



CD 8.5.1 DISCIPLINE CURRICULUM

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FACULTY OF STOMATOLOGY

STUDY PROGRAM 0911.1 STOMATOLOGY

CHAIR OF MANAGEMENT AND PSYCHOLOGY

APPROVED

at the meeting of the Committee for Quality Assurance and Evaluation of the Curriculum Faculty of Stomatology
Minutes No. ___ of _____
Committee president, PhD, DMS, Associate professor.
Stepco Elena _____

APPROVED

at the Council meeting of the Faculty of Stomatology
Minutes No. ___ of _____
Dean of Faculty of Stomatology, PhD, DHMS, Professor.
Ciobanu Sergiu _____

APPROVED

at the meeting of the chair Management and Psychology
Minutes No. 11 of 14.02.2018
Head of chair, PhD in medicine, univ. professor
Larisa Spinei _____

CURRICULUM

DISCIPLINE MEDICAL PSYCHOLOGY

Integrated studies

Type of course: **Compulsory**

Chişinau, 2018



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I. INTRODUCTION

- **General presentation of the discipline: place and role of the discipline in the formation of the specific competences of the professional / specialty training program**

The course of Medical Psychology is represented by a series of themes, with the purpose to provide knowledge about the psychology of the medical act; the psychology of the Dentist-Patient relationship, with the research data of the personal psychological peculiarities of the patient and the doctor.

The necessity and usefulness of the medical psychology course for medical students is due to the fact that physician is frequently confronted with psychological, psychosomatic and social problems in the workplace. These problems affect the current way of life and work, which sometimes does not benefit the doctor optimal emotional balance, and can influence the abilities by which the doctor would honor his obligations in his work.

As a helping strategy to the new requirements for professional skills training of the future specialist, the Medical Psychology course is proposed for 90 hours, during one semester.

By mention, the relationship with the patient involves primarily communication, psycho-emotional interaction, and resonance with the patient, topics widely discussed on Medical Psychology discipline.

Additionally, this course offers the theoretical basis for development of an appropriate and professional behavior in the subject of dentist-patient interpersonal relationships.

The course of Medical Psychology aims to help future physicians to know the psychological aspect of the medical profession and to develop their personality traits in line with current professional requirements.

Mission of the curriculum (aim) in professional training

To provide knowledge about main concepts of medical psychology and to develop students' understanding skills in the psychological issues of the medical profession. In addition, the main peculiarities of professional - patient relationship will be analyzed and the most efficient strategies of professional communication will be explained.

- **Language (s) of the course:** Romanian, Russian, English;
- **Beneficiaries:** students of the II year, Faculty of Stomatology.

II. MANAGEMENT OF THE DISCIPLINE

Code of discipline		S.04.O.042	
Name of the discipline		Medical Psychology	
Person(s) in charge of the discipline		PhD, associate professor Mariana Cernițanu	
Year	II	Semester	4
Total number of hours, including: 60			
Lectures	17	Practical/laboratory hours	-
Seminars	34	Self-training	9
Clinical internship			
Form of assessment	DC	Number of credits	2



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III. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the discipline study the student will be able to:

- ***at the level of knowledge and understanding:***

- know the conceptual basis of medical psychology;
- describe the determining parameters of personality activity;
- delimit the practical application of psychology in medicine;
- identify the psychological qualities of different types of patients;
- describe the components of a successful therapeutic act;
- know the main types of mistakes most commonly encountered during the establishment of the doctor and patient relationship;
- know the main personality traits necessary for the successful practice of medicine.

- ***at the application level:***

- operate with theoretical knowledge in the practice of professional and social activity;
- apply the main types of communication strategies applied at the D-P meeting;
- use methods to stimulate and develop critical thinking and creativity;
- apply the principle of expressiveness for the act of communication between physician and patient;
- to put into practice the methods of psychological knowledge of people in professional activity and everyday life;
- to demonstrate perspicacity and responsibility in the practice of medical practice.

- ***at the integration level:***

- apply the psychological knowledge obtained in the context of the future profession;
- promote opinions in support of new, constructive ideas;
- integrate new ways of moral support for different types of patients;
- be able to make optimal decisions to help patients in critical situations;
- develop skills for using psychological methods for deeper knowledge of the human internal world;
- acquire important knowledge and skills from the applied fields that are tangential to medical psychology.

IV. PROVISIONAL TERMS AND CONDITIONS

Student of the second year requires the following:

- knowledge of the language of instruction;
- confirmed competences at liceum level (biology, psychology);
- digital competences (use of the Internet, document processing and presentations);
- ability to communicate, teamwork, play certain role plays determined by topics discussed at the seminar;
- qualities - tolerance, compassion, independence, autonomy, good listener.

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

Lectures, practical hours/ laboratory hours/seminars and self-training



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No. d/o	THEME	Number of hours		
		Lectures	Seminars	Self-training
1.	The Fundamental concepts of psychology in medicine.	-	2	-
2.	Medical psychology. Methods of research in psychology.	2	2	-
3.	The concept of personality in medical psychology.	-	-	2
4.	The concepts of normality and abnormality in medicine and psychology.	2	2	-
5.	Elements of health psychology.	2	2	-
6.	Copping strategies with stress in medicine.	-	2	2
7.	General features of the disease. Classification of disorders (ISD-10; DSM-V).	2	2	-
8.	Affective states caused by illness and pain.	-	2	-
9.	Psychosomatic disorders. Psychological aspects and practical recommendations.	2	2	-
10.	The interpersonal relation between doctor and patient.	2	4	2
11.	Strategies to optimize the professional communication process.	-	2	1
12.	Iatrogenesis. The effect of medical errors. Types of iatrogenesis.	-	2	-
13.	The dentist personality. The structure and main aspects description.	2	-	-
14.	Personality and behavioral disorders that can be acquired in a workplace. Depression. Addictive behavior.	-	2	-
15.	Burn-out syndrome and ways to prevent it. Predisposing and precipitating factors of the syndrome.	-	2	-
16.	Patient personality description. The main types of patients classification.	2	2	-
17.	Strategies for dealing with difficult patients.	-	2	2
18.	Psycho-hygiene and psycho-prophylaxis of everyday life.	-	1	-
19.	Practical applications of psychotherapies in medicine.	-	1	-
20.	Students' knowledge assessment	1	-	-
Totally		17	34	9

VI. REFERENCE OBJECTIVES OF CONTENT UNITS

Objectives	Content units
Theme (chapter) 1. Medical psychology. Field of research and fundamental concepts.	
<ul style="list-style-type: none"> • to define the basic concepts of medical psychology. • to know the methods of research in medical psychology. • to demonstrate abilities to analyze and systematize knowledge. • to apply the criteria for differentiation of normality and abnormality. • to integrate knowledge about promoting a healthy 	Fundamental concepts of psychology in medicine. Methods of research in psychology. The concept of personality in medical psychology. Defining the concepts of normality and abnormality in medicine and psychology. Elements of Health Psychology.



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lifestyle in everyday life.

Theme (chapter) 2. General features of the disease.

- define the main criteria of somatic disease, psychiatric disorder / somatic disease
- be familiar with the basic international classifications of somatic and psychiatric disorders and demonstrate the ability to analyze the causes of the disorder.
- to apply the knowledge acquired for case study analysis.
- to integrate knowledge about psychosomatic disorders in the medical field.

General features of the disease. Classification of disorders (ISD-10; DSM-V).
Affective states caused by illness and pain.
Psychosomatic disorders. Psychological aspects and practical recommendations.

Theme (chapter) 3. The interpersonal relationship between dentist and patient

- to define the roles of and status of the medical act.
- to know the main strategies for optimizing the therapeutic act and the effective doctor-patient communication.
- to demonstrate analytical abilities and self-analysis of behavior in the physician-patient relationship.
- to apply the acquired knowledge and to optimize the therapeutic compliance.
- to integrate optimal decisions for therapeutic action optimization.

Optimization strategies for the therapeutic act.
Opportunities to optimize the therapeutic compliance.
Iatrogenesis. The effect of medical errors.
Types of iatrogenesis.

Theme (chapter) 4. The dentist personality

- to define the concepts of personality, professional;
- to identify the patient's expectations.
- to know the causes and underlying factors of Burn-out syndrome and the ways to prevent it.
- to demonstrate skills for human behavior analyzing.
- to apply methods of psychological knowledge of people in professional activity and everyday life.
- to integrate analytical skills of human behavior in various situations.

The structure and dynamics of the physician's personality.
Behavioral and personality disorders that can be acquired in a workplace.
The depression among health professionals.
The addictive behavior.
The Burn-out syndrome and ways to prevent it. The predisposing and precipitating factors of the syndrome.

Theme (chapter) 5. The patient personality

- to define the main strategies for dealing with difficult patients.
- to know the main types of personality of the patients.
- to demonstrate relationship and behavior skills with different types of patients.
- to integrate knowledge about psychotherapeutic techniques and apply them in medical practice.

Strategies for dealing with difficult patients.
Psycho-hygiene and psycho-prophylaxis in everyday life. Case studies.
Practical applications of psychotherapies in a medical field.
The psychotherapeutic techniques analysis in accordance with type of patients' health problems.



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VII. PROFESSIONAL (SPECIFIC) (SC) AND TRANSVERSAL (TC) COMPETENCES AND STUDY OUTCOMES

Professional (specific) (SC) competences

- ✓ **SC 5.** Planning, coordinating and conducting activities for mental health promoting and prophylactic measures to improve mental health at individual and community level.
- ✓ **SC 6.** Applying special psychological principles and methods to develop models of communication situations with the patient and the therapeutic team.

Transversal competences (TC)

- ✓ **TC 1.** The application of rigorous and efficient working rules, manifestation of a responsible attitude towards the scientific and didactic field, optimal and creative fulfillment of their own potential in a specific situations by observing the principles and norms of professional ethics;
- ✓ **TC 2.** Ensure effective engagement in team activities.

Study outcomes

Note. Study outcomes (are deduced from the professional competencies and formative valences of the informational content of the discipline).

At the end of the course Medical Psychology the student will be able to:

- Know the components of a successful therapeutic act;
- Know the qualities and optimal behavior for a successful medical practice.
- Manage and coordinate mental health activities promotion and prophylactic measures to improve mental health at individual and community level.
- Identify the main types of mistakes most commonly encountered during the establishment and developing of the physician-patient relationship;
- Make optimal decisions to help patients in critical situations;
- Apply methods of psychological knowledge of people in professional activity and everyday life;
- Apply different ways of psychological and moral support of different types of patients.

VIII. STUDENT'S SELF-TRAINING

No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
1.	Working with books and CIT	Systematical work in the library and media. The current electronic sources exploring on the subject	1. The quality of judgments, logical thinking, flexibility. 2. The systematization of the informational material obtained through its own activity.	During the semester
2.	Report	The relevant sources analysis.	1. The quality of	During the



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		Analysis, systematization and synthesis of information on the proposed theme. Report preparation by respecting the requirements for presentation.	systematization and analysis of the informational material obtained through its own activity. 2. The concordance of information with the proposed theme.	semester
3.	Case study analysis	The case study identification and description. The causes analyzing of the issues described in the case study. The prognosis of the investigated case. The expected outcome deduction of the case.	1. Analysis, synthesis, generalization of data obtained through own investigation. 2. The knowledge algorithm creation based on the obtained conclusions.	During the semester

IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT

• *Teaching and learning methods used*

In the teaching process of the Medical Psychology discipline are used different didactic methods, oriented towards the efficient acquisition and achievement of the objectives of the didactic process. In the theoretical lessons, along with the traditional methods (lesson-exposure, lesson-conversation, synthesis lesson), modern methods (lesson-debate, lecture-conference, problematic lesson) are also used. In the practical lessons, forms of individual, frontal and group working are widely used.

Recommended learning methods:

Observation - Identification of elements characteristic of structures or biological phenomena, description of these elements or phenomena.

Analysis - Imaginary decomposition of the whole into component parts. the essential elements highlighting. Studying each element as part of the whole.

Schema / figure analysis - Selection of required information. Recognition based on knowledge and information selected structures indicated in the drawing, drawing. Analysis of the functions / role of recognized structures.

Comparison - Analysis of the first object / process in a group and determination of its essential features. Analysis of the second object / process and the determination of its essential features. Comparing objects / processes and common features highlighting. Comparing objects / processes and determining differences.

Modeling - Identifying and selecting the elements needed to model the phenomenon. Imaging (graphically, schematically) the studied phenomenon. Formulation of conclusions, deduced from



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arguments or findings.

Experiment - Formulation of a hypothesis, based on known facts, on the studied process / phenomenon. the hypothesis verifying by performing the processes / phenomena studied under laboratory conditions. The conclusions formulation deduced from arguments or findings.

- **Applied teaching strategies / technologies**(specific to the discipline)

"Brainstorming", "Multi-voting"; "The round table"; "Group Interview"; "Case Study"; "Creative Controversy"; "Focus group", "Portfolio", "Group work", "Presentation".

- **Methods of assessment**(including the method of final mark calculation)

Current: frontal and / or individual control through:

- docimological tests application,
- case studies analysis.
- role plays performing on the discussed topics.
- control work- 2 test papers
- individual work assessment

Final: differentiated colloquium

The final mark will consist of the average score from 2 control papers and the mark at student's individual work (score-0.5),+ the final test (score-0.5).

The average annual mark and the marks of all the final exam stages (assisted by computer, test) - all will be expressed in numbers according to the scoring scale (according to the table) and the obtained final mark will be expressed in two decimal number being passed in the credit book.

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	
7,51-8,00	8	C
8,01-8,50	8,5	
8,51-8,00	9	
9,01-9,50	9,5	B
9,51-10,0	10	
		A



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The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student's record-book.

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.

X. RECOMMENDED LITERATURE:

A. Compulsory:

1. Mayou R., Sharpe M., Carson A., *Abc of medical psychology* first published in 2003 by BMI books, BMA house, Tavistock Square, London. 2007.
2. Athanasiu A., *Tratat de psihologie medicală*. Editura Oscar Print, București, 1998.
3. Ețco C. Cernitanu M. și a. *Psihologia medicală. Suport de curs*. Chișinău. Ed. Infomedica, 2013.
4. Cernitanu M. Ețco C. *Medical psychology. Course for medical students*. Chișinău. Ed. Infomedica, 2013.
5. Luban-Pozza. B. *Boli psihosomatice în practica medicală*. Ed. IV, București, 1997.
6. Iamandescu I. B. *Psihologie medicală*. Ed. II, București: Infomedica, 1997.
7. Manea M., Manea T., *Psihologie medicală*. București, 2004.

B. Additional

1. Stevenson R. *Studying psychology*. New york. 1998.
2. Plante Thomas G. *Contemporary clinical psychology*, Second edition Santa Clara University. 2005.
3. Taylor, S. *Health Psychology*. New York: McGraw-Hill, 1991, p. 3-11.
4. Pesseschkian, Nossrat *Psychotherapy of Everyday Life*. Springer-Verlag, Berlin, Heidelberg, 1996.
5. Menninger K., Holzman P. *Theory of psychoanalytic technique*. New York: Basic book, 1973.
6. Firestone Robert. *Psychological defenses in everyday life*. New York: Human sciences press. 1989.
7. David, D. *Psihologie clinică si psihoterapie* Editura Polirom, Iași. 2006.
8. Enachescu C. *Tratat de igiena mintală*. Editura a 2-a –Iași: Polirom, 2004.
9. Iamandescu I. B. *Psihologie medicală. vol. I, Psihologia Sănătății*. Editura Infomedica, Bucuresti, 2005.
10. Tudose Florin. *Psihiatrie și Psihopatologie pentru psihologi*. București, 1998.
11. Holdevici, I., Neacsu, V. *Consiliere psihologica si psihoterapie in situatiile de criză* Editura Dual Tech, Bucuresti. 2006.