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MINISTRY OF HEALTH OF THE REPUBLIC OF MOLDOVA

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CURRICULUM

PATIENT SAFETY AND SATISFACTION

Chisinau, 2025

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I. PRELIMINARY

Patient safety and satisfaction are two fundamental dimensions of the quality of medical services and constitute essential indicators of the performance of a modern health system. In the context of the evolution of international standards and the increasing complexity of the medical act, medical and healthcare institutions have the responsibility to create an environment in which risks for the patient are minimized, and their experience is positive, predictable and adapted to individual needs.

The concept of patient safety has evolved significantly in recent decades, being recognized by the World Health Organization (WHO) as a global priority. International research shows that adverse events, medical errors and communication deficiencies remain among the main causes of avoidable morbidity. In this context, an organizational culture of safety – characterized by transparency, continuous learning and professional accountability – becomes an essential condition for the provision of efficient and quality care.

In parallel, patient satisfaction is gaining increasing importance in evaluating the functioning of medical institutions. The patient experience, defined not only by the clinical outcome, but also by the quality of interactions, accessibility, communication and comfort, reflects how the services provided meet the expectations and values of the people being cared for. Patient satisfaction directly influences treatment compliance, trust in medical staff, the reputation of the institution and the perceived quality of the medical act.

The curriculum for *the Patient Safety and Satisfaction* course unit is designed to strengthen the professional competencies of all categories of staff in healthcare institutions. The course unit aims to provide trainees with up-to-date knowledge, practical skills and useful tools for:

- identification and prevention of clinical and organizational risks;
- understanding the mechanisms that lead to errors and adverse events;
- improving communication with the patient and their relatives;
- developing an empathetic and patient-oriented attitude;
- increasing patient satisfaction through concrete and measurable actions;
- contributing to the safety culture within the multidisciplinary team.

The curriculum allows for the gradual integration of theoretical concepts and their application in real work situations . Activities range from presentations, case studies and protocol analyses, to practical exercises and simulations. The course is based on international standards, WHO recommendations, as well as best practices from European health systems.

Curriculum for the course unit *Patient Safety and Satisfaction* aims not only to train employees, but also to strengthen patient trust, reduce risks and increase operational efficiency. Patient safety is the foundation of the medical act, and patient satisfaction is the result of a harmonious collaboration between staff, institution and community. Together, the two dimensions form the pillars of a responsible, modern and excellence-oriented medical system.

The purpose of this curriculum is to develop and strengthen the professional skills of medical and administrative staff in order to ensure a safe, efficient and patient-centered environment at all stages of the care process. It aims to form an organizational culture oriented towards risk prevention, error reduction and continuous improvement of the

quality of medical services, in parallel with increasing the level of satisfaction of patients and their relatives.

By implementing this curriculum, the medical institution will aim to:

- promote the principles of patient safety as an integral part of the medical and administrative act;
- increase the level of awareness and responsibility of staff in preventing adverse events and in the effective management of risky situations;
- improve communication between medical staff, patients and their families;
- develop practical skills for applying safety protocols, procedures and standards;
- strengthen empathy, respect and orientation towards the patient's needs and expectations;
- contribute to achieving a higher level of quality of medical services through continuous feedback, evaluation and implementation of improvement plans;
- optimize the patient experience across the entire institution, from reception to discharge.

The ultimate goal of the curriculum is to train professionals capable of acting competently, responsibly and ethically in all clinical and non-clinical situations, thus contributing to increasing patient confidence, reducing systemic risks and strengthening institutional performance.

II. MOTIVATION, USEFULNESS OF THE COURSE UNIT FOR PROFESSIONAL TRAINING

The motivation for developing the curriculum for the course unit *Patient Safety and Satisfaction* derives from the urgent need for medical institutions to respond to increasingly complex challenges in the healthcare field and to align with international standards regarding the quality and safety of medical services. In a context in which patient demands increase, and medical technology and protocols are constantly diversifying, continuous staff training becomes indispensable for the efficient and safe functioning of medical and healthcare units.

Numerous international studies and World Health Organization reports show that a significant proportion of adverse events can be prevented through adequate staff training, rigorous application of procedures, and the existence of a safety-oriented organizational culture.

In addition to the need to comply with regulations, the motivation for this training course is based on the direct impact that patient safety and satisfaction have on clinical outcomes, the image of the institution and the relationship between patients and the healthcare system. Patient safety is not only a professional objective, but an ethical commitment assumed by each member of the medical and administrative staff. Any error, dysfunction or lack of communication can negatively influence the therapeutic course of the patient, with major consequences for his health.

At the same time, patient satisfaction reflects how the healthcare institution responds to the needs, concerns and legitimate expectations of the person receiving care. A positive patient experience leads to better compliance with treatment, increased trust in healthcare professionals and strengthened institutional reputation. In a competitive and increasingly

quality-oriented healthcare system, the patient experience is becoming a strategic indicator of organizational performance.

Training staff in these areas is therefore an essential investment. Through this curriculum, the institution aims to develop:

- a safe and professional working environment, in which risks are identified and properly managed;
- well-trained staff, capable of applying procedures, protocols and safety standards;
- a patient-oriented team, where empathy, communication and respect are central values;
- a culture of continuous improvement, based on periodic evaluations, feedback and adaptation to the real needs of patients.

Ultimately, the motivation for this curriculum is not limited to compliance with regulations, but reflects the commitment of the medical institution to make patient safety and satisfaction fundamental priorities of the medical act. This curriculum represents a strategic tool that supports health professionals to provide the highest quality services, prevent risks and contribute to the development of a relationship of trust between the patient and the health system.

The course unit *Patient Safety and Satisfaction* has a major utility in the professional training of staff in medical institutions, providing knowledge, skills and fundamental values for the performance of a complete, safe and patient-centered medical act. In a medical system in continuous evolution, the concern for improving the quality of services and increasing the degree of patient protection becomes a professional, ethical and organizational obligation. Thus, this course unit directly responds to both individual professional development needs and the strategic objectives of modern medical institutions.

By deepening the concepts of patient safety, participants learn to recognize, evaluate and effectively manage factors that can generate incidents or adverse events. The course provides the necessary tools to apply safety procedures and protocols, thus contributing to the considerable reduction of clinical and organizational risks. This competence is essential for maintaining a professional work environment and protecting patient integrity.

Communication is one of the most important skills in healthcare, and this course aims to significantly improve the quality of interactions within the healthcare system. Participants are trained in the use of effective communication techniques, managing difficult situations, conveying sensitive information, and interdisciplinary collaboration. Clearer and more empathetic communication leads to a better understanding of the patient's needs and effective cooperation within the care team.

The course unit contributes to the formation of a professional and responsible mentality, in which patient safety becomes an absolute priority in all staff actions. By promoting the principles of the " *no blame* ", by encouraging incident reporting and focusing on continuous learning, the course supports the development of a medical institution capable of preventing and correcting dysfunctions without penalizing unintentional mistakes.

Professional training focused on patient satisfaction allows staff to develop skills that directly influence the patient's perception of medical services. From professional attitude and communication style, to respecting patient rights and reducing waiting times, each

element contributes to creating a positive experience, which promotes treatment compliance, trust and loyalty to the institution.

The course unit responds to the current requirements of the healthcare system, including WHO recommendations and the fundamental principles of quality management. Through continuous training of staff, the healthcare institution improves its responsiveness, compliance with current regulations and the ability to achieve superior performance in external evaluations, audits and accreditation processes.

The curriculum of the course unit *Patient Safety and Satisfaction* contributes to the development of individual skills and increases the professional value of participants, supporting career progression. For healthcare professionals, patient safety training is considered a central element of professional development, and for administrative staff it represents essential training for the correct interaction with patients and their relatives.

By training staff in patient safety and satisfaction, the institution demonstrates its commitment to quality, accountability, and transparency. Investing in staff specialization contributes to increasing operational performance, reducing costs generated by errors or complaints, and strengthening the institutional image in the community.

The usefulness of this course unit is profound and multidimensional: it improves the medical act, optimizes the relationship with patients, increases the safety and efficiency of internal processes, and contributes to the continuous improvement of all categories of personnel.

III. PROFESSIONAL COMPETENCES SPECIFIC TO THE COURSE UNIT

At the end of the course unit, the trainee will be able to:

SC1. Identify, analyze and manage non-conformities, risks and adverse events in the context of patient safety .

SC2. Evaluate and monitor patient satisfaction by applying methods for collecting, analyzing, and interpreting feedback data.

SC3. Communicate constructively and respect patient rights to improve the medical staff-patient relationship.

IV. COURSE UNIT ADMINISTRATION

Course unit status	Number of hours					Assessment form	No. of credits
	Total hours	Direct contact	Individual study/ Practical activities	Direct contact			
				notional	Practicals/ Seminars		
Compulsory	180	60	120	40	40	T/P	6

V. CONTENT/LEARNING UNITS

Unit competences	Content/learning units	Study goals/skills
Learning Unit 1. Developing the concept of patient safety at the level of medical		

Unit competences	Content/learning units	Study goals/skills
training and non-conformity management.		
<p>UC 1.1 Identification, analysis, management of non-conformities and adverse events in the context of patient safety.</p> <p>UC 1.2. Apply risk management principles and tools to increase patient safety.</p>	<p>1.1.1. The importance of a system for identifying and managing non-conformities (definition of non-conformities, error management policy, adverse event reporting, error analysis, corrective and preventive actions).</p> <p>1.1.2. Development of a health risk management system to increase patient safety (clinical risks and non-clinical risks).</p> <p>1.1.3. The process of identifying, assessing, managing and treating risks (action plan, monitoring, reviewing and reporting).</p> <p>1.1.4. Risk management.</p> <p>1.1.5. Notification of clinical risks at the medical institution level.</p> <p>1.2.1. Development of the risk register at the level of each section/subdivision.</p> <p>1.2.2. Completing the risk register at the medical institution level.</p> <p>1.2.3. Adverse events associated with EIASS (Healthcare Adverse Incident Assessment) (definition, characteristics, classification, analysis).</p> <p>1.2.4. Practical applications – IT system for accreditation, EIASS reporting; risk register.</p>	<ul style="list-style-type: none"> ▪ Recognize the types of nonconformities, incidents and adverse events that may occur in the care process. ▪ Correctly apply institutional protocols and policies regarding reporting, documenting and investigating non-conformities. ▪ Use root cause analysis methods to identify the determining factors of errors. ▪ Develop and implement corrective and preventive actions to reduce clinical and organizational risks. ▪ Identifies clinical and non-clinical risks associated with care processes in wards/subdivisions and at the institution level. ▪ Develop and use the risk register, assessing the probability, impact and priority level of each risk. ▪ Participate in the development, monitoring and updating of action plans for risk prevention and reduction. ▪ Apply institutional monitoring, notification and reporting procedures (including the use of accreditation information systems). ▪ Contribute to the implementation of risk management standards and requirements, strengthening the medical institution's ability to prevent adverse events and ensure the quality of medical care.
Learning Unit 2. Patient Satisfaction.		
<p>UC 2.1. Assessing and monitoring patient satisfaction through specific methods and tools.</p> <p>UC 2.2 Applying the principles of effective communication and respecting patient rights to increase</p>	<p>2.1.1. Patient satisfaction general concepts.</p> <p>2.1.2. Measuring patient satisfaction (methods, data analysis)</p> <p>2.1.3. The importance of analyzing patient complaints.</p> <p>2.2.1. Patients' rights.</p> <p>2.2.2. Informing patients.</p> <p>2.2.3. Communication between medical staff and patient/relatives.</p>	<ul style="list-style-type: none"> ▪ Explain the fundamental concepts of patient satisfaction. ▪ Select and apply appropriate methods for assessing patient satisfaction (questionnaires, interviews, observations, digital feedback). ▪ Develop and implement a measurement tool adapted to the organizational context (e.g.: satisfaction survey). ▪ Analyze data collected from assessments and transform it into relevant information for improving medical services. ▪ Identify recurring issues, trends, and areas that require intervention to optimize the patient experience.

Unit competences	Content/learning units	Study goals/skills
patient satisfaction.	2.2.4. Practical applications – Conducting a satisfaction survey.	<ul style="list-style-type: none"> ▪ Contributes to internal reporting processes and the development of improvement plans based on patient feedback . ▪ Explain the fundamental rights of the patient and apply them in professional activity (information, consent, dignity, confidentiality). ▪ Communicates in a clear, empathetic, and professional manner, adapting the message to the patient's level of understanding. ▪ Effectively manage conflict situations, dissatisfaction or complaints from patients, using appropriate resolution techniques. ▪ Maintain a trusting relationship with the patient through transparency, active listening, and respect. ▪ Contributes to creating a positive climate within the medical institution, which promotes psychological comfort and patient compliance with treatment. ▪ Actively participate in improving communication within the medical team, having an impact on the coherence of the care process and, implicitly, on patient satisfaction.

VI. INDICATIVE DISTRIBUTION OF HOURS BY CONTENT/LEARNING UNITS

No. crt.	Content/learning units	Number of hours				
		Total	Direct contact	Individual study/Practical activities	Direct contact	
					Theoretical	Practicals/seminars
1.	Developing the concept of patient safety at the level of medical training and non-conformity management.	108	36	72	24	12
2.	Patient satisfaction.	72	24	48	16	8
Total		180	60	120	40	20

VII. TEACHING-LEARNING SUGGESTIONS

The teaching-learning process related to the course unit *Patient Safety and Satisfaction* is designed as an interactive, flexible and participant-oriented formative approach, so as to facilitate both the understanding of theoretical concepts and their direct application in medical practice. The theme of patient safety, correlated with the need to increase the level

of patient satisfaction, involves the combination of clinical, organizational, legal and communication perspectives, which is why it is recommended to use various teaching methods that stimulate the active involvement of the trainees.

Teaching can begin with interactive presentations in which the trainer introduces the fundamental notions of patient safety, adverse events, patient satisfaction and the role of communication between healthcare professionals and the people being cared for. These presentations should be accompanied by guided discussions that allow trainees to express the difficulties they encounter and to reflect on the importance of these topics in the context of their daily work. The learning process thus becomes an exchange of professional experience, not just a vertical transmission of information.

Real case studies are an essential component of the teaching. The analysis of concrete situations, which include medical errors, non-compliances or patient complaints, allows trainees to identify the causes of these situations and propose feasible solutions. It is particularly useful to encourage participants to bring anonymized examples from their own practice, in order to stimulate learning through reflection and assumption.

In addition to case studies, simulations of clinical or administrative situations help strengthen the skills necessary for incident management, effective patient communication, and implementation of safety measures.

Collaborative learning is another recommended method, by organizing activities in teams formed by doctors, nurses and administrative staff. This type of interaction reflects the reality of medical activity and contributes to the development of an organizational culture based on cooperation, responsibility and interdisciplinary communication. In the training process it is important that participants practice together identifying risks, analyzing non-conformities and formulating an improvement plan.

To develop communication skills, which directly influence patient satisfaction, role-playing games can be used to simulate difficult dialogues, conversations with anxious patients or dissatisfied relatives. These exercises allow trainees to practice empathy, active listening, transmitting information in accessible language and managing tense situations without escalating. Analysis of non-verbal behavior and professional attitude can complement these activities.

On the practical side of the course, participants can actually work with institutional documents, such as the risk register or adverse event reporting forms, to learn the correct way to complete and report. The use of IT systems associated with accreditation processes or the analysis of a real satisfaction report allows familiarization with the tools used in the practice of the medical institution.

Experiential and reflective learning is encouraged throughout the training. Participants are encouraged to reflect on their own practices, identify areas for improvement, and develop a personal professional development plan focused on patient safety and satisfaction. The use of multimedia materials, such as demonstration videos, digital simulations, or online platforms for satisfaction surveys, can effectively support the learning process and make it more engaging.

Overall, the teaching-learning suggestions for this course unit promote a modern, integrated and applied approach, in which participants not only learn theoretical concepts,

but also transform them into professional behaviors, truly contributing to increasing the quality of the medical act and strengthening patients' trust in the medical institution.

VIII. ASSESSMENT SUGGESTIONS

The assessment within the course unit *Patient Safety and Satisfaction* aims not only to verify theoretical knowledge, but also the ability of trainees to apply this knowledge in real situations in the medical environment. Therefore, the assessment process must be complex, varied and oriented towards the assessment of practical skills, professional attitudes and communication skills, essential elements for guaranteeing a high level of patient safety and satisfaction.

The assessment may begin with a theoretical component, designed to verify the understanding of fundamental concepts, such as the definition of adverse events, types of risk, the importance of reporting and the role of communication in the relationship with the patient. This theoretical assessment may be carried out through written tests, questionnaires with objective items or through open questions that allow the analysis of the capacity for synthesis and argumentation. Within this type of assessment, the emphasis should not be placed exclusively on the memorization of information, but on the ability of the trainee to formulate coherent explanations, to correlate theoretical notions and to demonstrate a thorough understanding of the principles of safety and satisfaction.

To assess the application dimension, an essential component is the analysis of case studies. Trainees can be invited to examine situations inspired by medical practice, such as the occurrence of a non-compliance, the identification of a risk or the management of a patient complaint. The assessment focuses on how the trainee identifies the problem, analyzes the causes, proposes corrective actions and justifies these actions in relation to safety standards. This approach allows the assessment of analytical thinking, decision-making capacity and the application of institutional protocols.

Another valuable form of assessment is direct observation of trainees' behavior during practical exercises and role-playing games. These activities can simulate situations of communication with patients or relatives, reporting an adverse event, completing a risk register or interdisciplinary interactions. The trainer can assess both verbal and non-verbal communication skills, as well as professional attitude, active listening skills, empathy and calm management of tense situations. Fidelity to the application of procedures, respect for patient rights and respect for confidentiality can also be taken into account.

The assessment may also include the completion of an individual or group project. For example, trainees may develop a safety improvement plan in a department, develop a satisfaction questionnaire adapted to the institutional level, or conduct an analysis of a quality indicator. Completing such a project allows for the assessment of planning, analysis, collaboration, professional writing, and critical reflection skills on one's own work environment.

To encourage reflective learning, trainees can be asked to write a short journal or self-assessment, identifying the skills they have acquired, the difficulties they have encountered and the ways in which they can improve their professional practice. This method is particularly useful in developing attitudes and personal responsibility.

Finally, assessment should be seen as an ongoing process, not a one-time event. Throughout the training, the trainer can use questions asked during discussions, immediate feedback in practical activities, and formative observations to guide trainees in the direction of desired professional development. The purpose of assessment is to support the trainee, identify development needs, and ensure a high level of competence necessary to improve patient safety and satisfaction.

IX. SUGGESTIONS FOR INDIVIDUAL STUDY

Subjects for individual study	Products to be developed	Assessment methods	Completion time, hours
The concept of patient safety, types of risks, adverse events.	Written summary of the main types of errors and prevention mechanisms.	Written assessment, checking the correctness and coherence of the summary	10
Protocols and procedures regarding non-conformity management and incident reporting.	Case study on the analysis of a hypothetical incident.	Analysis based on the case study assessment grid	10
Patient rights and medical staff responsibilities.	Summary sheet on patient rights applicable in practice.	Assessment based on the evaluation grid, regarding the correct application of the legislation	10
Empathetic communication and conflict management techniques.	Personal reflection on one's own communication with patients	Structured reflective analysis	16
Methods for measuring patient satisfaction (questionnaires, surveys, feedback).	Mini-satisfaction questionnaire adapted to the department/subdivision.	Analysis of the instrument structure and the relevance of the proposed items	16
Health risk management: identification, assessment, monitoring.	Risk register for a proposed scenario	Assessing the accuracy of records and justifying risk assessments	18
Preventing healthcare-associated infections (HAI).	Simplified infection prevention plan in a medical service.	Assessment of the plan based on the criteria: clarity, applicability, fairness.	18
Quality elements in healthcare and organizational culture of patient safety.	Essay on the importance of culture " <i>no" blame</i> " (without blame).	Assessment of the identification of benefits, risks, limits and conditions of implementation in a medical institution	10
Analysis of patient complaints and feedback.	(Fictitious) patient satisfaction dataset.	Assessing the interpretation of the (fictitious) patient satisfaction dataset	12
Total			120

X. SUGGESTIONS FOR PRACTICAL ACTIVITIES

Patient Safety and Satisfaction course unit aim to develop the participants' practical skills, familiarize them with the tools and procedures specific to the field, as well as to consolidate a professional attitude oriented towards risk prevention and improving the patient experience. In this regard, the practical activities must be designed in such a way as to allow the trainees to transform theoretical information into concrete behaviors, decisions and procedures, applicable in the real work environment.

A first category of practical activities can focus on identifying risks and non-conformities in different medical contexts. Participants can analyze clinical or administrative scenarios, videos from medical practice or simulated situations, in which they must identify potential risk factors, recognize errors or incidents and propose appropriate preventive measures. This type of exercise develops the trainees' ability to observe details, correctly assess a complex situation and make quick and informed decisions for patient safety.

Another type of activity is the simulations of reporting adverse events or non-conformities. Trainees can practice filling out institutional forms, internal reporting sheets or using digital platforms dedicated to event reporting, such as the institution's IT systems. Within these activities, emphasis is placed on the accuracy of information, compliance with reporting flows and understanding the importance of correct documentation to prevent recurrence of incidents. Through such exercises, trainees gain confidence in the use of mandatory tools and become more aware of their responsibility in ensuring the traceability and transparency of the medical act.

Practical risk analysis activities can also be organized, in which participants use standardized methods such as the risk assessment matrix, cause analysis ("5 Why"), Ishikawa diagram or "root cause" analysis. Working in interdisciplinary teams allows not only a broader understanding of the problems, but also the development of collaboration, communication and negotiation skills. Within these activities, participants can develop a mini-action plan to reduce an identified risk, integrating prevention, control, monitoring and periodic review measures.

For the part dedicated to patient satisfaction, practical activities can include conducting a satisfaction survey, either by developing an evaluation tool or by applying an existing questionnaire and analyzing the results. Participants can learn to interpret the responses, identify patient dissatisfaction, formulate pertinent conclusions and propose measures to improve services. This activity combines analytical skills with communication and patient-oriented skills.

Role-playing is another highly effective practical method. By simulating interactions between healthcare professionals and patients or their families, trainees can practice empathetic communication techniques, conflict management, providing clear explanations of medical procedures, or conveying a difficult message. Feedback from the trainer and peers helps identify strengths and areas for improvement, contributing to the development of authentic professional communication.

To deepen the administrative components of patient safety, practical activities can also be carried out such as completing a risk register at the department level, analyzing a dataset of reported events or assessing the compliance of a patient route in a medical service. Trainees can examine how patient flows are managed, their information, compliance with confidentiality and the quality of the administrative act.

It is also useful to use reflective exercises in practical activities, where trainees are invited to analyze how their own professional behavior contributes to patient safety. For example, they can identify two aspects of their work that can be improved and propose an individual action plan.

Overall, practical activities must be of an applicative nature, involve trainees in situations as close as possible to the reality of the medical system and stimulate them to develop essential skills for risk prevention, correct management of non-conformities and increasing patient satisfaction. They must be carried out in a climate of openness, collaboration and continuous learning, in which the emphasis is on professional development and the consolidation of an organizational culture oriented towards safety and quality.

XI. TEACHING RESOURCES RECOMMENDED FOR TRAINEES

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