență Socială</i> , Vol V(2), 53 – 77.	3/3	1
	Turliuc, M. N. & Măirean, C. (2012). A correlational study of the relationships between coping strategies and vicarious trauma beliefs, <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 21(2), 59-77.	3/2	1,5
	Butnaru, S., Gherasim, R. L., Iacob, L., & Amariei, C. (2010). Effects of Parental Support and Attributional Style on Children` School Achievement and Depressive Feelings, <i>The International Journal of Learning</i> , 17(8), pp.397-408.	3/4	0,75
	Bogdan, S., Măirean, C. , Avram, M., & Stan, O. (2011). An empirical analysis of emotional labour, job satisfaction and job burnout, <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 20(2), 19-35.	3/4	0,75
	Butnaru, S., Gherasim, L. R., & Măirean, C. (2011). Effort Attributions and Achievement In Math And Sciences: The Moderating Effect Of Gender And Academic Support, <i>Analele Universității Al. I. Cuza, Seria Științele Educației</i> .	3/3	1

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Măirean, C. & Turluc, M. N. (2011). The relationships between dispositional coping and personality variables, <i>International Journal of Education and Psychology in the Community</i> , Vol. 1(2), 7-28, ISSN 2069-4695, Publishing House of Oradea University.	3/2	1,5
	Gherasim, R. L., Prună, I., Amariei, C. (2010). Attitudes towards offenders: effects of the victim type and the offender's age, <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 19(1).	3/3	1
			18,07
I 7	Cărți publicate în calitate de co-autor în edituri clasificate A1 sau A2 (m A1 = 3; m A2 = 1)	12 x m/n	Carte
	Enea, V., Măirean, C. , & Dafinoiu, I. (2016). <i>Bulimia nervoasă. Teorie, evaluare și tratament</i> . Iași: Editura Polirom. (268 pag)	12 x 1/3	4
	Turluc, M.N. & Măirean, C. (2014). <i>Psihologia traumei</i> . Iași: Editura Polirom. (254 pag).	12 x 1/2	6
			10
I 8	Capitole în cărți publicate în calitate de co-autor în edituri clasificate A1 sau A2 (m A1 = 3; m A2 = 1)	3 x m/n	Capitol
	Popușoi S.A., Măirean C. , Havârneanu G.M. (2017) Behavioral Intentions and Threat Perception During Terrorist, Fire and Earthquake Scenarios. In: Havarneanu G., Setola R., Nassopoulos H., Wolthusen S. (eds) <i>Critical Information Infrastructures Security</i> . CRITIS 2016. Lecture Notes in Computer Science, vol 10242. Springer, Cham (Publicație indexată WorldCat in KVK, A1)	3 x 3/3	3
	Turluc, M. N., Măirean, C. , & Dănilă, O. (2013). A multifaceted theory: individual, family, and community resilience. A Research Review. In <i>Contemporary issues facing families: An interdisciplinary dialogue</i> (pp. 33-53). Verlag fur Kultur und Wissenschaft (Culture and Science Publishing) Bonn (Germany). (Publicație indexată WorldCat in KVK, A1)	3 x 3/3	3
	Gherasim, R. L., Măirean, C. (2016). Efectul de iradiere al frumuseții. În Șt. Boncu și M. N. Turluc (coord). <i>Relațiile intime. Atracției interpersonală și convețuire în cuplu</i> , Iași: Polirom.	3 x 1/2	1,5
	Havârneanu, G.M. & Măirean, C. (2015). Managementul riscului. În C. Havârneanu și G. Havârneanu (coord). <i>Psihologia riscului</i> , Iași: Polirom.	3 x 1/2	1,5
	Turluc, M.N., Măirean, C. (2014). Suportul social. În Șt. Boncu și I. Dafinoiu (coord). <i>Psihologie socială și clinică</i> , Iași: Polirom.	3 x 1/2	1,5
	Gherasim, R. L., Măirean, C. (2014). Optimism nerealist. În Șt. Boncu și I. Dafinoiu (coord). <i>Psihologie socială și clinică</i> , Iași: Polirom.	3 x 1/2	1,5
	Crumpei, I., Măirean, C. (2016). Trauma în copilăria timpurie. În L. Stan (coord). <i>Educația timpurie. Probleme și soluții</i> , Iași: Polirom.	3 x 1/2	1,5
			13,50

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 9	Lucrări <i>in extenso</i> (tip <i>proceedings</i>) indexate WoS sau altă BDI recunoscută, realizate în calitate de autor principal, publicate în volumele unor conferințe internaționale, cu relevanță pentru domeniul de abilitare, disponibile în format full-text în cel puțin o BDI	1	Lucrare
	(în cazul I9 și I10 se pot puncta cumulativ cel mult două contribuții / ediție conferință)		
	Măirean, C. (2019). The relation between subjective and objective trauma appraisal and posttraumatic stress symptoms. The moderating role of traffic locus of control. 6th SWS International Scientific Conference on Social Sciences ISCSS 2019. 6, 323-330. doi: 10.5593/SWS.ISCSS.2019.3/S11.042		1
	Măirean, C. (2019). Driving cognitions as predictors of errors, lapses, ordinary and aggressive violations on the road. 6th SWS International Scientific Conference on Social Sciences ISCSS 2019, 6, 173-180. doi: 10.5593/SWS.ISCSS.2019.3/S11.023		1
	Măirean, C. (2018). Traffic locus of control, driving cognitions and posttraumatic stress symptoms. 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018. 18, 519-526. doi: 10.5593/sgemsocial2018/3.2/S11.068		1
	Măirean, C. & Havârneanu, C. E. (2018). The relation between posttraumatic stress symptoms and traffic phobia. 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018. 18, 477-482. doi: 10.5593/sgemsocial2018/3.2/S11.062		1
	Măirean, C., Havârneanu, C. (2016). Risk perception as mediator of the relation between driving style and risky behavior in traffic. SGEM International Multidisciplinary Scientific Conference on Social Sciences and Arts, 165-172.		1
	Măirean, C. (2016). Veridical and false memories for negative life events. The role of depression. SGEM International Multidisciplinary Scientific Conference on Social Sciences and Arts, 257-262.		1
			6
I 10	Lucrări <i>in extenso</i> (tip <i>proceedings</i>) indexate WoS sau altă BDI recunoscută, realizate în calitate de co-autor, publicate în volumele unor conferințe internaționale, cu relevanță pentru domeniul de abilitare, disponibile în format full-text în cel puțin o BDI	1/n	Lucrare
	Gherasim L.R., Măirean, C., Butnaru, S. (2012). Prediction of School Performance: The Role of Motivational Orientations and Classroom Environment. <i>Procedia - Social and Behavioral Sciences</i> , 46, 3931-3935.	1/3	0,33
	Turliuc, M. N., Măirean, C. (2014). Personal Growth In Context Of Exposure To Trauma Life Events. <i>The Second World Congress on resilience: from person to society</i> , 819-824.	1/2	0,5
			0,83

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 11	Alte articole <i>in extenso</i> publicate în calitate de autor / co-autor în reviste științifice, cu condiția ca revistele să fie indexate la nivel de rezumat în cel puțin o bază de date internațională recunoscută	1/n	Articol
	Măirean, C. & Turluc, M. N. (2011). Research Review: Risk and resilience in children. The role of social support, <i>Today's Children are Tomorrow's Parents</i>, Vol. 30-31, 2011, Edited by the Research Center for Child-Parent Interaction (CICOP).	1/2	0,50
			0,50
I 12	Cărți publicate în calitate de autor / co-autor în edituri clasificate de tip B ($m B = 0,5$)	12 x m/n	Carte
	Măirean, C. (2017). <i>Stres posttraumatic și dezvoltare personală posttraumatică</i>. Iași: Editura Institutul European. (271 pag)	12 x 0,5	6
			6
I 13	Capitole în cărți publicate în calitate de autor / co-autor în edituri clasificate de tip B ($m B = 0,5$)	3 x m/n	Capitol
	Măirean, C. & Cimpoeșu, D. M. (2020). <i>The Relations Between Trauma Exposure, Subjective Trauma Appraisals, and Posttraumatic Stress Symptoms in A Sample of Road Traffic Accident Victim</i>. In Pracana, C., & Wang, M., (Eds). Psychological Applications and Trends, 36-41. Lisabona: inScience Press. (Categorie B, prin Ruta complementară).	3 x 0,5/2	0,75
	Măirean, C. (2015). <i>Ereditate și mediu în dezvoltarea ființei umane</i>, in Opre, L., Gavrilovici, C.. (coord). Bazele comportamentului individual în sănătate, București: Editura Pro Universitaria. (Categorie B, prin Ruta complementară).	3 x 0,5	1,5
	Măirean, C. (2015). <i>Reziliență psihologică și sănătate mentală în contextul expunerii vicariante la stres</i>, În Hrișuleac, A. și Ceobanu, C. (coord.). Dimensiuni ale rezilienței psihologice. Abordări teoretice și aplicative, București: Editura Pro Universitaria. (Categorie B, prin Ruta complementară).	3 x 0,5	1,5
	Măirean, C. (2019). <i>Fobia de a conduce. Particularități și modalități de abordare, în terapie</i>. În Iorga, M. & Roșca, C., Psihologie medicală, Studii clinice. București: Editura Universitară.	3 x 0,5	1,5
	Măirean, C. & Maftei, A. (2019). <i>Utilizarea realității virtuale în terapia tulburărilor anxioase</i>. În Iorga, M. & Roșca, C., Psihologie medicală, Studii clinice. București: Editura Universitară.	3 x 0,5/2	0,75
	Măirean, C. & Turluc, M. N. (2013). <i>Vicarious exposure to trauma, traumatic stress disorder and professional quality of life in women in clinical practice</i>. În Turluc, M.N. (coord). Gen, muncă, familie și schimbare, Iași: Institutul European.	3 x 0,5/2	0,75
	Turluc, M. N., Scutaru, E. L., & Măirean, C. (2013). <i>Un Model al Factorilor Predictivi ai Infidelității</i>. În Turluc, M.N. (coord). Gen, muncă, familie și schimbare, Iași: Institutul European.	3 x 0,5/3	0,5
			7,25
I 14	Autor / co-autor rapoarte de analiză de politici/strategii educaționale	8 x m/n	Raport
	14.1 rapoarte internaționale ($m = 3$);		
	14.2 rapoarte naționale ($m = 1$)		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 15	Brevete de invenție / drepturi de autor / mărci înregistrate OSIM/ORDA, ca urmare a unui demers de inovare științifică în vederea elaborării de materiale curriculare, teste psihologice sau educaționale, teste motrice / funcționale, softuri specializate etc.	3/n	Brevet / drept de autor
	A 2. Vizibilitate și impact științific		
I 16	Citări ale publicațiilor candidatului în lucrări indexate Web of Science (autocitările sunt excluse)	0,5	Citare
	Măirean, C., Turliuc, M.N., & Arghire, D. (2019). The Relationship Between Trait Gratitude and Psychological Wellbeing in University Students: The Mediating Role of Affective State and the Moderating Role of State Gratitude. <i>Journal of Happiness Studies</i>, 20(5), 1359-1377. IF = 2,51 citat în:		
	Balgiu, B. A. (2019). POSSIBLE MECHANISM OF THE INFLUENCE OF GRATITUDE ON LIFE SATISFACTION. <i>Journal of Psychological & Educational Research</i> , 27 (2).		0,5
	Diaconu-Gherasim, L. R., Țepordei, A.M., Măirean, C., & Rusu, A. (2019). Intelligence Beliefs, Goal Orientations and Children's Academic Achievement: Does the Children's Gender Matter?, <i>Educational Studies</i>, accepted paper. IF = 0.77 citat în:		
	Sánchez, E. M. T., Miguélañez, S. O., & Abad, F. M. (2019). Explanatory factors as predictors of academic achievement in PISA tests. An analysis of the moderating effect of gender. <i>International Journal of Educational Research</i> , 96, 111-119.		0,5
	Havârneanu, C. E., Măirean, C., & Popușoi, S. A. (2019). Workplace stress as predictor of risky driving behavior among taxi drivers. The role of job-related affective state and taxi driving experience. <i>Safety science</i>, 111, 264-270. IF = 3,61 citat în:		
	Orleans, R., Boutin-Foster, C., Scott, E., Ramos, R., Faussett, Z., & Lata Armijos, J. D. (2019). "Always on the go": A qualitative study of the perceptions of cardiovascular disease risk among Latino cab drivers. <i>American journal of industrial medicine</i> , 62 (12), 1103-1111.		0,5
	Wang, Y., Zhang, Y., Li, L., & Liang, G. (2019). Self-reports of workloads and aberrant driving behaviors as predictors of crash rate among taxi drivers: A cross-sectional study in China. <i>Traffic injury prevention</i> , 20 (7), 738-743.		0,5
	Guo, M., Hu, L., & Ye, L. (2019). Cognition and driving safety: How does the high-speed railway drivers' cognitive ability affect safety performance?. <i>Transportation research part F: traffic psychology and behaviour</i> , 65, 10-22.		0,5
	Ba, X., Zhou, F., & Wang, Y. (2018). Predicting personal injury crash risk through working conditions, job strain, and risky driving behaviors among taxi drivers. <i>European transport research review</i> , 10 (2), 1-6.		0,5

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	Măirean, C., & Havârneanu, C. E. (2018). The relationship between drivers' illusion of superiority, aggressive driving, and self-reported risky driving behaviors. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i>, 55, 167-174. IF = 2.36 citat în:		
	Zell, E., Strickhouser, J. E., Sedikides, C., & Alicke, M. D. (2020). The better-than-average effect in comparative self-evaluation: A comprehensive review and meta-analysis. <i>Psychological Bulletin</i> , 146(2), 118.		0,5
	Jayaraman, K., Leow, N. X., Asirvatham, D., & Chan, H. R. (2019). Conceptualization of an urban travel behavior model to mitigate air pollution for sustainable environmental development in Malaysia. <i>Management of Environmental Quality: An International Journal</i> .		0,5
	Zhang, Z., Ma, T., Ji, N., Hu, Z., & Zhu, W. (2019). An assessment of the relationship between driving skills and driving behaviors among Chinese bus drivers. <i>Advances in Mechanical Engineering</i> , 11(1), 1687814018824916.		0,5
	Măirean, C., Havârneanu, G. M., Popușoi, S. A., & Havarneanu, C. E. (2017). Traffic locus of control scale–Romanian version: Psychometric properties and relations to the driver's personality, risk perception, and driving behavior. <i>Transportation research part F: traffic psychology and behaviour</i>, 45, 131-146. citat în:		
	Sun, L., Ma, Y., & Hua, L. (2020). Adaptation and validity of the traffic locus of control scale in Chinese drivers. <i>Personality and Individual Differences</i> , 159, 109886.		0,5
	Asadamraji, M., Saffarzadeh, M., Ross, V., Borujerjian, A., Ferdosi, T., & Sheikholeslami, S. (2019). A novel driver hazard perception sensitivity model based on drivers' characteristics: A simulator study. <i>Traffic injury prevention</i> , 1-6.		0,5
	Zhang, Z., Ma, T., Ji, N., Hu, Z., & Zhu, W. (2019). An assessment of the relationship between driving skills and driving behaviors among Chinese bus drivers. <i>Advances in Mechanical Engineering</i> , 11(1), 1687814018824916.		0,5
	Totkova, Z. (2020). Interconnection between driving style, traffic locus of control, and impulsivity in Bulgarian drivers. <i>Behavioral Sciences</i> , 10(2), 58.		0,5
	Burdett, B. R., Starkey, N. J., & Charlton, S. G. (2018). Characteristics of the close to home crash. <i>Safety science</i> , 105, 222-227.		0,5
	Zhang, Q., Xia, D., Ye, L., Guo, M., Liu, S., & Yang, Z. (2018, August). Scale Development of Family Safety Climate for Railway Drivers in China. In <i>2018 5th International Conference on Industrial Economics System and Industrial Security Engineering (IEIS)</i> (pp. 1-5). IEEE.		0,5
	Măirean, C. & Ceobanu, C. M. (2017). The relationship between suppression and subsequent intrusions: the mediating role of peritraumatic dissociation and anxiety. <i>Anxiety, stress, and coping</i>, 30(3), 304-316. IF = 2.06. citat în:		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	McCurry, K. L., Frueh, B. C., Chiu, P. H., & King-Casas, B. (2020). Opponent effects of hyperarousal and re-experiencing on affective habituation in posttraumatic stress disorder. <i>Biological Psychiatry: Cognitive Neuroscience and Neuroimaging</i> , 5 (2), 203-212.		0,5
	Dolcos, F., Katsumi, Y., Moore, M., Berggren, N., de Gelder, B., Derakshan, N., ... & Pegna, A. J. (2020). Neural correlates of emotion-attention interactions: From perception, learning, and memory to social cognition, individual differences, and training interventions. <i>Neuroscience and Biobehavioral Reviews</i> , 108 , 559-601.		0,5
	Larson, A. G., Morris, K. J., Juckett, M. B., Coe, C. L., Broman, A. T., & Costanzo, E. S. (2019). Mindfulness, experiential avoidance, and recovery from hematopoietic stem cell transplantation. <i>Annals of Behavioral Medicine</i> , 53 (10), 886-895.		0,5
	Rattel, J. A., Grünberger, L. M., Reichenberger, J., Liedlgruber, M., Miedl, S. F., Blechert, J., & Wilhelm, F. H. (2018). Frequency of Intrusions and Appraisal of Related Distress After Analogue Trauma: A Comparative Ecological Momentary Assessment Methods Study. <i>Cognitive Therapy and Research</i> , 1-11.		0,5
	Marks, E. H., Franklin, A. R., & Zoellner, L. A. (2018). Can't get it out of my mind: A systematic review of predictors of intrusive memories of distressing events. <i>Psychological bulletin</i> , 144 (6), 584.		0,5
	Bogdan, S. R., Măirean, C., & Havarneanu, C. E. (2016). A meta-analysis of the association between anger and aggressive driving. <i>Transportation research part F: traffic psychology and behaviour</i> , 42 , 350-364. citat în:		
	Summerell, E., Harmon-Jones, C., Denson, T. F., & Harmon-Jones, E. (2020). Humility is associated with less aggressive motivation. <i>Personality and Individual Differences</i> , 158 , 109837.		0,5
	Găianu, P. A., Giosan, C., & Sârbescu, P. (2020). From trait anger to aggressive violations in road traffic. <i>Transportation research part F: traffic psychology and behaviour</i> , 70 , 15-24.		0,5
	Sovacool, B. K., & Griffiths, S. (2020). The cultural barriers to a low-carbon future: A review of six mobility and energy transitions across 28 countries. <i>Renewable and Sustainable Energy Reviews</i> , 119 , 109569.		0,5
	Zheng, Y., Ma, Y., & Cheng, J. (2020). Cycling anger in China: The relationship with gender roles, cycling-related experience, risky and aggressive riding. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 68 , 52-66.		0,5
	Welch, K. C., Harnett, C., & Lee, Y. C. (2019). A review on measuring affect with practical sensors to monitor driver behavior. <i>Safety</i> , 5 (4), 72.		0,5
	Useche, S. A., Cendales, B., Alonso, F., Montoro, L., & Pastor, J. C. (2019). Trait driving anger and driving styles among Colombian professional drivers. <i>Heliyon</i> , 5 (8), e02259.		0,5

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	Park, S., Oh, C., Kim, Y., Choi, S., & Park, S. (2019). Understanding impacts of aggressive driving on freeway safety and mobility: A multi-agent driving simulation approach. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 64, 377-387.		0,5
	Li, S., Zhang, J., Li, P., Wang, Y., & Wang, Q. (2019). Influencing factors of driving decision-making under the moral dilemma. <i>IEEE Access</i> , 7, 104132-104142.		0,5
	Monteiro, R. P., de Holanda Coelho, G. L., Hanel, P. H., Pimentel, C. E., & Gouveia, V. V. (2018). Personality, dangerous driving, and involvement in accidents: Testing a contextual mediated model. <i>Transportation research part F: traffic psychology and behaviour</i> , 58, 106-114.		0,5
	Taubman–Ben-Ari, O., Skvirsky, V., Greenbury, T. J., & Prato, C. G. (2018). Explaining risks behind the wheel—Comparing Israeli and Queensland young drivers. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 58, 184-192.		0,5
	Møller, M., & Haustein, S. (2018). Road anger expression—Changes over time and attributed reasons. <i>Accident Analysis & Prevention</i> , 119, 29-36.		0,5
	Shen, B., Ge, Y., Qu, W., Sun, X., & Zhang, K. (2018). The different effects of personality on prosocial and aggressive driving behaviour in a Chinese sample. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 56, 268-279.		0,5
	Krahé, B. (2018). Gendered Self-Concept and the Aggressive Expression of Driving Anger: Positive Femininity Buffers Negative Masculinity. <i>Sex Roles</i> , 79 (1-2), 98-108.		0,5
	Bogdan-Ganea, S. R., & Herrero-Fernández, D. (2018). Aggressive thinking on the road. The mediation effect of aggressive thinking in the relationship between driving anger and aggression in Romanian drivers. <i>Transportation research part F: traffic psychology and behaviour</i> , 55, 153-166.		0,5
	Gilbert, M. A., Giaccardi, S., & Ward, L. M. (2018). Contributions of Game Genre and Masculinity Ideologies to Associations Between Video Game Play and Men’s Risk-Taking Behavior. <i>Media Psychology</i> , 1-20.		0,5
	Stanojević, P., Sullman, M. J., Jovanović, D., & Stanojević, D. (2018). The impact of police presence on angry and aggressive driving. <i>Accident Analysis & Prevention</i> , 110, 93-100.		0,5
	Møller, M., & Haustein, S. (2017). Anger expression among Danish cyclists and drivers: a comparison based on mode specific anger expression inventories. <i>Accident Analysis & Prevention</i> , 108, 354-360.		0,5
	Ge, Y., Zhang, Q., Zhao, W., Zhang, K., & Qu, W. (2017). Effects of trait anger, driving anger, and driving experience on dangerous driving behavior: A moderated mediation analysis. <i>Aggressive behavior</i> , 43 (6), 544-552.		0,5

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	Herrero-Fernández, D., & Fonseca-Baeza, S. (2017). Angry thoughts in Spanish drivers and their relationship with crash-related events. The mediation effect of aggressive and risky driving. <i>Accident Analysis & Prevention</i> , 106, 99-108.		0,5
	Gossling, S. (2017). Psychology of the Car: Automobile Admiration, Attachment, and Addiction, 1-313, Elsevier Science		0,5
	Sullman, M. J., & Hennessy, D. (2016). Advances in driving anger. <i>Transportation Research Part F: Traffic Psychology and Behaviour</i> , 233-235.		0,5
	Wang, X., Liu, Y., Wang, J., & Zhang, J. (2019). Study on influencing factors selection of driver's propensity. <i>Transportation research part D: transport and environment</i> , 66, 35-48.		0,5
	Gherasim-Diaconu, R. L. & Măirean, C. (2016). Perception of parenting styles and academic achievement: The mediating role of goal orientation. <i>Learning and Individual Differences</i>, 49, 378–385. IF = 1.65. citat în:		
	Curelaru, V., Muntele-Hendreș, D., Diac, G., & Duca, D. S. (2020). Children's and Mothers' Achievement Goal Orientations and Self-Efficacy: Dyadic Contributions to Students' Well-Being. <i>Sustainability</i> , 12 (5), 1785.		0,5
	Tian, Q., & Chen, B. B. The associations among parental warmth and hostility and student engagement in math and the mediating role of effortful control among Chinese children. <i>PsyCh Journal</i> .		0,5
	Wang, J., Shi, X., Yang, Y., Zou, H., Zhang, W., & Xu, Q. (2019). The joint effect of paternal and maternal parenting behaviors on school engagement among Chinese adolescents: the mediating role of mastery goal. <i>Frontiers in psychology</i> , 10.		0,5
	Chen, C., Elliot, A. J., & Sheldon, K. M. (2019). Psychological need support as a predictor of intrinsic and external motivation: the mediational role of achievement goals. <i>Educational Psychology</i> , 1-24.		0,5
	Brandmo, C., Bråten, I., & Schewe, O. (2019). Social and personal predictors of test anxiety among Norwegian secondary and postsecondary students. <i>Social Psychology of Education</i> , 22 (1), 43-61.		0,5
	Suarez Valenzuela, S., & Suarez Riveiro, J. M. (2019). Learning strategies and academic goals as a function of gender, parenting styles and performance on high school students. <i>REVISTA COMPLUTENSE DE EDUCACION</i> , 30 (1), 167-184.		0,5
	Seginer, R., & Mahajna, S. (2018). Future orientation links perceived parenting and academic achievement: Gender differences among Muslim adolescents in Israel. <i>Learning and Individual Differences</i> , 67, 197-208.		0,5
	Xiang, S., Liu, Y., & Bai, L. (2017). Parenting Styles and Adolescents' School Adjustment: Investigating the Mediating Role of Achievement Goals within the 2× 2 Framework. <i>Frontiers in psychology</i> , 8, 1809.		0,5

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	Fan, W. (2017). School tenure and student achievement. <i>School Effectiveness and Scho</i>		0,5
	Măirean, C. (2016). The relationship between secondary traumatic stress and personal posttraumatic growth: Personality factors as moderators. <i>Journal of Adult Development</i> , 23 (2), 120-128. citat în:		
	Panjikidze, M., Beelmann, A., Martskvishvili, K., & Chitashvili, M. (2019). Posttraumatic growth, personality factors, and social support among war-experienced young Georgians. <i>Psychological reports</i> , 0033294118823177.		0,5
	Yeung, N. C., & Chow, T. S. (2019). Coping with my own way: Mediating roles of emotional expression and social support seeking in the associations between individual differences and posttraumatic growth. <i>Health psychology open</i> , 6 (1), 2055102919846596.		0,5
	Barr, P. (2018). The five-factor model of personality, work stress and professional quality of life in neonatal intensive care unit nurses. <i>Journal of advanced nursing</i> , 74 (6), 1349-1358.		0,5
	Măirean, C. (2016). Secondary traumatic stress and posttraumatic growth: social support as a moderator, <i>The Social Science Journal</i>, 53 (1), 14-21. IF = 0.71. citat în:		
	Hamama, L., Hamama-Raz, Y., Stokar, Y. N., Pat-Horenczyk, R., Brom, D., & Bron-Harlev, E. (2019). Burnout and Perceived Social Support: The Mediating Role of Secondary Traumatization" in Nurses vs. Physicians. <i>Journal of advanced nursing</i> .		0,5
	Naghavi, A., & Salimi, S. (2018). An Autoethnography of Vicarious Trauma and Vicarious Growth in the Context of Rehabilitation Counseling. <i>Iranian Journal of Psychiatry and Behavioral Sciences</i> , (In Press).		0,5
	Bybee, S. (2018). Vicarious posttraumatic growth in end-of-life care: How filling gaps in knowledge can foster clinicians' growth. <i>Journal of social work in end-of-life & palliative care</i> , 14 (4), 257-273.		0,5
	Cassidy, T., & Doyle, I. (2018). Benefit finding and well-being in older adults: The utility of the General Benefit Finding Scale. <i>International Journal of Psychological Research</i> , 11 (2), 8-18.		0,5
	Măirean, C. (2016). Emotion regulation strategies, secondary traumatic stress, and compassion satisfaction in healthcare providers. <i>The Journal of Psychology: Interdisciplinary and Applied</i>, 150 (8), 961-975. IF = 1.64. citat în:		
	Jirek, S. L. (2020). Ineffective Organizational Responses to Workers' Secondary Traumatic Stress: A Case Study of the Effects of an Unhealthy Organizational Culture. <i>Human Service Organizations: Management, Leadership & Governance</i> , 1-19.		0,5
	Penix, E. A., Kim, P. Y., Wilk, J. E., & Adler, A. B. (2018). Secondary traumatic stress in deployed healthcare staff. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> .		0,5

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	Turliuc, M. N., Măirean, C., & Turliuc, M. D. (2015). Ruminat and suppression as mediators of the relationship between dysfunctional beliefs and traumatic stress. <i>International Journal of</i> <i>Stress Management</i> , 22 (3), 306. citat în:		
	Gomez De La Cuesta, G., Schweizer, S., Diehle, J., Young, J., & Meiser-Stedman, R. (2019). The relationship between maladaptive appraisals and posttraumatic stress disorder: a meta-analysis. <i>European</i> <i>journal of psychotraumatology</i> , 10 (1), 1620084.		0,5
	Jasielska, A., & Ziarko, M. (2019). GENERAL AND SPECIFIC INDIVIDUAL POST-TRAUMATIC STRESS DISORDER- RELATED MECHANISMS AMONG PARAMEDICS/SPECYFICZNE KORELATY I OGOLNY MECHANIZM PSYCHOLOGICZNY ZESPOLU STRESU POURAZOWEGO U RATOWNIKOW MEDYCZNYCH. <i>Medycyna</i> <i>pracy</i> , 70 (1), 53-67.		0,5
	LoSavio, S. T., Dillon, K. H., & Resick, P. A. (2017). Cognitive factors in the development, maintenance, and treatment of post-traumatic stress disorder. <i>Current Opinion in Psychology</i> , 14 , 18-22.		0,5
	Rusu, A., Măirean, C., Hojbotă, A. M., Gherasim, L. R., & Gavriloaiei, S. I. (2015). Relationships of career adaptabilities with explicit and implicit self-concepts. <i>Journal of Vocational</i> <i>Behavior</i> , 89 , 92-101. citat în:		
	Yen, H. C., Cheng, J. W., Hsu, C. T., & Yen, K. C. (2019). How career adaptability can enhance career satisfaction: Exploring the mediating role of person–job fit. <i>Journal of Management & Organization</i> , 1-18.		0,5
	Johnston, C. S. (2018). A systematic review of the career adaptability literature and future outlook. <i>Journal of Career Assessment</i> , 26 (1), 3- 30.		0,5
	Ismail, S., Ferreira, N., & Coetzee, M. (2016). Young emerging adults’ graduateness and career adaptability: Exploring the moderating role of self-esteem. <i>Journal of Psychology in Africa</i> , 26 (1), 1-10.		0,5
	De Cuyper, K., De Houwer, J., Vansteelandt, K., Perugini, M., Pieters, G., Claes, L., & Hermans, D. (2017). Using Indirect Measurement Tasks to Assess the Self-concept of Personality: A Systematic Review and Meta-analyses. <i>European Journal of Personality</i> , 31 (1), 8-41.		0,5
	Rudolph, C. W., Lavigne, K. N., Katz, I. M., & Zacher, H. (2017). Linking dimensions of career adaptability to adaptation results: A meta- analysis. <i>Journal of Vocational Behavior</i> , 102 , 151-173.		0,5
	Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. <i>Journal of</i> <i>Vocational Behavior</i> , 98 , 17-34.		0,5

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Vezzoli, M., & Zogmaister, C. (2016). The Semantic Misattribute Procedure. <i>Psicologi</i>		0,5
	Ceobanu, M. C., & Mairean, C. (2015). The Relation between Personality Traits, Social Support and Traumatic Stress. <i>Revista de Cercetare si Interventie Sociala</i>, 48, 17-31. IF = 0.42. citat în:		
	Yang, J., Tang, S., & Zhou, W. (2018). Effect of mindfulness-based stress reduction therapy on work stress and mental health of psychiatric nurses. <i>Psychiatria Danubina</i> , 30(2), 189-196.		0,5
	Cyniak-Cieciura, M., & Zawadzki, B. (2019). The relationship between temperament traits and post-traumatic stress disorder symptoms and its moderators: meta-analysis and meta-regression. <i>Trauma, Violence, & Abuse</i> , 1524838019876702.		0,5
	Mairean, C., Cimpoesu, D., Turliuc, M.N. (2014). The Effects of Traumatic Situations on Emergency Medicine Practitioners. <i>Revista de Cercetare și Interventie Socială</i>, 44, 279-290. citat în:		
	Moreno-Jiménez, J. E., Rodríguez-Carvajal, R., Chico-Fernández, M., Lecuona, Ó., Martínez, M., Moreno-Jiménez, B., ... & Garrosa, E. (2019). Risk and protective factors of secondary traumatic stress in Intensive Care Units: An exploratory study in a hospital in Madrid (Spain). <i>Medicina Intensiva (English Edition)</i> .		0,5
	Ratrout, H. F., & Hamdan-Mansour, A. M. (2020). Secondary traumatic stress among emergency nurses: Prevalence, predictors, and consequences. <i>International journal of nursing practice</i> , 26(1), e12767.		0,5
	Van der Wath, A., Van Wyk, N., & Janse van Rensburg, E. (2016). Emergency nurses' ways of coping influence their ability to empower women to move beyond the oppression of intimate partner violence. <i>African journal of primary health care & family medicine</i> , 8(2), 1-7.		0,5
	Lu, J. T., Yang, N. D., Ye, J. F., Liu, X. G., & Mahmood, N. (2015). CONNECTIONISM STRATEGY FOR INDUSTRIAL ACCIDENT-ORIENTED EMERGENCY DECISION-MAKING: A SIMULATION STUDY BASED ON PCS MODEL. <i>International Journal of Simulation Modelling (IJSIMM)</i> , 14(4).		0,5
	Florin-Alexandru, L. U. C. A., Corina, A. I., Constantin, S. A. S. U., & Alina-Costina, L. U. C. A. (2015). The Impact of Public Health Care Services on the Patients' Perception as Regards the Health Institutions Brand on the Background of the Health Reform in Romania. <i>Revista de Cercetare si Interventie Socială</i> , 49, 80.		0,5
	Măirean, C., & Turliuc, M. N. (2013). Predictors of vicarious trauma beliefs among medical staff. <i>Journal of loss and trauma</i>, 18(5), 414-428. citat în:		
	Branson, D. C. (2019). Vicarious trauma, themes in research, and terminology: A review		0,5
	Maguire, G., & Byrne, M. K. (2017). The law is not as blind as it seems: relative rates of vicarious trauma among lawyers and mental health professionals. <i>Psychiatry, Psychology and Law</i> , 24(2), 233-243.		0,5

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Naghavi, A., & Salimi, S. (2018). An Autoethnography of Vicarious Trauma and Vicarious Growth in the Context of Rehabilitation Counseling. <i>Iranian Journal of Psychiatry and Behavioral Sciences</i> , (In Press).		0,5
	Gherasim, L. R., Butnaru, S., & Mairean, C. (2013). Classroom environment, achievement goals and maths performance: Gender differences. <i>Educational Studies</i>, 39 (1), 1-12. citat în:		0,5
	Curelaru, V., Muntele-Hendreș, D., Diac, G., & Duca, D. S. (2020). Children's and Mothers' Achievement Goal Orientations and Self-Efficacy: Dyadic Contributions to Students' Well-Being. <i>Sustainability</i> , 12 (5), 1785.		0,5
	Applebaum, M., Heller, E., Solomovich, L. et al. (2020). Gender issues in virtual training mathematical Kangaroo contest. <i>Mathematics and informatics</i> , 63(1), 51-66.		0,5
	Zawistowska, A., & Sadowski, I. (2019). Filtered Out, but Not by Skill: The Gender Gap in Pursing Mathematics at a High-Stakes Exam. <i>Sex Roles</i> , 80 (11-12), 724-734.		0,5
	Aygün, H. E., & Taşkın, Ç. Ş. (2018). Investigating of perceptions on classroom climate for third and fourth graders. <i>Pegem Egitim ve Ogretim Dergisi= Pegem Journal of Education and Instruction</i> , 8 (2), 327.		0,5
	Laninga-Wijnen, L., Ryan, A. M., Harakeh, Z., Shin, H., & Vollebergh, W. A. (2018). The moderating role of popular peers' achievement goals in 5th-and 6th-graders' achievement-related friendships: A social network analysis. <i>Journal of Educational Psychology</i> , 110 (2), 289.		0,5
	Lerdpornkulrat, T., Koul, R., & Poondej, C. (2018). Student perceptions of learning environment: disciplinary program versus general education classrooms. <i>Tertiary Education and Management</i> , 24 (4), 395-408.		0,5
	Wang, W., Yin, H., Lu, G., & Zhang, Q. (2017). Environment matters: exploring the relationships between the classroom environment and college students' affect in mathematics learning in China. <i>Asia Pacific Education Review</i> , 18 (3), 321-333.		0,5
	Lazarides, R., & Rubach, C. (2017). Instructional characteristics in mathematics classrooms: relationships to achievement goal orientation and student engagement. <i>Mathematics Education Research Journal</i> , 29 (2), 201-217.		0,5
	Diaconu-Gherasim, L. R., Iacob, L. M., & Gavreliuc, A. (2017). Children's academic achievement and goal orientations: does the ethnic membership matter?/Rendimiento académico y orientación a las metas: el papel de la etnicidad. <i>Cultura y Educación</i> , 29 (4), 728-761.		0,5
	Sarouphim, K. M., & Chartouny, M. (2017). Mathematics education in Lebanon: gender differences in attitudes and achievement. <i>Educational Studies in Mathematics</i> , 94 (1), 55-68.		0,5
	Heffner, A. L., & Antaramian, S. P. (2016). The role of life satisfaction in predicting student engagement and achievement. <i>Journal of Happiness Studies</i> , 17 (4), 1681-1701.		0,5

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Samuelsson, M., & Samuelsson, J. (2016). Gender differences in boys' and girls' perception of teaching and learning mathematics. <i>Open Review of Educational Research</i> , 3 (1), 18-34.		0,5
	Goksu, A. (2015). High School Students' Perceptions of Classroom Learning Environments in an EFL Context. <i>Revista de Cercetare si Interventie Sociala</i> , 51 .		0,5
	Sheldrake, R., Mujtaba, T., & Reiss, M. J. (2015). Students' intentions to study non-compulsory mathematics: the importance of how good you think you are. <i>British Educational Research Journal</i> , 41 (3), 462-488.		0,5
	Buldur, S. (2014). The investigation of the relationship between the students' perceptions about the classroom assessment environment and their achievement-goal orientations: Gender perspective. <i>Egitim Ve Bilim</i> , 39 (176).		0,5
	Van Coillie, F. M., Gardin, S., Anseel, F., Duyck, W., Verbeke, L. P., & De Wulf, R. R. (2014). Variability of operator performance in remote-sensing image interpretation: The importance of human and external factors. <i>International Journal of Remote Sensing</i> , 35 (2), 754-778.		0,5
	Welch, A. G., Cakir, M., Peterson, C. M., & Ray, C. M. (2014). The relationship between gender and classroom environment in Turkish science classrooms. <i>Educational Research and Reviews</i> , 9 (20), 893-903.		0,5
	Litalien, D., Morin, A. J., & McInerney, D. M. (2017). Achievement goal profiles among adolescent males and females. <i>Developmental psychology</i> , 53 (4), 731.		0,5
	Yerdelen, S., & Sungur, S. (2019). Multilevel Investigation of Students' Self-regulation Processes in Learning Science: Classroom Learning Environment and Teacher Effectiveness. <i>International Journal of Science and Mathematics Education</i> , 17 (1), 89-110.		0,5
	Gherasim, L. R., Mairean, C., & Butnaru, S. (2012). Prediction of school performance: The role of motivational orientation and classroom environment. <i>Procedia-Social and Behavioral Sciences</i> , 46 , 3931-3935.		
	Alfiasari, A., Hastuti, D., & Sarwoprasodjo, S. (2016). An Integration of Family and School on Strengthening the Character of Teenager in Indonesia: It's a Must. <i>Journal of Child Development Studies</i> , 1 (1), 13-26.		0,5
	Bogdan, S., Mairean, C., Avram, M., & Stan, O. (2011). An empirical analysis of emotional labour, job satisfaction and job burnout, <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 20(2), 19-35. citat în:		
	Lartey, J. K. S., Amponsah-Tawiah, K., & Osafo, J. (2019). The moderating effect of perceived organizational support in the relationship between emotional labour and job attitudes: A study among health professionals. <i>Nursing open</i> , 6 (3), 990-997.		0,5

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Turliuc, M. N., Măirean, C., & Dănilă, O. (2013). A multifaceted theory: individual, family, and community resilience. A Research Review. In <i>Contemporary issues facing families: An interdisciplinary dialogue</i> (pp. 33-53). Verlag fur Kultur und Wissenschaft (Culture and Science Publishing) Bonn (Germany). citat în:		
	Li, C., Zhang, Q., & Li, N. (2018). Does social capital benefit resilience for left-behind children? An evidence from Mainland China. <i>Children and Youth Services Review</i> , 93, 255-262.		0,5
			51,50
I 17	Alte citări ale publicațiilor candidatului (autocitățile sunt excluse)	m / 10	Citare
	I17.1 Disponibile în lucrări clasificate A1 (m = 3)		
	Gherasim, L. R., Butnaru, S., & Mairean, C. (2013). Classroom environment, achievement goals and maths performance: Gender differences. <i>Educational Studies</i>, 39 (1), 1-12. citat în:		
	Daumiller, M. (2018). <i>Motivation von Wissenschaftlern in Lehre und Forschung</i> . Wiesbaden: Springer. (indexata WorldCat, KVK, A1)		0,3
	Măirean, C., & Turliuc, M. N. (2013). Predictors of vicarious trauma beliefs among medical staff. <i>Journal of loss and trauma</i>, 18 (5), 414-428. citat în:		
	Kottler, J. A., & Balkin, R. S. (2016). <i>Relationships in Counseling and the Counselor's Life</i> . John Wiley & Sons. (indexata WorldCat, KVK, A1)		0,3
	Gherasim-Diaconu, R. L. & Măirean, C. (2016). Perception of parenting styles and academic achievement: The mediating role of goal orientation. <i>Learning and Individual Differences</i>, 49, 378–385. IF = 1.65. citat în:		
	Patrice-ChanteMiller, O., & Banks-Hall, R. L. (2019). Parental Involvement in Education. In <i>African American Suburbanization and the Consequential Loss of Identity</i> (pp. 116-140). IGI Global. (indexata WorldCat, KVK, A1)		0,3
	Butnaru, S., Gherasim, R. L., Iacob, L., & Amariei, C. (2010). Effects of Parental Support and Attributional Style on Children` School Achievement and Depressive Feelings, <i>The International Journal of Learning</i>, 17(8), pp.397-408. citat în:		
	Gherasim, L. R., Butnaru, S., Gavreliuc, A., & Iacob, L. M. (2012). Optimistic attributional style and parental behaviour in the educational framework: A cross-cultural perspective. In <i>Well-Being and Cultures</i> (pp. 195-217). Springer, Dordrecht.		0,3
	Knoop, H. H., & Delle Fave, A. (Eds.). (2012). <i>Well-being and cultures: Perspectives from positive psychology</i> (Vol. 3). Springer Science & Business Media.		0,3
	Christmann, K., Turliuc, M. N., & Mairean, C. (2012). Risk and resilience in children of prisoners: A research review. <i>Scientific Annals of the "Alexandru Ioan Cuza" University, Iași. New Series Sociology and social work Section</i>, 5 (2).		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Raikes, B., & Lockwood, K. (2019). Acorn House Revisited: 'Think Family, Up and Down and Side to Side'. In <i>The Palgrave Handbook of Prison and the Family</i> (pp. 295-315). Palgrave Macmillan, Cham.		0,3
	I17.2. Disponibile în lucrări clasificate A2 sau în baza de date Scopus (altele decât cele deja incluse la I16) (m = 1)		
	Havârneanu, C. E., Măirean, C., & Popușoi, S. A. (2019). Workplace stress as predictor of risky driving behavior among taxi drivers. The role of job-related affective state and taxi driving experience. <i>Safety science</i>, 111, 264-270. IF = 3,61 citat în:		
	Peng, Z., Wang, Y., & Luo, X. (2020). How does financial burden influence the crash rate among taxi drivers? A self-reported questionnaire study in China. <i>Traffic injury prevention</i> , 1-6.		0,1
	Xiao, Y. (2020). Analysis of the influencing factors of the unsafe driving behaviors of online car-hailing drivers in china. <i>Plos one</i> , 15 (4), e0231175.		0,1
	Măirean, C., Havârneanu, G. M., Popușoi, S. A., & Havarneanu, C. E. (2017). Traffic locus of control scale–Romanian version: Psychometric properties and relations to the driver's personality, risk perception, and driving behavior. <i>Transportation research part F: traffic psychology and behaviour</i>, 45, 131-146. citat în:		
	Guerrero, T. E., de Dios Ortuzar, J., & Raveau, S. (2020). Traffic accident risk perception among drivers: a latent variable approach. <i>Transportation Planning and Technology</i> , 43 (3), 313-324.		0,1
	Fu, C., Liu, H., Zhou, Y., Wang, D., Zhang, W. (2019). Research on Influencing Factors of Traffic Violations Based on Electronic Capture Data. <i>Journal of Wuhan University of Technology (Transportation Science and Engineering)</i> . 43(6), pp. 985-990		0,1
	Bogdan, S. R., Măirean, C., & Havarneanu, C. E. (2016). A meta-analysis of the association between anger and aggressive driving. <i>Transportation research part F: traffic psychology and behaviour</i>, 42, 350-364. citat în:		
	Rogier, G., Velotti, P., Zavattini, E.G.C. (2018). Aggression and emotion dysregulation: The role of negative emotions. <i>Giornale Italiano di Psicologia</i> , 45(1), pp. 13-39.		0,1
	Gherasim-Diaconu, R. L. & Măirean, C. (2016). Perception of parenting styles and academic achievement: The mediating role of goal orientation. <i>Learning and Individual Differences</i>, 49, 378–385. IF = 1.65. citat în:		
	Zhu, C.L., Bakar, Z.B.A. (2017). Investigating a new framework for the impact of parenting styles on aggressive behaviours among primary school students. <i>Man in India</i> , 97(19), pp. 43-50		0,1
	Rusu, A., Măirean, C., Hojbotă, A. M., Gherasim, L. R., & Gavriloaiei, S. I. (2015). Relationships of career adaptabilities with explicit and implicit self-concepts. <i>Journal of Vocational Behavior</i>, 89, 92-101. citat în:		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Hlad'o, P., Lazarová, B., & Hloušková, L. (2019). Career adaptability of vocational education and training graduates in the period of prospective school-to-work transition. <i>Studia paedagogica</i> , 24 (2), 59-83.		0,1
	Măirean, C., & Turliuc, M. N. (2013). Predictors of vicarious trauma beliefs among medical staff. <i>Journal of loss and trauma</i> , 18 (5), 414-428. citat în:		
	Silard, A. Interpersonal leader responses to secondary trauma in nonprofit human service organizations. <i>Nonprofit Management and Leadership</i> .		0,1
	Gherasim, L. R., Butnaru, S., & Mairean, C. (2013). Classroom environment, achievement goals and maths performance: Gender differences. <i>Educational Studies</i> , 39 (1), 1-12. citat în:		
	Gomes, A., Azevedo, Â. S., Dias, P. C., Guimarães, T., Lima, I., & Salgado, A. (2018). Escala de orientações gerais para objetivos de desempenho: Estudos de adaptação para o ensino secundário. <i>Análise Psicológica</i> , 36 (1), 101-114.		0,1
	Scheltinga, P. A., Timmermans, A. C., & van der Werf, G. P. (2017). Dominant achievement goals and academic outcomes across tracks in high school. <i>Educational Psychology</i> , 37 (5), 582-598.		0,1
	Bursal, M. (2017). Academic achievement and perceived peer support among Turkish students: Gender and preschool education impact. <i>International Electronic Journal of Elementary Education</i> , 9 (3), 599-612.		0,1
	Raccanello, D., & Brondino, M. (2016). Assessing Primary and Secondary Students' Achievement Goals for Italian and Mathematics Domains: The Italian Version of the Achievement Goal Questionnaire-Revised (AGQ-R). <i>BPA-Applied Psychology Bulletin (Bollettino di Psicologia Applicata)</i> , 64 (277).		0,1
	Alex, J. K., & Mammen, K. J. (2014). Gender differences amongst South African senior secondary school learners' geometric thinking levels. <i>Mediterranean Journal of Social Sciences</i> , 5 (20), 1908.		0,1
	Demirhan, E., Önder, I., & Beşoluk, Ş. (2014). Brain Based Biology Teaching: Effects on Cognitive and Affective Features and Opinions of Science Teacher Trainees. <i>Journal of Turkish Science Education</i> , 11 (3), 65-78.		0,1
	Gherasim, L. R., & Butnaru, S. (2013). <i>Performanța școlară</i> . Iași: Editura Polirom.		0,1
	Gherasim, L. R., Maireana, C., & Butnaru, S. (2012). Prediction of school performance: The role of motivational orientation and classroom environment. <i>Procedia-Social and Behavioral Sciences</i> , 46 , 3931-3935. citat în:		
	Gherasim, L. R., & Butnaru, S. (2013). <i>Performanța școlară</i> . Iași: Editura Polirom.		0,1
	Butnaru, S., Gherasim, R. L., Iacob, L., & Amariei, C. (2010). Effects of Parental Support and Attributional Style on Children' School Achievement and Depressive Feelings, <i>The International Journal of Learning</i> , 17(8), pp.397-408. citat în:		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Gherasim, L. R., & Butnaru, S. (2013). <i>Performanța școlară</i> . Iași: Editura Polirom.		0,1
	Butnaru, S., Gherasim, L. R., & Măirean, C. (2011). Effort Attributions and Achievement In Math And Sciences: The Moderating Effect Of Gender And Academic Support, <i>Analele Universității Al. I. Cuza, Seria Științele Educație</i>. citat în:		
	Gherasim, L. R., & Butnaru, S. (2013). <i>Performanța școlară</i> . Iași: Editura Polirom.		0,1
	I17.3. Disponibile în lucrări clasificate B sau în alte surse academice identificabile prin Google Scholar (altele decât cele deja incluse) (m = 0.5)		
	Gherasim, L. R., Butnaru, S., & Mairean, C. (2013). Classroom environment, achievement goals and maths performance: Gender differences. <i>Educational Studies</i>, 39 (1), 1-12. citat în:		
	Schwery, D. A. (2015). <i>How do mathematics self-efficacy and gender interact to predict mathematics achievement in fifth through eighth graders?</i> . University of South Dakota.		0,05
	Francis, M. F. (2018). <i>Digital Storytelling with Project-Based Learning: Engaging High School Males in Space Science to Improve Academic Achievement</i> (Doctoral dissertation, Northcentral University).		0,05
	Tanyeri, A. (2019). <i>Görme engelliler okullarında görev yapan fen bilimleri dersi öğretmenleri ile öğrencilerinin öğrenme ortamları hakkındaki görüşleri</i> (Master's thesis, Aksaray Üniversitesi Fen Bilimleri Enstitüsü).		0,05
	Nishikawa, T., & Izuta, G. (2019). Assessing the Attitudes of Japanese Junior High School Students towards Course Units of Mathematics. <i>EDUCATUM Journal of Science, Mathematics and Technology (EJSMT)</i> , 6 (1), 15-28.		0,05
	Larrañaga, A., Elosua, P., & Chinchilla, J. (2014). Matematikarako konpetentzia eta ge		0,05
	Lerdpornkulrat, T., Koul, R., & Poondej, C. (2018). Student perceptions of learning environment: disciplinary program versus general education classrooms. <i>Tertiary Education and Management</i> , 24 (4), 395-408.		0,05
	Xhomara, N. (2018). Relationship between gender and academic performance of reading, writing and literature, mathematics and science. <i>Polis</i> , 17 (1), 96-121.		0,05
	Issahaq, Y. (2018). <i>Gender and mathematics achievement of students in Bimbilla College of Education, Ghana</i> (Doctoral dissertation, University of Education, Winneba).		0,05
	Simmons, N. (2014). <i>Psycho-social relationships and academic achievement in early adolescence</i> (Doctoral dissertation, University of Tasmania).		0,05
	Espinosa, A. (2018). It's not what you think: Perceptions regarding the usefulness of mathematics may hinder performance. <i>Journal of Numerical Cognition</i> , 4 (1), 235-242.		0,05
	Mazzarella, M. (2017). <i>Expectancy-Value Factors, Gender, and Achievement: Is There a Difference Between Algebra and Geometry?</i> (Doctoral dissertation, George Mason University).		0,05

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Schwery, D., Hulac, D., & Schweinle, A. (2016, December). Understanding the Gender Gap in Mathematics Achievement: The Role of Self-Efficacy and Stereotype Threat. In <i>School Psychology Forum</i> (Vol. 10, No. 4).		0,05
	Bars, M. (2015). <i>İlköğretim II. kademedeki matematik başarısını etkileyen faktörlere ilişkin öğrenci görüşlerinin bazı değişkenler açısından incelenmesi (Diyarbakır ili örneği)</i> (Master's thesis).		0,05
	Morgan, S. (2015). <i>A Correlational Study of Elementary Mathematics Achievement, Socioeconomic Status, and Gender in a Technology Enriched Environment</i> . Northcentral University.		0,05
	Ahmed, A. M. (2018). SOME CONSTRAINTS ON HIGH SCHOOL STUDENTS' MATHEMATICS PERFORMANCE: AWI-ZONE & WEST-GOJAM, ETHIOPIA. <i>International Journal of Education</i> , 10 (2), 114-120.		0,05
	SUBAŞI, M., & Yasemin, T. A. Ş. (2017). Öğrencilerin Fen Bilimleri Dersindeki Hedef Yönelimlerinin Sınıf Ortamı Hedef Algıları ile Yordanması. <i>Trakya Üniversitesi Eğitim Fakültesi Dergisi</i> , 7 (2), 306-321.		0,05
	Atkinson, S. (2018). Woman's under-representation in STEM: The part role-models have played in the past and do we still need them today?.		0,05
	Oxley, J. (2017). <i>Understanding the Experiences and Practices of Master Teachers Who Close the Achievement Gap of At-Risk Students</i> (Doctoral dissertation, The University of Texas at San Antonio).		0,05
	Derks, M. F. (2013). <i>Differentiatie in het rekenonderwijs; samenhang en invloed tussen verschillende variabelen</i> (Bachelor's thesis).		0,05
	Szawiola, A. (2017). "The Girls and Math Problem" An Exploration of Middle School Girls' Confidence in the Mathematics Classroom: A Teacher Perspective.		0,05
	BUTNARU, S. (2014). CLASSROOM ENVIRONMENT, ATTRIBUTIONAL STYLE AND SCIENCE ACHIEVEMENT IN EARLY ADOLESCENCE LOREDANA-RUXANDRA GHERASIM. <i>Applied Social Sciences: Education Sciences</i> , 97.		0,05
	Hagan, F. (2017). <i>Mathematics as a secondary subject: the girls' view</i> (Doctoral dissertation, University of Otago).		0,05
	Akhan, Ş., & Bindak, R. (2017). BAZI KİŞİSEL DEĞİŞKENLERİN ORTAOKUL ÖĞRENCİLERİNİN MATEMATİK BAŞARISI ÜZERİNDEKİ ETKİSİ: BİR REGRESYON MODELİ. <i>Ihlara Eğitim Araştırmaları Dergisi</i> , 2 (2), 5-17.		0,05
	Bogdan, S. R., Măirean, C., & Havarneanu, C. E. (2016). A meta-analysis of the association between anger and aggressive driving. <i>Transportation research part F: traffic psychology and behaviour</i>, 42, 350-364. citat în:		
	Esterhuyse, M. (2017). <i>Driving anger: the role of personality attributes, emotional intelligence, gender and age</i> (Doctoral dissertation, Stellenbosch: Stellenbosch University).		0,05

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Park, S., Kim, Y., Oh, C., & Choi, S. (2018). Analysis of impacts of aggressive driving events on traffic stream using driving and traffic simulations. <i>Journal of Korean Society of Transportation</i> , 36 (3), 169-183.		0,05
	Kissick, C. M. (2019). <i>The Relationship Between Emotional Dysregulation, Attitude, Social Norms, Perceived Control, and Adult Risky Driving</i> (Doctoral dissertation, Capella University).		0,05
	Kim, Y., Oh, C., Park, S., & Choi, S. (2018). Analysis of Crash Potential by Vehicle Interactions Using Driving Simulations. <i>The Journal of The Korea Institute of Intelligent Transport Systems</i> , 17 (2), 98-112.		0,05
	Martin, S. (2019). <i>The Effect of an Educational Intervention on Affect and Trust of Autonomous Vehicles</i> (Doctoral dissertation, Arizona State University).		0,05
	ERGİN, U., FINDIK, G., & Bahar, Ö. Z. Genç Sürücülerde Öfke Deneyimleri: Bir Nitel Analiz Çalışması. <i>Trafik ve Ulaşım Araştırmaları Dergisi</i> , 3 (1), 1-27.		0,05
	LI, X., CHANG, R., & MA, J. (2019). A comprehensive model of driver aggression. <i>Advances in Psychological Science</i> , 27 (4), 748-760.		0,05
	Ball, L. (2018). <i>Aggressive driving behaviour: a forensic psychological perspective</i> (Doctoral dissertation, University of Nottingham).		0,05
	Măirean, C., & Turliuc, M. N. (2013). Predictors of vicarious trauma beliefs among medical staff. <i>Journal of loss and trauma</i> , 18 (5), 414-428. citat în:		
	Faretta, E. (2014). Trauma e malattia: l'EMDR in psiconcologia. <i>Trauma e malattia</i> , 1-		0,05
	Gibson, D. (2018). A visual conversation with trauma: Visual journaling in art therapy to combat vicarious trauma. <i>Art Therapy</i> , 35 (2), 99-103.		0,05
	Kaggie, A. (2017). <i>Vicarious Trauma in Short-Term Inpatient Crisis Clinicians</i> (Doctoral dissertation, Saybrook University).		0,05
	Sawicki, S. (2019). <i>Mental Health Workers, Vicarious Trauma, and Self-Care: A Phenomenological Approach</i> (Doctoral dissertation, Capella University).		0,05
	Logan, S. L. (2019). <i>Cognitive Appraisal and Coping in Vicarious Traumatization: A Theoretical Framework and Recommendations for Supervisors</i> . Widener University.		0,05
	Shaughnessy, B. A. (2020). <i>Impact of Adverse Childhood Experiences on Direct Care Workers Working with Juveniles</i> (Doctoral dissertation, Walden University).		0,05
	McAvoy, M. (2018). <i>"It's not about the waffle maker:" trauma-informed social work practice</i> (Doctoral dissertation, Faculty of Social Work, University of Regina).		0,05
	Francis, S. M. (2017). <i>The relationship between clinician personality and clinician trauma responses: Implications for vicarious growth</i> . Mercer University.		0,05

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	GÜRDİL, G. Y., & ERDEN, G. T. D. (2014). <i>Üstlenilmiş travma ve ikincil travmatik stresin travmatik yaşantılara müdahale eden bir grup üzerinde Geşalt temas biçimleri çerçevesinde değerlendirilmesi</i> (Doctoral dissertation, Ankara Üniversitesi Sosyal Bilimler Enstitüsü Psikoloji (Klinik Psikoloji) Anabilim Dalı).		0,05
	Elbezri, R. B. (2017). <i>Vicarious trauma and burnout among humanitarian aid workers in Lebanon</i> (Doctoral dissertation).		0,05
	Rostron, M. S., & Furlonger, B. (2017). A Preliminary Investigation of Vicarious Traumatization among Forensic Medical Examiners of Sexual Assault. <i>Journal of Counselling Profession</i> , 1 (1).		0,05
	Gherasim-Diaconu, R. L. & Măirean, C. (2016). Perception of parenting styles and academic achievement: The mediating role of goal orientation. <i>Learning and Individual Differences</i>, 49, 378–385. IF = 1.65. citat în:		
	Cameron, M., Cramer, K. M., & Manning, D. (2015). Relating Parenting Styles to Adult Emotional Intelligence: A Retrospective Study. <i>Athens Journal of Social Sciences</i> .		0,05
	KAYA, E. Ü. KENDİNE ODAKLI TEKRARLI OLUMSUZ (RUMİNATİF) VE KENDİNE ODAKLI İÇ GÖZLEMSEL (REFLEKSİF) DÜŞÜNME TARZLARININ BAŞARI HEDEF YÖNELİMLERİNE ETKİLERİ: ÜNİVERSİTE ÖĞRENCİLERİ ÖRNEĞİ. <i>Firat Üniversitesi Sosyal Bilimler Dergisi</i> , 28 (2), 199-210.		0,05
	KERIKA, J. T. (2018). <i>INFLUENCE OF PARENTING STYLES ON MOTIVATION TOWARDS ACADEMIC PERFORMANCE AMONG CLASS 5-8 MAASAI PUPILS IN J. LEPERES ACADEMY, KAJIADO COUNTY</i> (Doctoral dissertation, DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF NAIROBI).		0,05
	Grijalva-Quiñonez, C. S., Valdés-Cuervo, A. A., Parra-Pérez, L. G., & Vázquez, G. (2020). Parental Involvement in Mexican Elementary Students' Homework: Its Relation with Academic Self-Efficacy, Self-Regulated Learning, and Academic Achievement. <i>Educational Psychology</i> .		0,05
	Ülkü, K. A. Y. A. (2018). KENDİNE ODAKLI TEKRARLI OLUMSUZ (RUMİNATİF) VE KENDİNE ODAKLI İÇ GÖZLEMSEL (REFLEKSİF) DÜŞÜNME TARZLARININ BAŞARI HEDEF YÖNELİMLERİNE ETKİLERİ: ÜNİVERSİTE ÖĞRENCİLERİ ÖRNEĞİ. <i>Firat University Journal of Social Sciences/Sosyal Bilimler Dergisi</i> , 28 (2).		0,05
	Măirean, C., Havârneanu, G. M., Popușoi, S. A., & Havarneanu, C. E. (2017). Traffic locus of control scale–Romanian version: Psychometric properties and relations to the driver's personality, risk perception, and driving behavior. <i>Transportation research part F: traffic psychology and behaviour</i> , 45 , 131-146. citat în:		
	TOTKOVA, Z., & RACHEVA, R. (2019). A Multidimensional Method for Assessing Personality Characteristics Related to Risky Driving Behavior. <i>PSYCHOLOGICAL RESEARCH</i> , 22 (3), 746-775.		0,05

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	Varet, F. Pour citer la version publiée: Varet, F., Degraeve, B., & Granié, M.-A.(2018). Comportements dans l'espace routier: le rôle des attentes sociales. <i>Le Journal Des Psychologues</i> , 8 (360), 24–29. https://doi.org/10.3917/jdp.360.0024 .		0,05
	Barbosa, T. E. G., Raveau, S., & de Dios Ortúzar, J. (2019). Entendiendo la percepción del riesgo de accidentes en conductores: Un enfoque con variables latentes. <i>Ingeniería de Transporte</i> , 21 (2).		0,05
	Kissick, C. M. (2019). <i>The Relationship Between Emotional Dysregulation, Attitude, Social Norms, Perceived Control, and Adult Risky Driving</i> (Doctoral dissertation, Capella University).		0,05
	Cahyadi, R. <i>Pengaruh traffic-locus of control, kepribadian tipe b, dan sabar terhadap perilaku berkendara aman pada pengendara sepeda motor di Jabodetabek</i> (Bachelor's thesis, Fakultas Psikologi UIN Syarif Hidayatullah Jakarta).		0,05
	Gherasim, L. R., Maireana, C., & Butnaru, S. (2012). Prediction of school performance: The role of motivational orientation and classroom environment. <i>Procedia-Social and Behavioral Sciences</i>, 46, 3931-3935.		
	Negoită, G. (2016). The adolescence: Scholastic success and failure. <i>European Review of Applied Sociology</i> , 9 (12), 35-47.		0,05
	Buckler, A. (2015). <i>An exploratory study of student and teacher perceptions on student motivation and the teacher-student relationship</i> (Doctoral dissertation, Regent University).		0,05
	Maican, C., & Lixandriou, R. (2015). Academic Motivation For Business Information Systems Students. <i>Risk in Contemporary Economy</i> , 60-64.		0,05
	Menghari, M. M. B., Pasha, R., Mohammadian, M., Sabbagh, A., & Ebrahimzadeh, N. (2016). The Modeling between Motivational strategies and Learning Strategies with Academic Achievement Undergraduate Students of NAJA military's Science University. <i>Journal home page: http://www.journalsci.com ISSN, 2322, 326X.</i>		0,05
	Al Mutir, A. (2015). <i>Student choice in continuing to study high school science</i> (Doctoral dissertation).		0,05
	Măirean, C. (2016). Secondary traumatic stress and posttraumatic growth: social support as a moderator, <i>The Social Science Journal</i>, 53 (1), 14-21. IF = 0.71. citat în:		
	Ulmen, B. F. (2019). <i>Compassion Fatigue, Resilience, and Intent to Stay: A Quantitative Study among Nurse Educators</i> (Doctoral dissertation, Northcentral University).		0,05
	Ahmadi, A., Soleimani, M. A., Pahlevan Sharif, S., & Motalebi, S. A. (2019). Association between Perceived Social Support and Happiness among Community-dwelling Elderly Adult. <i>The Journal of Qazvin University of Medical Sciences</i> , 23 (4), 320-331.		0,05
	Lomibao, M. (2020). <i>An Investigation into Burnout and Secondary Traumatic Stress in Mental Health Professionals Working with Individuals with Serious Mental Illness in Forensic Settings</i> (Doctoral dissertation, The Chicago School of Professional Psychology).		0,05

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	Ayers, L. (2019). <i>The Lived Experience of American Red Cross Disaster Mental Health Responders on MCI–Mass Shooting Deployments</i> (Doctoral dissertation, Neumann University).		0,05
	Seyyedmoharrami, I., Sokhanvar, S., & Ebrahimabad, M. A. (2018). The Role of Perceived Social Support in Prediction of Students' Hopelessness. <i>Erdelyi Pszichologiai Szemle= Transylvanian Journal of Psychology</i> , 19 (1), 21-31.		0,05
	Whitton, M. (2018). <i>Vicarious Traumatization in the Workplace: A Meta-Analysis on the Impact of Social Support</i> (Doctoral dissertation, The University of Waikato).		0,05
	Rusu, A., Măirean, C., Hojbotă, A. M., Gherasim, L. R., & Gavriloaiei, S. I. (2015). Relationships of career adaptabilities with explicit and implicit self-concepts. <i>Journal of Vocational Behavior</i>, 89, 92-101. citat în:		
	Ismail, S. (2015). <i>Self-esteem, gradueness skills and attributes and career adaptability of the young adult in the school-to-work transition phase</i> (Doctoral dissertation).		0,05
	Takawira, N. (2018). <i>Constructing a psychosocial profile for enhancing the career success of South African professional women</i> (Doctoral dissertation).		0,05
	Eilen, D. M. (2019). <i>From School to Work: The Role of Self-Efficacy in a Successful Transition: An Instrumental Case Study</i> . Drexel University.		0,05
	Mnif, S. B. Y. (2019). <i>Les ressources psychologiques au service du bien-être dans l'orientation tout au long de la vie</i> (Doctoral dissertation).		0,05
	Abdelmajid, B. J. L. N. (2019). <i>Les ressources psychologiques au service du bien-être dans l'orientation tout au long de la vie</i> (Doctoral dissertation, Paris, CNAM).		0,05
	Ferreira, N. (2015). <i>Sadika Ismail</i> (Doctoral dissertation, University of South Africa).		0,05
	Jabaar, R. (2017). <i>The relationship between organisational commitment, career adaptability and retention factors within the retail sector in the Western Cape</i> (Doctoral dissertation).		0,05
	Butnaru, S., Gherasim, R. L., Iacob, L., & Amariei, C. (2010). Effects of Parental Support and Attributional Style on Children` School Achievement and Depressive Feelings, <i>The International Journal of Learning</i>, 17(8), pp.397-408. citat în:		
	Gherasim, L. R., & Butnaru, S. (2012). The effort attribution, test anxiety and achievement in sciences: The moderating effect of parental behaviour. <i>The International Journal of Learning</i> , 18 (10), 283-294.		0,05
	Gherasim, L. R. (2012). Negative Attributional Style and Academic Achievement: The. <i>Analele Științifice ale Universității» Alexandru Ioan Cuza «din Iași. Psihologie</i> , (1), 101-110.		0,05
	Turliuc, M. N., Măirean, C., & Turliuc, M. D. (2015). Rumination and suppression as mediators of the relationship between dysfunctional beliefs and traumatic stress. <i>International Journal of Stress Management</i>, 22 (3), 306. citat în:		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Rauvola, R. S., Vega, D. M., & Lavigne, K. N. (2019). Compassion fatigue, secondary traumatic stress, and vicarious traumatization: a qualitative review and research agenda. <i>Occupational Health Science</i> , 1-40.		0,05
	Kossurok, A. (2018). <i>Making the invisible visible: a grounded theory study of female adult trauma survivors reconstructing reality with supportive others</i> (Doctoral dissertation, University of Edinburgh).		0,05
	Bradway, J. (2018). <i>Stressors in Law Enforcement: A Phenomenological Comparison of Differences in Gender Perceptions</i> (Doctoral dissertation, Northcentral University).		0,05
	Gaitan, D. O. (2017). <i>The Role of Self-Efficacy and Life-Meaning on Combat Veterans with Post Traumatic Stress Disorder</i> (Doctoral dissertation, Grand Canyon University).		0,05
	Haspolat, A. (2019). <i>Travma sonrası stres belirtileri ve travma sonrası büyüme: Tmel inançlardaki değişim, ruminasyonlar ve bilgece farkındalığın rolü</i> (Master's thesis, Başkent Üniversitesi Sosyal Bilimler Enstitüsü).		0,05
	Simon, K. A. (2019). <i>The Implications of Secondary Traumatic Stress for Student Socio-Emotional Functioning</i> (Doctoral dissertation, Tulane University School of Science and Engineering).		0,05
	Mairean, C., Cimpoesu, D., Turliuc, M.N. (2014). The Effects of Traumatic Situations on Emergency Medicine Practitioners. Revista de Cercetare și Interventie Socială , 44, 279-290. citat în:		
	Ratrout, H. F., & Hamdan-Mansour, A. M. (2017). Factors associated with secondary Traumatic Stress among Emergency Nurses: An Integrative Review. <i>Open Journal of Nursing</i> , 7 (11), 1209.		0,05
	Drugus, D., Repanovici, A., & Popa, D. (2015). ETHICAL ISSUE REGARDING RISK MANAGEMENT IMPLEMENTATION IN THE ROMANIAN HEALTH CARE SYSTEM. <i>Revista Romana de Bioetica</i> , 13 (1).		0,05
	Gant, T. (2019). <i>Civilian Clinicians Treating Military Personnel Diagnosed with PTSD and Their Perspectives on Vicarious Trauma</i> (Doctoral dissertation, Capella University).		0,05
	Moreno-Jiménez, J. E., Rodríguez-Carvajal, R., Chico-Fernández, M., Lecuona, Ó., Martínez, M., Moreno-Jiménez, B., ... & Garrosa, E. (2019). Factores de riesgo y protección del estrés traumático secundario en los cuidados intensivos: un estudio exploratorio en un hospital terciario de Madrid. <i>Medicina Intensiva</i> .		0,05
	Prater, A. M. (2018). <i>First Responders in Rescue-Based Work: A Phenomenological Case Study of Rural Rope and Rappel Rescue Workers</i> (Doctoral dissertation, Ohio University).		0,05
	Christmann, K., Turliuc, M. N., & Mairean, C. (2012). Risk and resilience in children of prisoners: A research review. Scientific Annals of the "Alexandru Ioan Cuza" University, Iași. New Series SOCIOLOGY AND SOCIAL WORK Section , 5 (2).		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Manby, M., Jones, A. D., Foca, L., Bieganski, J., & Starke, S. (2015). Children of prisoners: exploring the impact of families' reappraisal of the role and status of the imprisoned parent on children's coping strategies. <i>European Journal of Social Work</i> , 18 (2), 228-245.		0,05
	Lockwood, K. (2013). <i>Mothering from the inside: Narratives of motherhood and imprisonment</i> (Doctoral dissertation, University of Huddersfield).		0,05
	Lockwood, K., & Raikes, B. (2016). 13 A difficult disclosure. <i>Experiencing Imprisonment: Research on the experience of living and working in carceral institutions</i> , 230.		0,05
	Goodchild, C. D. (2018). <i>Looking ahead rather than behind: exploring the future perspectives and resilience of adolescents who have experience of parental imprisonment</i> (Doctoral dissertation, University of Southampton).		0,05
	Hansen, G. V. (2018). Does Fatherhood Training in Prison Improve Fathering Skills and Reduce Family Challenges?. <i>Child Care in Practice</i> , 24 (2), 198-211.		0,05
	Turliuc, M.N. & Măirean, C. (2014). Psihologia traumei. Iași: Editura Polirom. (254 pag). Citat în:		
	CAZACU, C., & CĂLIN, C. C. ASPECTE PRIVIND TULBURĂRILE RELAȚIONATE CU STRESUL ȘI EVENIMENTELE TRAUMATICE. <i>ALE SĂNĂTĂȚII MENTALE ȘI SĂNĂTĂȚII ORGANIZAȚIONALE ÎN MEDIUL OPERAȚIONAL MILITAR</i> , 305.		0,05
	IORDACHE, M. S. (2018). RESILIENCE OF GIFTED ADOLESCENTS. SOCIAL AND EDUCATIONAL PROTECTIVE FACTORS. <i>Scientific Annals of the "Alexandru Ioan Cuza" University, Iași. New Series SOCIOLOGY AND SOCIAL WORK Section</i> , 11 (2).		0,05
	Runcan, R., & Grămadă, N. (2019). Migration from Eastern Europe to Western Europe: Negative Effects on Mothers and Daughters. <i>Social Work Review/Revista de Asistenta Sociala</i> , 18 (4).		0,05
	Maria, B. C., Maria, H. A., ALEXANDRA, G., & Mădălina, A. A. (2016). Resilient development in negative emotional climate and perception of legal authorities. In <i>THE FIFTH INTERNATIONAL CONFERENCE MULTIDISCIPLINARY PERSPECTIVES IN THE QUASI-COERCIVE TREATMENT OF OFFENDERS</i> (p. 57).		0,05
	Măirean, C. & Turliuc, M. N. (2011). Research Review: Risk and resilience in children. The role of social support, Today's Children are Tomorrow's Parents, Vol. 30-31, 2011, Edited by the Research Center for Child-Parent Interaction (CICOP). Citat în:		
	Turliuc, M. N., & Bujor, L. (2014). Predictors of emotion regulation during the transition from adolescence to young adulthood. <i>From Person to Society</i> , 1121.		0,05

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Rahat, E., & İlhan, T. (2016). Coping Styles, Social Support, Relational Self-Construal, and Resilience in Predicting Students' Adjustment to University Life. <i>Educational Sciences: Theory and Practice</i> , 16(1), 187-208.		0,05
	Oancea, C., & Budisteanu, B. (2014). The promotion of resiliency by counseling. <i>From</i>		0,05
	Azman, N., Othman, N. H., Halim, S. A., Majid, F. A., Zain, M. I. M., Komoo, I., ... & Sanusi, Z. A. (2014). Memperkasa Kepimpinan Ahli Akademik Anak Generasi Felda (AGF): Suatu Analisis Daya Tahan. <i>Sains Humanika</i> , 3 (1).		0,05
	Mathiesen, K. K. (2015). <i>Lærerens muligheter og utfordringer i arbeidet med traumatiserte elever</i> (Bachelor's thesis, Høgskolen i Oslo og Akershus).		0,05
	Măirean, C. (2016). The relationship between secondary traumatic stress and personal posttraumatic growth: Personality factors as moderators. <i>Journal of Adult Development</i> , 23 (2), 120-128. citat în:		
	Stapleton, M. (2017). <i>Secondary Traumatic Stress and Vicarious Posttraumatic Growth in New Zealand Clinical Psychologists: The Consequences of Working with Traumatised Clients</i> (Doctoral dissertation, University of Waikato).		0,05
	Chapman, C. (2016). <i>No Pain, No Gain: Vicarious Posttraumatic Growth Among Australian Child Protection Caseworkers</i> (Doctoral dissertation, Sydney University).		0,05
	Rauvola, R. S., Vega, D. M., & Lavigne, K. N. (2019). Compassion fatigue, secondary traumatic stress, and vicarious traumatization: a qualitative review and research agenda. <i>Occupational Health Science</i> , 1-40.		0,05
	Măirean, C. (2016). Emotion regulation strategies, secondary traumatic stress, and compassion satisfaction in healthcare providers. <i>The Journal of Psychology: Interdisciplinary and Applied</i>, 150 (8), 961-975. IF = 1.64. citat în:		
	Rauvola, R. S., Vega, D. M., & Lavigne, K. N. (2019). Compassion fatigue, secondary traumatic stress, and vicarious traumatization: a qualitative review and research agenda. <i>Occupational Health Science</i> , 1-40.		0,05
	Boutin Jr, E. R. M. (2019). <i>Mind Your Bedside Manners: The Effect of Team-based Learning on the Emotional Intelligence of Physician Assistant Studies Students</i> (Doctoral dissertation, Northeastern University).		0,05
	Simon, K. A. (2019). <i>The Implications of Secondary Traumatic Stress for Student Socio-Emotional Functioning</i> (Doctoral dissertation, Tulane University School of Science and Engineering).		0,05
	Ceobanu, M. C., & Mairean, C. (2015). The Relation between Personality Traits, Social Support and Traumatic Stress. <i>Revista de Cercetare si Interventie Sociala</i> , 48 , 17-31. IF = 0.42. citat în:		
	Jansen, I. (2015). <i>Het recept voor de ontwikkeling van weerbaarheid tegen pesterijen: het juiste genenpakket, een stressloze jeugd en een ondersteunende omgeving</i> (Doctoral dissertation, Faculty of Science and Engineering).		0,05

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	Carriço, A. F. M. (2018). <i>Traços de personalidade e trauma complexo e a comparação entre a amostra clínica e a população geral</i> (Doctoral dissertation).		0,05
	Dadouch, Z. (2019). <i>Adult Syrian Refugees Resettled in the United States: Social Support, Personality, Somatic Complaints, and Posttraumatic Stress Disorder</i> (Doctoral dissertation, Northern Illinois University).		0,05
	Hydon, S. P. (2016). <i>Exploring the Prevalence and Mitigating Variables of Secondary Traumatic Stress in K-12 Educators</i> (Doctoral dissertation, University of Southern California).		0,05
	Havârneanu, C. E., Măirean, C., & Popușoi, S. A. (2019). Workplace stress as predictor of risky driving behavior among taxi drivers. The role of job-related affective state and taxi driving experience. <i>Safety science</i>, 111, 264-270. IF = 3,61 citat în:		
	Seydi, M., Boogar, I. R., & Talepasand, S. (2019). Determining Risky Driving According to the Constructs of Mentalization and Personality Organization with the Modifying Role of Aggressive Driving. <i>Iranian Journal of Psychiatry</i> .		0,05
	Wiediartini, W., & Dermawan, D. (2019). PENGARUH KEBISINGAN DAN IKLIM KERJA TERHADAP STRES KERJA DI PABRIK PRODUKSI MAKANAN HEWAN. <i>Journal of Research and Technology</i> , 5 (1), 30-41.		0,05
	Mairean, C., Cimpoesu, D., Turliuc, M.N. (2014). The associations between vicarious trauma dysfunctional beliefs and traumatic stress among hospital personnel. <i>Annals of the Al. I. Cuza University, Psychology Series</i>, 23(1), 5-18. citat în:		
	Isimeme, J. (2019). <i>Psychological Distress: Is There a Difference in Experience of African Americans and Non-black Americans</i> (Doctoral dissertation, California Baptist University).		0,05
	Denham, F. S. (2018). <i>School Building Blight and Teacher Secondary Traumatic Stress: A Quantitative Study</i> (Doctoral dissertation, Northcentral University).		0,05
	Shayman, V. L. (2018). <i>Traumatized by Trauma: The Impact of Vicarious Trauma on Higher Education Threat Assessment Professionals</i> (Doctoral dissertation, Gonzaga University).		0,05
	Gherasim, L. R., Măirean, C., & Rusu, A. (2016). Dispositional Optimism and Judgments of Future Life Events: Affective States as Moderators. <i>Journal of Happiness Studies</i>, 1-17, DOI 10.1007/s10902-015-9629-5. citat în:		
	Shiffirin, L. (2018). <i>Expectations for Fighting Spirit in Cancer Patients: Analysis of the Relationships Between Interpersonal Congruency and Mental Health Functioning</i> . Adelphi University, The Institute of Advanced Psychological Studies.		0,05
	Măirean, C. (2015). False memory for positive and negative life events. The role of mental imagery, <i>Romanian Journal of Applied Psychology</i>, 17(1), 1-7. citat în:		
	Lessle, A. D. (2019). <i>The Cognitive, Affective, and Behavioral Adjustment of Expatriate Spouses: A Case Study</i> (Doctoral dissertation, Grand Canyon University).		0,05

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	Măirean, C. & Turliuc, M. N. (2011). The relationships between dispositional coping and personality variables, <i>International Journal of Education and Psychology in the Community</i>, Vol. 1(2), 7-28, ISSN 2069-4695, Publishing House of Oradea University. citat în:		
	Szabo, Z., & Marian, M. (2017). STRESSORS AND REACTIONS TO STRESS: A CROSS-CULTURAL CASE STUDY IN TWO EDUCATIONAL PROGRAMS. <i>Journal of Evidence-Based Psychotherapies</i> , 17(1).		0,05
	Bogdan, S., Măirean, C., Avram, M., & Stan, O. (2011). An empirical analysis of emotional labour, job satisfaction and job burnout, <i>Annals of the Al. I. Cuza University, Psychology Series</i>, 20(2), 19-35. citat în:		
	Lartey, J. K. S. (2018). <i>Emotional Labour and Emotional Intelligence as Predictors of Job Attitudes: The Moderating Role of Perceived Organisational Support</i> (Doctoral dissertation, University of Ghana).		0,05
	WANG, H., & ZHANG, S. (2018). The relationship between emotional labor and job satisfaction: A meta-analysis. <i>Advances in Psychological Science</i> , 26(4), 599-613.		0,05
	Diaconu-Gherasim, L. R., Țepordei, A.M., Măirean, C., & Rusu, A. (2019). Intelligence Beliefs, Goal Orientations and Children's Academic Achievement: Does the Children's Gender Matter?, <i>Educational Studies</i>, accepted paper. IF = 0.77 citat în:		
	Drexlerová, A., Šedřová, K., & Sedláček, M. (2019). The relationship between grading and teacher judgment. <i>Journal of Pedagogy</i> , 10(2), 9-35.		0,05
	Măirean, C. (2018). The relation between driving cognitions and driving phobia. The moderating role of emotional regulation strategies. <i>Romanian Journal of Applied Psychology</i>, 20(2), 37-44. citat în:		
	Sârbescu, P., & Sava, F. A. (2019). Higher aims and standards, new indexing and submission format. <i>Romanian Journal of Applied Psychology</i> , 21(1), 1-2.		0,05
	Măirean, C. (2015). Predicting positive and negative affect based on emotion and thought regulation strategies, <i>Journal of Psychological and Educational Research</i> 23, 1 (2015), 7 - 22. citat în:		
	Modirpour, V. C. (2019). <i>The Role of Positive Affect in the Relationship between Dissociation and Non-Suicidal Self-Injury</i> . Palo Alto University.		0,05
	Steiner Pino, S. J. (2015). <i>An interpersonal neurobiology program to enhance emotional regulation in children</i> (Bachelor's thesis, Quito: USFQ, 2015).		0,05
	Rusu, A., Măirean, C. & Măgurean, S. (2015). Exploring the third level of career adaptability: Canonical correlation between career adaptabilities and defense styles. <i>Annals of the Al. I. Cuza University, Psychology Series</i>, 24(2), 5-12. citat în:		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	Carvalho, L. D. F., Moreira, T. D. C., & Ambiel, R. A. M. (2017). Relações entre adaptabilidade de carreira e traços patológicos da personalidade em trabalhadores brasileiros. <i>Revista Psicologia Organizações e Trabalho</i> , 17(3), 159-164.		0,05
	Măirean, C. (2015). Individual Differences in Emotion and Thought Regulation Processes: Implications for Mental Health and Wellbeing, <i>Symposion</i> 2, 2 (2015), 243-260. citat în:		
	Yi, P. Y. (2016). <i>Duelo Factores de riesgo de duelo complicado en cuidados paliativos</i>		0,05
	Măirean, C., Turliuc, M.N., & Arghire, D. (2019). The Relationship Between Trait Gratitude and Psychological Wellbeing in University Students: The Mediating Role of Affective State and the Moderating Role of State Gratitude. <i>Journal of Happiness Studies</i>, 20(5), 1359-1377. IF = 2,51 citat în:		
	Turliuc, M. N., & Candel, O. S. (2019). The assertive sense of relational entitlement, emotions and couple satisfaction: a mediation model. <i>Annals of the Al. I. Cuza University, Psychology Series</i> , 28.		0,05
	Turliuc, M. N., Măirean, C., & Dănilă, O. (2013). A multifaceted theory: individual, family, and community resilience. A Research Review. In <i>Contemporary issues facing families: An interdisciplinary dialogue</i> (pp. 33-53). Verlag fur Kultur und Wissenschaft (Culture and Science Publishing) Bonn (Germany). citat în:		
	ÖZBAY, Y., & AYDOĞAN, D. Varlığında Çocuk, Yokluğunda Yetişkin Olmak: Baba Kaybı, Kardeş İlişkileri ve Aile Yılmazlığı. <i>Erzincan Üniversitesi Eğitim Fakültesi Dergisi</i> , 21 (2), 126-143.		0,05
	Louro, A. S. C. (2019). <i>Programa integrado de educação e formação: histórias de vida</i>		0,05
	Nwokah, E. E., Becerril, S., Hardee, W. P., & Brito, E. (2017). Play with homeless and low-income preschoolers: university student experiences with service learning. <i>International Journal of Play</i> , 6 (1), 53-77.		0,05
	Măirean, C., & Ceobanu, C. M. (2017). The relationship between suppression and subsequent intrusions: The mediating role of peritraumatic dissociation and anxiety. <i>Anxiety, Stress, & Coping</i>, 30 (3), 304-316. citat în:		
	Brausam, M. N. (2018). <i>The Relationship Between Dissociation, Personality Disorders, and Neurocognitive Disorder</i> (Doctoral dissertation, University of Colorado Colorado Springs. Kraemer Family Library).		0,05
	Maftei, A., & Măirean, C. (2017). Reality, fantasy and emotional state in kindergarten children. <i>Romanian Journal of Psychology</i>, 19 (2).		
	CHEN, X., WANG, Y., ZHAO, J., & MENG, Q. (2019). The developmental characteristics and mechanism of children's distinction between fantasy and reality. <i>Advances in Psychological Science</i> , 27 (7), 1232-1237.		0,05
			10,05

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 18	Keynote speaker (comunicare științifică în plen) la conferințe internaționale ($m = 3$) / naționale ($m = 1$)	2 x m	Conferință
I 19	Membru în comitetul științific (A) / Referent științific pentru evaluarea și selecția lucrărilor unei conferințe (B) / Membru în comitetul de organizare (C) / Coordonator simpozion (Chair) (D) (se punctează o singură calitate / conferință)	1 x m	Conferință
	19.1 Conferințe internaționale ($m = 3$)		
	Chair 5th International Multidisciplinary Scientific Conference Social Science and Arts, Bulgaria, august 2018		3
	Chair European Conference on Personality, 18th Edition, July, 2016		3
	Chair Psihologie clinică, din cadrul 8th International Conference on Applied Psychology and Educational Sciences, Iași, Romania		3
	19.2 Conferințe naționale ($m = 1$)		
			9
I 20	Președinte sau membru în comitetul executiv al unei asociații profesionale internaționale ($m = 3$) sau naționale ($m = 1$)	2 x m	Asociație
I 21	Premii și distincții	4 x m	Premiu
	I21.1. Premii pentru activitatea științifică oferite de către instituții sau asociații științifice / profesionale internaționale ($m = 3$) sau naționale de prestigiu (CNCS, etc.) ($m = 1$) (nu sunt incluse granturile de deplasare sau premiarea articolelor din zona roșie, galbenă etc.)		
	2018 – Premiul de excelență, pentru rezultatele obținute în cercetarea științifică pe parcursul anului 2017, Universitatea Alexandru Ioan Cuza, Iași	4x1	4
	2017- Premiul de excelență, pentru rezultatele obținute în cercetarea științifică pe parcursul anului 2016, Universitatea Alexandru Ioan Cuza, Iași	4x1	4
	2016 – Premiul <i>Iuventas Scientiae</i> , pentru rezultatele obținute în cercetarea științifică pe parcursul anului academic 2015-2016, Universitatea Alexandru Ioan Cuza, Iași.	4x1	4
	2015 – Premiul <i>Iuventas Scientiae</i> , pentru rezultatele obținute în cercetarea științifică pe parcursul anului academic 2014-2015, Universitatea Alexandru Ioan Cuza, Iași.	4x1	4
	2013 - Premiul de excelență Doc-Paideia acordat pentru calitatea cercetărilor științifice desfășurate în programul de studii doctorale și pentru contribuția avută la atingerea indicatorilor de rezultat propuși în cadrul proiectului POSDRU 78342 DOC-PAIDEIA	4x1	4
	2016 – The European Association of Personality Psychology Scholarship Award at the ECP18 (European Conference on Personality, 18th Edition, July, 2016).	4x3	12
	I21.2. Obținerea în activitate a unor rezultate de prestigiu privind promovarea țării și a învățământului românesc (de exemplu distincțiile, medaliile primite de către sportivi, antrenori, alți specialiști pentru rezultate la JO, CM, CE etc., oferite de Președinția României, MENCS, MTS etc.)		
			32
I 22	Coordonator al unei colecții de carte	6	Colecție

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 23	Carte coordonată relevantă pentru domeniu ($m A1 = 3; m A2 = 1; m B = 0.5$)	8 x m/n	Carte
I 24	Redactor șef / editor sau membru în comitetul editorial al unei reviste cu comitet științific și peer-review	4 x m	Revistă
	I24.1. Revistă indexată Web of Science ($m = 3$)		
	I24.2. Revistă indexată în cel puțin două BDI ($m = 1$)		
	Asistent Editor Annals of Alexandru Ioan Cuza University, Psychology Series	4x1	1
	I24.3 Revistă indexată într-un BDI ($m = 0.5$)		
			1
I 25	Referent științific ad hoc pentru reviste cu comitet științific și peer-review	0.3 / 0.2	Articol
	I25.1. Revistă indexată Web of Science	0,3	
	2020, Current Psychology, The Structure and Function of Coping in Emerging Adults, R1		0,3
	2020, Transportation Research Part F, A matter of style? Testing the moderating effect of driving style on the relationship between job strain and work-related crashes of professional drivers		0,3
	2020, Transportation Research, Part F, Scores on a new hazard prediction test are associated with both driver experience and crash involvement, R1		0,3
	2020, Transportation Research Part F, A matter of style? Testing the moderating effect of driving style on the relationship between job strain and work-related crashes of professional drivers R1		0,3
	2020, Personality and Individual Differences, Exploring the relationship between coping humor and subjective happiness: belongingness and forgiveness as serial mediators		0,3
	2020, Learning and individual differences, Relationship between Achievement Goals and Attention of University Instructors in Professional Training Courses		0,3
	2020, Transportation Research Part F, A matter of style? Testing the moderating effect of driving style on the relationship between job strain and work-related crashes of professional drivers R2		0,3
	2020, Current Psychology, The Structure and Function of Coping in Emerging Adults, R2		0,3
	2020, Journal of Clinical Psychology, Exploring the Moderating Role of Gender in the Relation between Emotional Expressivity and Posttraumatic Stress Disorder among Black Trauma-exposed Adults		0,3
	2019, Journal of Clinical Psychology, The mediating role of psychological resilience in relations between secondary traumatic stress and vicarious posttraumatic growth among nurses employed in palliative		0,3
	2019, Journal of Traumatic Stress, Association between posttraumatic stress, anger and aggression in Russian adolescents – the role of sex, R4, octombrie		0,3
	2019, Journal of Traumatic Stress, Association between posttraumatic stress, anger and aggression in Russian adolescents – the role of sex, R5, noiembrie		0,3

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	2019, Journal of Traumatic Stress, Association between posttraumatic stress, anger and aggression in Russian adolescents – the role of sex, R6		0,3
	2019, Current Psychology, The Expressions of Forgiveness and Self-Esteem Refer to Mental Well-Being: A Study with Path Analysis, R3, septembrie		0,3
	2019, Transportation Research, Part F The influence of driver's mood on car following and glance behaviour: using cognitive load as an intervention. R2, august		0,3
	2019, Transportation Research, Part F, An empirical characterization of high-risk drivers in Spain. The role of gender, age, marital status and education. August		0,3
	2019, Accident Analysis and Prevention, Association between Higher-Order Driving Instruction and Risky Driving Behaviours: Exploring the Mediating Effects of a Self-Regulated Safety Orientation R3		0,3
	2019, Current Psychology, Character Strengths and Psychological Vulnerability: The Mediating Role of Resilience, R3, august		0,3
	2019, Current Psychology, Character Strengths and Psychological Vulnerability: The Mediating Role of Resilience, R4, octombrie		0,3
	2019, Transportation Research, Part F, Scores on a new hazard prediction test are associated with both driver experience and crash involvement, decembrie		0,3
	2019, Current Psychology, The Structure and Function of Coping in Emerging Adults, decembrie		0,3
	2019, Cognition, Technology & Work, The Correlation Between the Multidimensional Traffic Locus of Control Scale and Driving Behaviors in China, decembrie		0,3
	2019, Transportation Research Part F, An empirical characterization of high-risk drivers in Spain. The role of gender, age, marital status and education. R2		0,3
	2019, Transportation Research Part F, DRIVING STYLE IDENTIFICATION USING THE MULTIDIMENSIONAL DRIVING STYLE INVENTORY. A CASE STUDY WITH CHILEAN DRIVERS		0,3
	2019, Journal of traumatic stress, Association between posttraumatic stress, anger and aggression in Russian adolescents – the role of sex, R2		0,3
	2019, Transportation Research Part F, Driven by Emotions: The Association between Emotion Regulation, Forgiveness, and Driving Styles		0,3
	2019, Transportation Research Part F, The effects of drivers' mood on sustained attention: using cognitive load as an intervention		0,3
	2019, Transportation Research Part F, The effects of drivers' mood on sustained attention: using cognitive load as an intervention R1		0,3
	2019, Social Science Journal, Modelling of safety helmet use intention among students in urban and rural Thailand based on the Theory of planned behavior and Locus of control		0,3

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	2019, Journal of traumatic stress, Association between posttraumatic stress, anger and aggression in Russian adolescents – the role of sex R3		0,3
	2019, Journal of traumatic stress, Association between posttraumatic stress, anger and aggression in Russian adolescents – the role of sex R1		0,3
	2019, TRF, Driven by Emotions: The Association between Emotion Regulation, Forgivingness, and Driving Styles R2		0,3
	2019, Accident Analysis and Prevention, Association between Higher-Order Driving Instruction and Risky Driving Behaviours: Exploring the Mediating Effects of a Self-Regulated Safety Orientation R2		0,3
	2019, Human Fertility, Exposure to traumatic events, emotion regulation, and traumatic stress among infertility patients: A moderation analysis R2		0,3
	2019, Current Psychology, Character Growth and Psychological Vulnerability: The Mediating Role of Resilience R2		0,3
	2019, Current Psychology, Character Growth and Psychological Vulnerability: The Mediating Role of Resilience R1		0,3
	2019, Current Psychology, Character Strengths and Psychological Vulnerability: The Mediating Role of Resilience		0,3
	2018, Accident Analysis and Prevention, Association between Higher-Order Driving Instruction and Risky Driving Behaviours: Exploring the Mediating Effects of a Self-Regulated Safety Orientation R1		0,3
	2018 Accident Analysis and Prevention, Association between Higher-Order Driving Instruction and Risky Driving Behaviours: Exploring the Mediating Effects of a Self-Regulated Safety Orientation		0,3
	2018 Accident Analysis and Prevention R1, The association between sensation seeking and driving outcomes: A systematic review and meta-analysis		0,3
	2018 Accident Analysis and Prevention R1 Regulatory focus, time perspective, locus of control and sensation seeking as predictors of risky driving behaviors		0,3
	2018 Accident Analysis and Prevention, The association between sensation seeking and driving outcomes: A systematic review and meta-analysis		0,3
	2018 Accident Analysis and Prevention R1 Regulatory focus, time perspective, locus of control and sensation seeking as predictors of reckless driving behaviors		0,3
	2018 Clinical Psychology & Psychotherapy R1, Associations between intrusive negative autobiographical memories and depression: A meta-analytic investigation		0,3
	2018 Current Psychology R2, Perceived goodness mediates the relationship between trait and state gratitude		0,3
	2018 Current Psychology R1, Perceived goodness mediates the relationship between trait and state gratitude		0,3
	2018 Current Psychology, Perceived goodness mediates the relationship between trait and state gratitude		0,3

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	2018 Human Fertility, Exposure to traumatic events, emotion regulation, and traumatic stress among infertility patients: A moderation analysis		0,3
	2018 Human Fertility R1, Exposure to traumatic events, emotion regulation, and traumatic stress among infertility patients: A moderation analysis		0,3
	2018 Journal of Traumatic Stress, Association between posttraumatic stress, anger and aggression in Russian adolescents – the role of gender		0,3
	2018 Journal of Traumatic Stress, Psychosocial Prevention of PTSD: A Meta Analysis		0,3
	2018 Learning and Individual Differences, The Effect of Teaching Styles of Physical Educators on the Perceived Motivational Climate, Goal Involvement, Goal Orientation and Performance of Students in Physical Education		0,3
	2018 The Social Science Journal, Modeling of motorcycle helmet use intentions in urban and rural Thailand based on the Theory of planned behavior and Locus of control		0,3
	2018 The Social Science Journal, Assessing Social Support in Patients with Pulmonary Tuberculosis in Pakistan		0,3
	2018 Transportation Research Part F R1, An empirical characterization of high-risk drivers in Spain. The role of gender, age, marital status and education.		0,3
	2018 Transportation Research Part F R1, Quantifying the Driver Stress Arising from Cognitive Workload in a Dynamic Hybrid Choice Model		0,3
	2018 Transportation Research Part F, Effects of emotions on driving behavior, R1		0,3
	2018 Transportation Research Part F, On the determinants of risky driving behaviour in Spain		0,3
	2018 Transportation Research Part F. Effects of emotions on driving behavior		0,3
	2018 Transportation Research Part F, Quantifying the Driver Stress Arising from Cognitive Workload in a Dynamic Hybrid Choice Model		0,3
	2017 Transportation Research Part F, Exploring the Factors Affecting Myopic Drivers' Driving Skills and Risk Perception In Night-time Driving		0,3
	2017 Personality and Individual Differences, Do notions of personal control and choice underpin the relationship between belief in free will and subjective wellbeing?		0,3
	2017 Journal of Happiness Studies R3, The Role of Mindful Awareness in Influencing Mood: The Mediating Roles of Gratitude and Perceived Support		0,3

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
	2017 Accident Analysis and Prevention, The impact of police presence on angry and aggressive driving		0,3
	2017 Journal of Happiness Studies R2, The Role of Mindful Awareness in Influencing Mood: The Mediating Roles of Gratitude and Perceived Support		0,3
	2017 Anxiety, stress, and coping R1, Mediating Role of Self-esteem and Hope in the Relationship between Social Support and Posttraumatic Stress Disorder/Posttraumatic Growth among Adolescents after Ya'an Earthquake		0,3
	2017 Clinical Psychology & Psychotherapy, Intrusive negative autobiographical memories and depression: A meta-analysis		0,3
	2017 Accident Analysis and Prevention R1 The impact of police presence on angry and aggressive driving		0,3
	2016 Australian Journal of Psychology, The Role of Media-Induced Secondary Traumatic Stress On Perceptions of Distress		0,3
	2016 Anxiety, stress, and coping, Mediating Role of Self-esteem and Hope in the Relationship between Social Support and Posttraumatic Stress Disorder/Posttraumatic Growth among Adolescents after Ya'an Earthquake		0,3
	2016 Journal of Happiness Studies, Daily Activities and Perceived Health: The Role of Momentary Emotions		0,3
	2016 Personality and Individual Differences, A Test of the Trait-Interpersonal Model of Suicide Proneness in Emerging Adults		0,3
	I25.2. Revistă indexată BDI (alta decât WoS)	0,2	
	2019, Romanian Journal of Applied Psychology, Making a choice when information is missing. The case of medical versus consumer choices.		0,20
	2018 <i>International Journal of Culture and Mental Health</i> , The Role of Filipino Masculine Ideology on the Adaptive Coping, Psychological Well-Being and Vicarious Trauma of First Responders		0,20
	2018 <i>International Journal of Culture and Mental Health</i> R1, The Role of Filipino Masculine Ideology on the Adaptive Coping, Psychological Well-Being and Vicarious Trauma of First Responders		0,20
	2018 <i>Revista de Psihologie Socială</i> , Attachment, sense of coherence and well-being in the context of parental migration		0,20
	2018 <i>Revista de Psihologie Socială R1</i> , Attachment, sense of coherence and well-being in the context of parental migration		0,20
	2015 <i>Revista de Psihologie Socială</i> , Cognitive resilience's factors		0,20
			22,80

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 26	Profesor asociat / visiting scholar pentru o durată de cel puțin o lună de zile / susținerea unei conferințe sau prelegeri în fața cadrelor didactice sau a doctoranzilor (se punctează un singur aspect per universitate; nu sunt incluse aici schimburile Erasmus)	0.5 x m	Instituție / invitație
	26.1 la o universitate din TOP 500 conform clasamentului URAP (m = 3)		
	26.2 la o universitate din afara topului 500 URAP, ca urmare a unei invitații nominale din partea instituției gazdă (m = 1)		
	26.3 profesor invitat / lector al federațiilor internaționale pe ramură de sport / Academiei Olimpice a CIO / Asociații profesionale internaționale (m = 1) / federațiilor naționale pe ramură de sport sau Academiei Olimpice a COSR (m = 0,5)		
I 27	Director al unui grant finanțat / instituția coordonată	9 x m	Grant
	I27.1 Director grant de cercetare cu relevanță publică largă obținut prin competiție internațională, acordat de către o agenție / instituție internațională (m = 3)		
	I27.2. A. Director grant de cercetare cu relevanță publică largă obținut prin competiție națională / B. Coordonator echipă România pentru un grant de cercetare cu relevanță publică largă, obținut prin competiție internațională (m = 1)		
	Director de proiect „ <i>Stresul posttraumatic la victime ale accidentelor rutiere: analiză și modalități de intervenție</i> ” (PN-III-P1-1.1-PD2016-0902), finanțat de Unitatea Executivă pentru Finanțarea Învățământului Superior, a Cercetării, Dezvoltării și Inovării (UEFISCDI)		9
	I27.3. A. Director sau coordonator partener al unui grant de dezvoltare instituțională (de exemplu tip POSDRU, Erasmus + etc.) / B. Director sau coordonator partener al unui grant de cercetare cu relevanță specifică (de exemplu finanțat de către o companie), obținut prin competiție națională sau internațională / C. Coordonator partener pentru un grant de cercetare cu relevanță publică largă, obținut prin competiție națională (m = 0.5)		
			9

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 28	I28.1 Membru în echipa unui grant de cercetare cu relevanță publică largă obținut prin competiție internațională sau națională ($m = 1$)	3 x m	Grant
	2010 - membră a echipei de cercetare în cadrul proiectului <i>Atribuire și reatribuire în determinarea performanțelor și dispoziției afective la copii: perspectivă ecologică</i> , finanțat CNCSIS		3
	I28.2. Membru în echipa unui grant de cercetare cu relevanță specifică sau a unui grant de dezvoltare instituțională obținut prin competiție internațională sau națională ($m = 0,5$)		
	01.06.2014 – 31.09.2015 – Bursier postdoctoral în cadrul proiectului de cercetare <i>Modalități de promovare a rezilienței prin controlul emoțiilor și gândurilor intruzive în contextul expunerii vicariante la stres</i> , Academia Română, Filiala Iași.		1,5
			4,50
I 29	Activitate de mentorat / îndrumare		
	29.1. Conducător științific / membru în comisia de îndrumare sau de evaluare a tezelor de doctorat	1 / 0.5	Doctorand / comisie
	membru în comisia de îndrumare a tezei de doctorat pentru 10 doctoranzi		5
	(punctajul total la 29.1 este plafonat la maximum 10 puncte)		
	29.2. Mentor cu rol oficial de îndrumare a unor cercetători postdoctorali		Îndrumat
			5
I 30	30.1. Inițierea sau coordonarea unor programe de studii universitare sau post-universitare	2	Program
	30.2. Publicarea unor cursuri universitare (nu pot fi punctate contribuțiile ce au fost incluse la indicatorii I3, I7, I12)	1	curs
	2019, Psihodiagnosticul aptitudinilor, Editura Universității "Alexandru Ioan Cuza" din Iași		1
	30.3. Introducerea unor discipline noi în planul de învățământ	0,5	Disciplină
	Psihodiagnosticul aptitudinilor, studii de licență, anul II, sem. II		0,5
			1,5
I 31	Coordonarea unui centru sau laborator de cercetare, recunoscut de către Senatul Universității sau Consiliul Științific al Institutului de cercetare	2	Centru
I 32	Evaluator proiecte / membru în Panel în competiții internaționale ($m = 3$) / naționale ($m = 1$) de granturi de cercetare	1 x m	Ediție competiție
I 33	Membru în grupul de experți		Comisie
	33.1. Comisii / consilii științifice sau organisme internaționale (de exemplu UNESCO, UNICEF, CIO, Federații internaționale pe ramuri de sport etc.) ($m = 3$)		
	33.2. Comisii / consilii științifice sau organisme naționale (CNATDCU, CNCS, ANCS, ARACIS sau alt grup de lucru consultativ / de lucru la nivelul MENCS sau la nivel interministerial, alcătuit ca urmare a unui ordin emis de MENCS sau de către un alt for ministerial ($m = 1$))		

Indicator	Denumirea indicatorului	Punctaj	Unitatea de măsură
I 34	Furnizarea de servicii pentru beneficiarii externi ai instituției (cursuri sau programe de formare / perfecționare profesională în domeniu)	0,5	Pe curs avizat
I 35	35.1. Antrenor emerit / profesor emerit / maestru emerit al sportului / arbitru internațional / comisar / observator (se iau în calcul doar calitățile existente la data înscrierii în concurs)		Pe titlu / premiu / activitate
	35.2. Premii pentru activitatea sportivă acordate de către instituții naționale (MTS, MENCS, COSR) sau internaționale		
	35.3. Performanțe ale sportivilor antrenați (JO, CM, JMU – locurile 1-5; CE, CN – locurile 1), creații pe linia sportului de performanță, recuperării motrice și funcționale, kinetoterapiei și kinetoprofilaxie (linii metodice / metodologii / strategii de pregătire pe ramuri de sport / probă sportivă recunoscute în comunitatea de specialiști / federații pe ramuri de sport); programe de profilaxie și recuperare prin mijloace kinetice pentru diferite categorii de populație / grupe de vârstă / grupe profesionale / patologii) recunoscute de organisme profesionale și / sau științifice naționale și internaționale.		
		conditii minimale	punctaj obtinut
C1	I1	25	125,73
C2	I3 + I4	12	27,00
C3	Total A1 (I1+...+I15)	100	288,13
C4	I 16	15	51,50
C5	I 27	9	9
C6	Total A2 (I16+...+I35)	60	146,35
C7	Total general	160	434,48

Lect. univ. dr. Cornelia Măirean

