



## CD 8.5.1 CURRICULUM DISCIPLINĂ

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Data: 04.09.2017

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### FACULTY OF MEDICINE

### STUDY PROGRAM 0912.1 MEDICINE

### DEPARTMENT OF MANAGEMENT AND PSYCHOLOGY

APPROVED

at the meeting of the Commission for Quality Assurance and Curriculum Evaluation of the Faculty of Medicine  
Protocol Nr. \_\_\_ from \_\_\_\_\_

Chairman, habilitated doctor of medical sciences, Associate professor

Suman Serghei \_\_\_\_\_

APPROVED

at the meeting of the Commission of the Faculty of Medicine  
Protocol Nr. \_\_\_ from \_\_\_\_\_

Dean of the Faculty, doctor of medical sciences, Associate professor

Plăcintă Gheorghe \_\_\_\_\_

APPROVED

at the meeting of the Department of Management and Psychology  
Protocol Nr.11 from 14.02.2018

Head of the department, doctor of medical sciences, University professor,  
Spinei Larisa \_\_\_\_\_

## CURRICULUM

### HEALTH PSYCHOLOGY COURSE

Course type: **Free choice discipline**

Chișinău, 2018



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### I. PRELIMINARY

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

The necessity and usefulness of the *Health Psychology* course for the medical students is due to the fact that they – doctors - are promoters of individual and social health.

The purpose of *Health Psychology* - is to provide knowledge about factors that preserve health and factors that affect health in a negative way, inducing disease. The main compartments of the course are: health psychology, dimensions and factors that influence health, explanatory patterns of disease and health, psychosomatics and the role of psychological factors in health and disease, the psychological impact of the disease.

The objectives of Health Psychology are:

- Promoting health;
- Maintaining health;
- Education for health;
- Preventing diseases;
- Identification of cognitive, emotional, behavioural and social factors with a role in the etiology and evolution of acute and chronic diseases;
- Understanding the disease experience.

#### **Mission (aim) of the curriculum in professional training**

To provide students with knowledge on the concepts of health psychology, as well as developing skills of understanding the involvement of the biological, psychological and social factors that contribute to the emergence and maintenance of the disease state and health rehabilitation.

- **Teaching language of the course:** Romanian.
- **Beneficiaries:** Vth year students, semester IX, Faculty of Medicine 1, GENERAL MEDICINE specialty.

### II. COURSE ADMINISTRATION

Course code	<b>Optional course</b>		
Course name	<b>Health psychology</b>		
Responsible of the course	PhD in Psychology, associate professor, <b>Natalia Daniliuc</b>		
Year	<b>V</b>	Semester/Semesters	<b>9</b>
Total number of hours, including:			<b>60</b>
Lectures	<b>10</b>	Practical works	<b>12</b>
Seminars	<b>13</b>	Individual work	<b>25</b>
Assessment form	<b>CD</b>	Number of credits	<b>2</b>

### III. TRAINING OBJECTIVES OF THE COURSE

*At the end of the course, the student will be able to:*

#### **Know:**

- the basic notions that serve the scientific-practical framework of the course;
- be able to identify the factors that maintain the health state and the factors that influence the occurrence and maintenance of the disease state;
- understand the consequences of risk behaviours on health and life;
- be able to explain the patterns of health and disease;
- understand to what extent people's attitudes about health/disease have an impact on the quality of life.

#### **Apply:**

- be able to identify and understand the importance of the psychological factors involved in the maintenance of health and those that lead to the emergence of diseases;
- be able to identify and apply the most effective methods of stress adjustment;
- be aware of the need for psychological help in recovering health;
- be able to evaluate one's own health behaviours;



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- develop active and empathic listening skills.

### ***Integrate:***

- form a broad and detailed view of the factors that maintain health and those which maintain and cause the disease;
- the psychological knowledge gained in the context of the future profession;
- the views in support of new ideas;
- develop the communication skills needed to be able to inform about and promote health;
- be open to collaboration and flexible in thinking in addressing various health topics;
- optimal decisions in promoting health;
- important knowledge and skills in applicative fields related to health psychology.

### **IV. PREVIOUS CONDITIONS AND REQUIREMENTS**

Basic knowledge of: General Psychology, Medical Psychology, Psychology of Ages, Physiology/Pathophysiology, Internal Medicine.

### **V. SUBJECTS AND ORIENTATIVE DISTRIBUTION OF HOURS**

*Lectures, practical works/laboratory works/seminars and individual work*

Nr.	SUBJECT	Number of hours			
		L	L/P	S	IW
1.	Health psychology. Delimitation of the research field. Objectives. The relationship of health psychology with other courses.	2	-	-	2
2.	Health and disease patterns. Definitions of health and disease. Components and dimensions of health.	2	-	-	1
3.	The psychological impact of the disease. Role and behaviour of the patient. Significance and attitude of the patient towards the disease.	2	-	-	2
4.	Psychology of pain. Definition. Types, causes and theories of pain. Pain perception.	-	2	2	2
5.	Psychosomatics. The role of psychological, social and biological factors involved in health and disease.	2	2	-	2
6.	Positive thinking. Effects of positive thinking on health and quality of life. Self-esteem and self-confidence.	-	-	2	2
7.	Stress. Definition. Classification. Consequences of stress, methods of prevention and coping with stress. Burnout: definition, causes, consequences, prevention methods.	-	2	3	4
8.	The role of behavioural factors in health and disease. Lifestyle and health. Alcohol consumption/abuse. Smoking: causes and consequences. Food behaviour.	2	-	2	3
9.	Cardiovascular diseases. Definition. Causes, consequences and intervention/psychological assistance of the cardiac patients.	-	2	2	3
10.	HIV/AIDS. Definition. Short history. Risk group. Methods of infection, protection and treatment.	-	2	2	2
11.	Communication. Definition and general characterization. Types, strategies for communication and health promotion.	-	2	-	2
<b>Total</b>		<b>10</b>	<b>12</b>	<b>13</b>	<b>25</b>

### **VI. REFERENCE OBJECTIVES AND CONTENT UNITS**

Objectives	Content units
<b>Subject (chapter) 1.</b> Health psychology. Field of research and fundamental concepts.	
<ul style="list-style-type: none"> <li>• define the basic concepts of health psychology</li> </ul>	Fundamental concepts of health psychology.



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Objectives	Content units
<ul style="list-style-type: none"> <li>• know the objectives of health psychology</li> <li>• demonstrate abilities to analyze and systematize knowledge</li> <li>• apply the criteria for assessing the factors involved in health</li> <li>• integrate knowledge about promoting a healthy lifestyle in everyday life.</li> </ul>	Objectives of health psychology.
	Definition of the research field.
	Definition of the concepts of normality and abnormality in medicine, psychology and sociology.
<b>Subject (chapter) 2.</b> General characteristics of health, disease and pain.	
<ul style="list-style-type: none"> <li>• define health/disease and pain</li> <li>• know the explanatory patterns of the disease</li> <li>• be aware of the mechanisms involved in healing and getting sick</li> <li>• understand the psychological impact of the disease</li> </ul>	General health characteristics and what can affect it. Highlighting mechanisms contributing to the disease. Affective states caused by disease and pain. Pain perception, pain thresholds, etc.
<b>Subject (chapter) 3.</b> Psychosomatics. Interference of psychological, social and biological factors involved in health and disease.	
<ul style="list-style-type: none"> <li>• define the main criteria of somatic disease, mental disorder/somatic disease</li> <li>• be familiar with the basic international classifications of somatic and mental disorders</li> <li>• demonstrate abilities to analyze the causes of the disorder emergence</li> <li>• integrate the knowledge about psychosomatic disorders in the medical field.</li> </ul>	Definition and general characterization of psychosomatic disorders. Classification of psychosomatic disorders. Psychological aspects and practical recommendations.
<b>Subject (chapter) 4.</b> Positive thinking. Stress and its consequences on life.	
<ul style="list-style-type: none"> <li>• realize the importance of positive thoughts and emotions in maintaining health</li> <li>• define the concept of stress</li> <li>• highlight the stress types</li> <li>• apply constructive stress adjustment techniques</li> <li>• know the causes of Burn-out Syndrome</li> <li>• apply methods to adjust or prevent the Burn-out Syndrome.</li> </ul>	The effect of positive thinking on life and health. Definition of stress, types and methods of stress adjustment. Burn-out syndrome and ways to prevent it. Predisposing and precipitating factors of the syndrome.
<b>Subject (chapter) 5.</b> The role of behavioural factors in health and disease.	
<ul style="list-style-type: none"> <li>• list the behavioural factors involved in health and disease</li> <li>• define and characterize a healthy lifestyle</li> <li>• be aware of the factors involved in the abuse of alcohol, smoking, food, etc.</li> <li>• apply techniques to promote a healthy lifestyle</li> </ul>	Defining and highlighting lifestyle components. Causes of abuse of different substances. Consequences of abusive behaviours. Treatment methods in case of abuse of alcohol, tobacco etc. Methods to prevent and promote healthy behaviours.
<b>Subject (chapter) 6.</b> Cardiovascular diseases. HIV/AIDS.	
<ul style="list-style-type: none"> <li>• define the main causes of cardiovascular diseases</li> <li>• list the consequences of cardiovascular diseases</li> <li>• provide affective assistance and support for cardiac patients</li> <li>• define and differentiate HIV-infected patients from individuals with AIDS disease</li> </ul>	Definition and general characterization of cardiovascular diseases. Causes and consequences of illnesses. Methods of medical and psychological assistance of cardiovascular patients. Characterization and general description of what HIV/



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Objectives	Content units
<ul style="list-style-type: none"> <li>• identify the risk groups in HIV infection</li> <li>• list the methods of HIV infection and prevention</li> </ul>	AIDS presents. Risk groups to become infected with HIV/AIDS. Methods of infection and protection.
<b>Subject (chapter) 7. Communication and health promotion.</b>	
<ul style="list-style-type: none"> <li>• define aspects of communication</li> <li>• list the types of communication and barriers</li> <li>• identify the effective/positive communication strategies</li> <li>• demonstrate effective communication skills in promoting health</li> <li>• and apply them in medical practice.</li> </ul>	Definition and characterization of the communication process. Highlighting types of communication. Barriers to communication. Effective/constructive communication. Methods of promoting health.

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

#### ✓ SPECIFIC PROFESSIONAL COMPETENCES (SC)

- SC 1. Identification and use of concepts, principles and theories of health psychology in professional activities.
- SC 2. Thorough knowledge, understanding and operation with theoretical knowledge and basic practical methods of health psychology.
- SC 3. Good knowledge and practical application of psychological knowledge in relation to the patient, taking into account the age and character of the person, the specificity of the pathology and the patient's experiences with doctors, in order to ensure a positive interaction.
- SC 4. Professional possession of principles of eye health care and elucidating the causes and conditions that influence the dynamics of visual disability.

#### ✓ TRANSVERSAL COMPETENCES (TC)

- TC1. Application of rigorous and efficient working rules, manifestation of a responsible attitude towards the scientific and didactic field, for the optimal and creative valorisation of one's own potential in specific situations, observing the principles and norms of professional ethics;
- TC2. Ensuring effective development and efficient engagement in team activities.
- TC3. Identifying opportunities for continuous training and efficient use of learning resources and techniques for one's own development.

### VIII. STUDY FINALITIES

Upon the completion of the course unit, the student will be able to:

- *Know*: the components specific to health and disease;
- Know the qualities and the optimal behaviour for the successful practice of medicine.
- Be able to identify the main types of attitudes of the patients and the ways of interacting with them;
- Formulate optimal decisions in rendering patient aid 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.

### IX. INDIVIDUAL WORK OF THE STUDENTS

Nr.	The expected product	Implementation strategies	Evaluation criteria	Deadline
1.	Work with books and ICT (Information and	Systematical work in the library and media. Exploring the current electronic sources on the referred subject.	1. Quality of formed judgments, logical thinking, flexibility. 2. Quality of systematization	During the semester



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	Communication Technologies)		of the informational material obtained through one's own activity.	
2.	Report	Analysis of the relevant sources on the topic of the report. Analysis, systematization and synthesis of the information on the proposed theme. Compilation of the report in accordance with the requirements in force and its presentation to the chair.	1. Quality of systematization and analysis of the informational material obtained through one's own activity. 2. Concordance of the information with the proposed theme	During the semester
3.	Case study analysis	Selection and description of the case study. Analysis of the causes of the issues raised in the case study. Prognosis of the case investigated. Deduction of the expected outcome of the case.	1. Analysis, synthesis, generalization of the data obtained through one's own investigation. 2. Formation of an algorithm of knowledge based on the obtained conclusions.	During the semester

### X. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-EVALUATION

- **Teaching and learning methods used**

Exposure, interactive lecture, heuristic conversation, problem-solving, brainstorming, group work, individual study, work with handbooks and scientific text, debate, problem solving, role play, interactive listening.

- **Evaluation methods (including an indication of how the final mark is calculated)**

**Current:** frontal and/or individual control through

- application of docimological tests,
- resolving problems/exercises,
- analysis of case studies,
- performing role plays on the subjects discussed,
- control works

**Final:** examination

**The final grade** will consist of the average score from two control works (share 0.5), individual work (share 0.2), final test (share 0.3).

#### Modality of rounding out the final marks

The weighted sum of the notes from the current assessments and the final examination	Final mark	ECTS Equivalent
<b>1.00-3.00</b>	<b>2</b>	<b>F</b>
<b>3.01-4.99</b>	<b>4</b>	<b>FX</b>
<b>5.00</b>	<b>5</b>	<b>E</b>
<b>5.01-5.50</b>	<b>5.5</b>	
<b>5.51-6.0</b>	<b>6</b>	
<b>6.01-6.50</b>	<b>6.5</b>	<b>D</b>
<b>6.51-7.00</b>	<b>7</b>	
<b>7.01-7.50</b>	<b>7.5</b>	
<b>7.51-8.00</b>	<b>8</b>	<b>C</b>
<b>8.01-8.50</b>	<b>8.5</b>	
<b>8.51-8.00</b>	<b>9</b>	
<b>9.01-9.50</b>	<b>9.5</b>	<b>A</b>
<b>9.51-10.0</b>	<b>10</b>	



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*Failing to attend the examination without good reasons is recorded as "absent" and is equivalent to 0 (zero). The student has right to 2 repeated submissions of the unsuccessful exam.*

### **XI. RECOMMENDED BIBLIOGRAPHY:**

#### **A. Obligatory:**

1. N. Oprea, M. Revenco și alții "Psihologia generală și medicală", Chișinău, 1993
2. Ețco C., Cernițanu M., Fornea Iu., Daniliuc N., Cărăruș M., Goma L. Psihologie medicală (suport de curs). Chișinău. Centrul Editorial-Poligrafic Medicina, 2013; 270 p.
3. Băban A. Psihologia sănătății (suport de curs electronic pentru învățământul la distanță). Universitatea „Babeș-Boyai”. Cluj-Napoca, 2009; 96 p.
4. Iamandescu I. B. Manual de psihologie medicală. București. Editura Infomedica, 1995.
5. Taylor S. E. Health psychology (3th edition). New York. Random House, 1986.
6. Ogden J., Health psychology. USA. 2000.

#### **B. Additional:**

1. Kaplan R., Sallis J., Patterson T. Health and human behavior. New York. Mc Grow-Hill, 1993.
2. Gatchel R. Introduction to health psychology. New York. Mc Grow-Hill, 1989.
3. Pitts M., Phillis K. The psychology of health. London. Routledge, 1991.
4. Murphy J. Puterea extraordinară a subconștientului tău. București. Deceneu, 1998; 189 p.
5. Zlate M. (coord.) Psihologia la răspântia mileniilor. Iași. Polirom, 2001, 431 p.