FACULTY OF MEDICINE
MEDICINE 0912.1 STUDY PROGRAM
Department of Psychiatry, narcology and medical psychology

Approved
at the meeting of the Quality Assurance and Curriculum Evaluation Commission of faculty of Medicine
Minutes No. 8 of 18.05.18
Chair of the commission
Serghei Suman, PhD, Associate professor

Approved
At the Council meeting of Faculty of Medicine
Minutes No. 6 of 20.05.18
Dean of Faculty of Medicine
PhD, associate professor
Gh. Placinta

Approved
At the meeting of Department of Psychiatry, narcology and medical psychology
Minutes No. 05 of 18/10/2017
Head of Department, PhD, professor
Anatol Nacu

CURRICULUM

PSYCHIATRY COURSE

Integrated studies

Type of course: compulsory course

Chișinău, 2017
I. PRELIMINARIES

- 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 course of psychiatry, narcology and medical psychology is an important component of clinical education. Psychiatry occupies an important place among medical disciplines, taking into account the significant morbidity of mental illnesses, their increased degree of disability. Knowledge of psychiatry is necessary for all physicians. This is determined by the frequency of the demands of patients suffering from various mental disorders, often disguised under the mask of various somatic syndromes, at various specialists. So about 80 percent of the diseases were recognized as psychosomatic. In turn, somatic disorders cause various psychiatric disorders, making a wide range of psychosomatic syndromes.

Currently psychiatry is considered one of the clinical disciplines with an impressive scientific development. Thus, new bases have been extended in the biochemistry of psychic processes. These have allowed the synthesis of new methods of treatment of psychiatric disorders. Continuous accumulation of new data about bioactive neurotransmitters and neurotransmission processes, new pre- and post-synaptic receptors, new neuropeptides and brain proteins play a major role in the individual's behavior and mental condition. Elucidating the role of disturbances in brain chemistry in the genesis of psychiatric illnesses greatly changes the conceptual content of clinical psychiatry.

Nowadays, it is imperative to know deeply the mechanisms of installing the particularities of the clinical picture, the evolution, prevention and treatment of psychiatric disorders. Only sufficient training in psychiatry will allow future physicians to properly assess the various mental disorders. It is intended not only to establish early diagnosis, prevent the onset of the disease and possible complications, but also to assess the basic mechanisms in the pathogenesis of mental disorders. The psychiatric study program provides the necessary knowledge for acquiring the psychiatric assessment methodology, conducting the psychological assessment of the patients, diagnosing the diseases and providing medical assistance.

The content of the course is structured to prove that medical psychology, through its objectives and research approaches, offers a better understanding and appreciation of the psychological disturbances of the evolution of a disease process, which is necessary for the differentiation of the therapeutic act and the ways of medical assistance designed competently, ambiental and avoiding factors that maintain the risk of illness.

- The mission of the curriculum (purpose) in professional training

The curriculum has as a major objective the study of etiology, pathogenetic mechanisms, diagnostic criteria, psychopathological manifestations, evolutionary peculiarities, modern methods of investigation, principles of pharmaco- and psychotherapy of patients with mental and behavioral disorders.

- Language training: Romanian, Russian, English, French.

- Beneficiaries: the VI-th year students, Faculty of Medicine No. 2, specialty Medicine

II. MANAGEMENT OF THE COURSE

<table>
<thead>
<tr>
<th>Code of the course</th>
<th>S.12.O.111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the course</td>
<td>Psychiatry</td>
</tr>
<tr>
<td>Responsible (s) for the course</td>
<td>PhD, professor Anatol Nacu</td>
</tr>
<tr>
<td>Year</td>
<td>VI</td>
</tr>
<tr>
<td>Semester (s)</td>
<td>XII</td>
</tr>
<tr>
<td>Total number of hours, including:</td>
<td>120</td>
</tr>
<tr>
<td>Lectures</td>
<td>26</td>
</tr>
<tr>
<td>Practical / laboratory lessons</td>
<td>32</td>
</tr>
<tr>
<td>Seminars</td>
<td>33</td>
</tr>
<tr>
<td>Individual activity</td>
<td>29</td>
</tr>
<tr>
<td>Method of assessment</td>
<td>E</td>
</tr>
<tr>
<td>Number of credits</td>
<td>4</td>
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</table>

III. TRAINING OBJECTIVES IN TEACHING THE COURSE

✔ At the level of knowledge and understanding:

- to know the theoretical basis of the discipline and its place in general medicine;
- to know the organization of the system of Mental Health in Republic of Moldova and at international level;
- to know the definition, epidemiology, the contemporary aspects of etiology and pathogenesis of psychiatric disorders;
- to know the clinical picture, modern classification, particularities of clinical assessment;
to know the early diagnostics, the premorbid conditions, the spinalization and diagnostic criterias, the formulation of a diagnose, differential diagnose;
to know the evolution, complications, prognostic of mental disorders;
to know the contemporary methods of investigation (laboratory and instrumental findings);
to know treatment methods – general principles, indications and contraindications, complications of the treatment.

✓ At the level of application:
• to set the mental status of the patient by applying the contemporary psychiatric methods of evaluation;
• to find and assess main psychiatric emergencies;
• to initiate the treatment in case of the patient with mental and behavioral disorder.

✓ At the level of integration:
• to integrate knowledge in the assessment of the patient’s mental status;
• assessing the psychological condition in establishing the somatic diagnoses;
• to integrate the principles of the mental health services in collaboration with other medical professionals

Provisional terms and conditions:
The student of the VI-th year requires the following:
• Knowing the language of training;
• Confirmed competences in preclinical and clinical sciences (pathophysiology, clinical pharmacology, clinical biochemistry, internal diseases, neurology);
• digital competences (use of the Internet, document processing, electronic tables and presentations);
• ability to communicate and team work;
• qualities - comprehension, tolerance, compassion, autonomy.

IV. THE TOPICS AND APPROXIMATE DISTRIBUTION OF HOURS
Lectures, seminars, practical and laboratory lessons, and individual activity

<table>
<thead>
<tr>
<th>No.</th>
<th>TOPIC</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Psychoanalysis. The psychosexual development theory of personality. The structure of personality. Defense mechanisms.</td>
<td>2 2/2 2</td>
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<tr>
<td>4</td>
<td>Cognitive-behavioral psychotherapy. The ABC model of functioning. Systemic sensitization. Aversive therapy etc. Transactional analysis, gestalt therapy, classic and ericksonian hypnosis, autogenic training.</td>
<td>2 2/2 2</td>
</tr>
<tr>
<td>No.</td>
<td>TOPIC</td>
<td>Hours</td>
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<td>6.</td>
<td>Schizophrenia, etiopathogenesis, clinical types, evolution, treatment. Schizotypal and delusional disorders differential diagnostic, treatment, prognostic.</td>
<td>2/2/2</td>
</tr>
<tr>
<td>9.</td>
<td>Mental and behavioral disorders due to psychoactive substance use. Actuality of the issue, epidemiology, classification, evolution and dynamic of alcoholism. Acute and chronic alcoholic psychosis (delirium tremens, alcoholic hallucinosis, alcoholic paranoid, Korsakov syndrome). Pathological drunkenness, expertise. The particularities of alcoholic dementia, the main principles of alcoholism treatment. Mental and behavioral disorders due to usage of opioids, cannabinoids, cathinones, sedatives, hypnotics, cocaine, caffeine, hallucinogens, tobacco, volatile solvents and psychoactive substances. Prophylaxis, treatment, rehabilitation, particularities in adolescents.</td>
<td>2/2/2</td>
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</tbody>
</table>

26 32/33 29
V. REFERENCE OBJECTIVES AND CONTENTS UNITS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1. Medical psychology. General psychopathology.</td>
<td>Medical psychology – development, main objectives, contemporary and perspective relationships, the relationship of medical psychology with other discipline. The person’s psychology, the structural components of a personality. Human psychic. The one’s relationship with the surroundings, family and the medical stuff. The subject’s relationship in face of different situations and persons. The concept of health and normality, the role of psychological factors in case of disease, the psychological reaction to disease, the behavior in disease. Health and mental health concept, mental health burden, mental health services, the problematic of psychologic organization of medical institutions. The problem of model of the disease, the importance of psychologic problem in triggering the disease. The Stigma phenomenon in mental health. Medical development psychology. Special aspects regarding the psychopathology of childhood, adolescence and senescence. The individual adaptation in school, profession, family. The ontogenetic development stages. Disease and psychological reaction to the disease, the psychological problems of different diseases, psychosomatic medicine. The doctor-patient relationship, the categories of interpersonal behavior, the “situational” psychology of the patient, the information of the patient by the doctor, doctor and patient claims, patient consent, training and education, patient compliance. The psychological aspects of suicide, risk factors in suicide, management of suicidal patients. Death and grief as problems of medical psychology. The grief’s motives, stages, the grief in parents and in children. Death, reactions and terminal patients management. Treatment methods in mental health – psychopharmacology, psychotherapy, psychosocial rehabilitation, strategies of optimizing the therapeutic act. Psychoanalysis, defense mechanisms. Cognitive-behavioral psychotherapy, the ABC model of functioning. Systemic sensitization, aversive therapy. Transactional analysis, gestalt therapy, classic and ericksonian hypnosis, autogenic training. Psychodiagnostic, its technics – observation, anamnesis, conversations, questionnaires, nonverbal and projective tests. Psychiatry - development, main objectives, contemporary and perspective relationships, the relationship of medical psychology with other discipline. Classification of mental and behavioral disorders according to ICD-10 and DSM-5. General psychopathology - perception, memory and...</td>
</tr>
<tr>
<td>Objectives</td>
<td>Content units</td>
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<tr>
<td>Objectives</td>
<td>Content units</td>
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</tbody>
</table>

**Chapter 2. Adult’s psychopathology.**

- To define dementia, alcohol addiction, schizophrenia, bipolar disorder, dysthymia, cyclothymia, neurotic disorders, acute stress reactions, post-traumatic stress disorder, somatoform disorders, disorders of adult personality and behavior.
- To know the actuality, epidemiology of organic mental disorders, mental and behavioral disorders due to psychoactive substance use, affective disorders, stress related, endogenous psychosis, dissociative (conversion) disorders, somatoform disorders, adult personality and behavior disorders, impulse control disorders, eating disorders, sleep disorders.
- To show the role of predisposing, precipitating and contributing factors in the development and maintenance of diseases.
- To understand the relevant psychopathologic particularities of endogenous and exogenous mental disorders in adults.
- To demonstrate the capacity to analyze the types of onset and development particularities.
- To apply the gained knowledge to optimize the therapeutic process.
- To integrate the knowledge about psychotherapeutic methods in optimal therapeutic management.

Chapter 3. Child and adolescent’s psychopathology

- To define childhood autism.  
- To know the actuality, epidemiology of pervasive developmental disorders, behavioral and emotional disorders with onset usually occurring in childhood and adolescence, emotional disorders with onset specific to childhood, disorders of social functioning with onset specific to childhood and adolescence.  
- Demonstrate the role of predisposing, precipitating and contributing factors in the development and maintenance of early onset diseases in childhood and adolescence.  
- To show the capability to analyze the psychopathological structure, specific to children and adolescents.  
- To apply the gained knowledge to optimize the therapeutic process.  
- To integrate the knowledge about psychotherapeutic technics and apply them in medical practice.

VI. PROFESSIONAL SKILLS (SPECIFIC (SS) AND TRANSVERSAL (TS)) AND FINAL STUDY ABILITIES

✓ PROFESSIONAL SKILLS:
- SS1 Strong knowledge, understanding and working with the theoretical knowledge and basic practical methods of organizing and functioning of medical psychology and psychiatry to ensure adequate management of mental and behavioral disorders;  
- SS 2 Strong knowledge and practical application of the algorithm of strictly individualized psychological and psychiatric investigations, taking into account the age of the person, the character of the pathology, the specificity, the sensitivity, the accessibility of the examination methods and the reference criteria;  
- SS 3 Learning the principles of co-operation with patients with mental and behavioral disorders, testing and monitoring the psychic functions of persons under the control of a specialist, including the screening of frequent psychological pathologies, the application of medical-biological sciences, in correlation with clinical sciences, to achieve an optimal adaptation of the patients;  
- SS 4 To know at a professional level the principles of analysis, synthesis, evaluation, explanation, interpretation of psychic processes, establishment of presumptive clinical diagnosis, identification of main strategies for treatment for the prevention of psychiatric illness;  
- SS 5 Explanation of causes, conditions that impact the level, the structure and the dynamics of mental disorders among the Moldovan population and active participation in their rehabilitation.

✓ TRANSVERSAL SKILLS:
- TS 1 Executing tasks with responsibility, rigor, punctuality and perseverance in work. Assuming responsibility for the results of personal activity, as well as respecting norms and values of professional ethics.  
- TS 2 The manifestation in the professional activity of an active civic position towards solving problems related to mental health and prevention of mental illnesses, promotion and maintenance of mental health through mass media.
• TS 3 Identification of opportunities for continuous improvement of professional competences and efficient use of acquired knowledge in order to increase the quality of provided services and reduce the number of patients with mental and behavioral disorders.

✓ **FINAL STUDY ABILITIES**

- To know the organizational particularities of medical psychology and psychiatry;
- To understand the principles of classification of mental and behavior disorders;
- To know basic psychological processes and their disorders;
- To be competent to deduce possible causes of psychiatric illnesses;
- To know the main psychopathological peculiarities of mental disorders in adult, child and adolescent;
- To know the types of onset, the evolutionary particularities of the patients with mental disorders and behavior;
- Be able to apply the knowledge acquired to optimize the therapeutic process;
- To be able to inform the patient about the rational use of the drug, possible side effects, prophylaxis and treatment;
- To be able to assess the place and role of medical psychology and psychiatry in the clinical training of the student;
- To be competent to use the knowledge and methodology of medical psychology and psychiatry in the ability to explain the nature of some pathological processes;
- To be able to implement the knowledge gained in the research activity;
- To be competent to use critically and confidently the scientific information obtained using the new information and communication technologies.

**VII. STUDENT’S INDIVIDUAL ACTIVITY**

<table>
<thead>
<tr>
<th>No.</th>
<th>The expected product</th>
<th>Implementation Strategies</th>
<th>Evaluation criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Working the information sources</td>
<td>Read the lecture or the material in the manual to the topic carefully. Read questions on the subject, which require a reflection on the subject. To get acquainted with the list of additional information sources on the topic. Select the source of additional information for that topic. Reading the text entirely, carefully and write down the essential content. State the generalizations and conclusions regarding the importance of the topic / subject.</td>
<td>The capacity to extract the essential, interpreting skills, workload</td>
<td>During the course</td>
</tr>
<tr>
<td>2.</td>
<td>Analysis of study case</td>
<td>Until solving the study case to analyze the information from the respective subject in the lecture and manual. Solving consecutive tasks. Formulation of presumptive diagnosis. Selection of additional information, using electronic addresses and additional bibliography.</td>
<td>Workload, solving study cases, the ability to formulate conclusions</td>
<td>During the course</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of clinical case</td>
<td>Description of the clinical case. Solving problems in clinical case analysis.</td>
<td>Workload, the level of insight into different subjects, the level of scientific argumentation, the</td>
<td>During the course</td>
</tr>
</tbody>
</table>
VIII. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-EVALUATION

**The methods of teaching used**

In the teaching of psychiatry, narcology and medical psychology, different teaching methods and procedures are used, oriented towards the efficient acquisition and achievement of the objectives of the didactic process. In the theoretical lessons, along with traditional methods (lesson-exposure, lesson-conversation, synthesis lesson), modern methods (lesson-debate, lecture-conference, problem-lesson) are also used. In the practical lessons are used individual, frontal and group work. In order to acquire deeper material, different semiotic systems (scientific language, graphical and computerized language) and teaching materials (tables, charts, transparent sheets) are used. Inside lessons and extracurricular activities are used Communication Technologies - PowerPoint presentations.

**Learning methods used:**

- **Observation** - Identifying elements characteristic to structures, description of these elements or phenomena.
- **Analysis** - Imaginary decomposition of the whole into component parts. Highlighting the essential elements. Studying each element as part of the whole.
- **Chart/ figure analysis** - Selection of necessary information. Recognition based on knowledge and information selected structures indicated in the chart, drawing. Analysis of the functions / role of recognized structures.
- **Classification** - Identification of the structures / processes to be classified. Determining the criteria on which classification is to be made. Distribution of structures / processes by groups according to established criteria.
- **Elaboration of charts** - Selection of elements, which must appear in the chart. Drawing the elements selected by different symbols / colors and indicating their relationships. Formulating an appropriate title and legend of the symbols used.
- **Modeling** – Identification and selection of the elements needed to model the phenomenon. Imagining (graphical, schematic) of the phenomenon studied. Realizing the phenomenon using the developed model. Formulation of conclusions, deduced from arguments or findings.
- **Experiment** – Formulating a hypothesis, starting from known facts, about the process / phenomenon studied. Verifying the hypothesis by performing the processes / phenomena studied under laboratory conditions. Formulation of conclusions, deduced from arguments or findings.

- **Applied teaching strategies/technologies**
  „Brainstorming”, „Multi-voting”; „Round table”; „Group interview”; „Study case”; „Creative controversy”; „Focus-group technic”, „Portfolio”.

- **Evaluation methods** *(inclusively indicating the calculation method of the final mark)*
  ✓ **Current**: frontal and/or individual control by:
  - (a) solving study cases,
  - (b) analysis of clinical cases
  - (c) quizzes
  - (d) reports
  ✓ **Final**: practical skills evaluation, test-control, oral evaluation

### Methods of mark rounding at the evaluation levels

<table>
<thead>
<tr>
<th>Intermediate grading scale (annual average, grades from steps of exam)</th>
<th>National grading system</th>
<th>ECTS Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,00-3,00</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>3,01-4,99</td>
<td>4</td>
<td>FX</td>
</tr>
<tr>
<td>5,00</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5,01-5,50</td>
<td>5,5</td>
<td>E</td>
</tr>
<tr>
<td>5,51-6,0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6,01-6,50</td>
<td>6,5</td>
<td>D</td>
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<tr>
<td>6,51-7,00</td>
<td>7</td>
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</tr>
<tr>
<td>7,01-7,50</td>
<td>7,5</td>
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<tr>
<td>7,51-8,00</td>
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<tr>
<td>8,01-8,50</td>
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<td>8,51-8,00</td>
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<td>9,01-9,50</td>
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<tr>
<td>9,51-10,00</td>
<td>10</td>
<td>A</td>
</tr>
</tbody>
</table>

The annual average mark and the marks from all the steps of the final exam (computer assisted, test, oral answer) – all will be expressed in numbers according to the grading scale (according to the table), and the final obtained mark will be expressed in numbers with two decimal places which will be wrote in the carnet.

**Absence on examination without good reason is recorded as “absent” and is equivalent to 0 (zero). The student has the right to re-take the exam twice.**

### IX. RECOMMENDED LITERATURE:

**A. Compulsory:**

**B. Additional:**
5. Санкт-Петербургский Государственный Медицинский Университет им. акад. И.П.Павлова, Кафедра Психиатрии и Наркологии, Электронный Учебник Психиатрия и Наркология www.s-psy.ru/obucenie/kurs-psiiatriii/5-kurs-lecebnyj-fakultet/electronnyj-uebnik-po-psiiatriii (материале electronice)
10. Suport de curs publicat pe site-ul www.psihiatrie.usmf.md (materele electronice)