



CD 8.5.1 DISCIPLINE CURRICULUM

Edition: 06

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FACULTY OF MEDICINE

STUDY PROGRAM 0912.1 MEDICINE

CHAIR OF MANAGEMENT AND PSYCHOLOGY

APPROVED

at the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum faculty of Medicine
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Suman Serghei _____

APPROVED

at the Council meeting of the Faculty of Medicine
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Dean of Faculty PhD in medicine, associate professor.
Mircea Betiu _____

APPROVED

at the meeting of the chair Management and Psychology
Minutes No. ___ of _____
Head of chair, PhDH in medicine, univ. professor
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SYLLABUS

DISCIPLINE: SOCIAL PSYCHOLOGY

Integrated studies

Type of course: FREE CHOICE COURSES

Chisinau, 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 **Social psychology** discipline analyzes topics of major interest close to our everyday life, constant concerns centered on the relationship between the environment and us. In the post of didactic discipline, Social Psychology offers students the opportunity to integrate the scientific information about how the person thinks, feels, behaves, acts and interrelates in certain concrete situational contexts in response to external stimuli of life but also to the inner ones.

Social psychology explains why people think and behave differently in the same situations of life, why the external environment can more or less influence people in their decisions and actions, or why individuals can interfere with or change the environment in which they live.

The **Social Psychology** course is represented by a series of themes whose purpose is to provide students with knowledge about attitudes, feelings / emotions, emotional-emotional cognitive processes and communication from the basis of human behavior in its active connection to multiple contextual living situations.

In response to the demands of transversal competencies in the medical profession, the Social Psychology course is proposed with a relevant theme and some suggestions for understanding the other's behavior in a social context, and therefore optimizing the physician-patient relationship process. The course "Social Psychology" can help future physicians to know the psychosocial aspect of the medical profession, as well as to develop their effective relationship skills in a professional and personal context.

Mission of the curriculum (aim) in professional training

- The **Social Psychology** discipline aims to provide knowledge about the psychic peculiarities of man as a social-cultural being and the causes of individual behavior in social situations, the social impact on individual behavior in social situations and the development of effective relationship skills in various social situations and environments.

- **Language (s) of the course:** English.
- **Beneficiaries:** students of the III year, Faculty of Medicine II

II. MANAGEMENT OF THE DISCIPLINE

Code of discipline	S.05.A.046		
Name of the discipline	Social Psychology		
Person(s) in charge of the discipline	PhD, associate professor Mariana Cernițanu		
Year	II	Semester	4
Total number of hours, including:			30
Lectures	20	Practical/laboratory hours	-
Seminars	-	Self-training	10
Form of assessment	CD	Self-training	2

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 social psychology;
 - describe the determining parameters of personality activity;
 - delimit the practical application of social psychology in medicine;
 - know the main personality traits necessary for the successful practice of medicine.
 - understand and interpret scientifically psychosocial phenomena.
 - know the social aspects of psychic phenomena and the interactions between them.
- **at the application level:**
 - establish links between aims, goals, goals, in the interpersonal relationships act.
 - apply methods and techniques to diagnose the psychosocial characteristics of the personality;
 - classify diagnostic tools according to the socio-psychological problem;
 - distinguish strategies, diagnostic techniques of self-image, attitudes, and values.



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- develop and apply social-psychological training with the aim of forming the social psychological qualities of the personality;
- evaluate the practical value of the study of social representations;
- assess the effectiveness of internal and external mechanisms to regulate psychosocial behavior.

• **at the integration level:**

- apply the psychological knowledge obtained in the context of the future profession;
- promote opinions in support of new, constructive ideas;
- 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 social psychology.

IV. PROVISIONAL TERMS AND CONDITIONS

Student of the third year requires the following:

- knowledge of the language of instruction;
- confirmed competences at medical psychology course;
- 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;
- personal qualities - tolerance, compassion, independence, autonomy, good listener.

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

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

No. d/o	THEME	Number of hours	
		Lectures	Self-training
1.	The Fundamental concepts of social psychology in medicine. Methods of research in social psychology.	2	1
2.	The concept of personality in social psychology. The self-image and the social perception. The psychology of the leader	2	1
3.	Typology of interpersonal relationships and transactional analysis. The affiliation, attraction and love.	2	1
4.	Social Influence. Social phenomena: obedience, compliance and persuasion.	2	1
5.	The group as a psychosocial formation. The prosocial and antisocial behavior	2	1
6.	Social Representations. The phenomenon of attribution. Theories of assignment.	2	1
7.	The social attitudes: Features, structure, functions. Prejudice and discrimination.	2	1
8.	The rumors and propaganda. The public opinion. Behavioral manipulation.	2	1
9.	Elements of psychology of the masses.	2	1
10	Course test paper	2	1
Totally		20	10

VI. REFERENCE OBJECTIVES OF CONTENT UNITS

Objectives	Content units
Theme (chapter) 1. Conceptual and historical delimitation of social psychology. The personality in social psychology.	
<ul style="list-style-type: none"> - to define the basic concepts of social psychology. - to know the methods of research in social psychology. - to demonstrate abilities to analyze and systematize the observed information around. - to integrate knowledge about promoting the self-confidence and leader qualities (if applicable). 	<ol style="list-style-type: none"> 1 The history of the development of social psychology as a science. Defining the social psychology subject of study. 2 Defining the status and role of the person. Self-image and social perception. Social ego. 3 The leader psychology. The leadership qualities identifying.
Theme (chapter) 2. The human interpersonal relationship.	



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<ul style="list-style-type: none"> - define the main types of interpersonal relationships. - to know the elements of prosocial and antisocial behavior. - demonstrate capacities to analyze and explain social phenomena. - integrate conflict-fighting strategies into relationships with others. 	<ol style="list-style-type: none"> 1. The analysis of the main types of interpersonal relationships. The affiliation, attraction, love. 2. The prosocial and antisocial behavior. 3. The analysis of social phenomena: obedience, compliance and persuasion. Examples. 4. The rise and spread of rumors. The phenomenon of propaganda. 5. The behavioral manipulation. Examples.
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Theme (chapter) 3. The group and the relationship of the individual with the group.

<ul style="list-style-type: none"> • to know the evolution of the group and the team, as well as the main processes taking place in them. • to demonstrate skills for identifying and analyzing social representations. • apply knowledge about social influence. 	<ol style="list-style-type: none"> 1. The group as a psycho-sociological formation. The types of relationships between the group and the individual. 2. The emergence and development of social representations. Examples. 3. The phenomenon of attribution in everyday life. 4. The forms and mechanisms of social influence analysis
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Theme (chapter) 4. The social attitudes description and analysis.

<ul style="list-style-type: none"> • to define social attitudes and give examples of. • to apply abilities to change the attitudes. <p>to integrate knowledge about the psychological laws of the crowd.</p>	<ol style="list-style-type: none"> 1. Atitudinile sociale: caracteristici, structură, funcții. 2. Schimbarea atitudinilor. Prejudecată și discriminare. Exemple. 3. Elemente de psihologie a maselor. Exemple.
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VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY OUTCOMES

Professional (specific) (SC) competences

PC 6. Applying the principles of relational process development effective communication and modeling of concrete situations of relationship with the patient and with the therapeutic team.

Transversal competences (TC)

- ✓ **TC1.** The application of rigorous and efficient working rules, manifestation of a responsible attitude towards the scientific and didactic field, optimal and creative valorization of their own potential in specific situations, observing the principles and norms of professional ethics;
- ✓ **TC2.** Ensure effective development and 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 Social Psychology the student will be able to:

- apply effective relational principles in the physician-patient relationship.
- shape concrete situations with the patient and the therapeutic team.
- be able to identify the main types of communication and mistakes more frequently encountered during the establishment and conduct of the doctor-patient relationship;
- make optimal decisions to help patients in critical situations;
- promote decent workplace behavior;
- know the qualities and optimal behavior for successful medical practice.

VIII. STUDENT'S SELF-TRAINING

No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
1.	Working with	Systematical work in the library	1. The quality of judgments,	During the



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	books and CIT	and media. The current electronic sources exploring on the subject	logical thinking, flexibility. 2. The systematization of the informational material obtained through its own activity.	semester
2.	Report	The relevant sources analysis. Analysis, systematization and synthesis of information on the proposed theme. Report preparation by respecting the requirements for presentation.	1. The quality of systematization and analysis of the informational material obtained through its own activity. 2. The concordance of information with the proposed theme.	During the 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 Social 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.

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,



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- case studies analysis.
 - role plays performing on the discussed topics.
 - individual work assessment
 - final test papers
- Final:** colloquium

X. RECOMMENDED LITERATURE:

A. Compulsory:

1. John Wiley & Sons Handbook of Social Psychology, 5-e Edited by Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey. 2010. ISBN: 9780470137475.
2. E. Tory Higgins, Arie W. Kruglanski Social Psychology. Second Edition: Handbook of Basic Principles, 1996.
3. Cernitanu M. Ețco C. Medical psychology. Course for medical students. Chișinau. Ed. Infomedica, 2013.

B. Additional

1. Stevenson R. *Studying psychology*. New York. 1998.
2. Taylor, S. *Health Psychology*. New York: McGraw-Hill, 1991, p. 3-11.
3. Firestone Robert. *Psychological defenses in everyday life*. New York: Human sciences press. 1989.
4. Golu, Pantelimon, *Psihologie socială*, EDP, București, 1974.
5. Le Bon, Gustave, *Psihologia mulțimilor*, Editura Anima, 1990.