



CD 8.5.1 DISCIPLINE SYLLABUS FOR
UNIVERSITY STUDIES

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FACULTY OF MEDICINE
CURRICULUM 0910.1 PREVENTIVE MEDICINE
Department of psychiatry, narcology and medical psychology

APPROVED

at the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum in

Medicine/Pharmacy/ Dentistry

Minutes No. 4 of 19.05.22

Chairman _____
(academic degree, scientific title)

Name, surname _____
(signature)

APPROVED

at the Council meeting of the Faculty

Minutes No. 5 of 23.05.22

Dean of Faculty _____
(academic degree, scientific title)
Name, surname _____
(signature)

APPROVED

at the meeting of the chair _____

Minutes No. 17 of 20.04.2022

Head of Department, PhD, professor

Anatol Nacu

CURRICULUM
(SYLLABUS)

PSYCHIATRY AND CHILD PSYCHIATRY
Integrated studies

Type of course: **compulsory course**

Curriculum developed by the team of authors: Anatol Nacu, Dr. Hab., univ. prof., Jana Chihai, Ph.D. med., associate professor, Ghenadie Cărauşu, Ph.D., associate professor, Larisa Boronin, PhD, associate professor, Ion Coşciug, PhD, associate professor, Inga Deliv, Ph.D., associate professor, Igor Nastas, Ph.D., associate professor, Andrei Elanu, university assistant.

Chişinău, 2022



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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. In turn, somatic disorders cause various psychiatric disorders, making a wide range of psychosomatic syndromes.

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 mission of the curriculum (purpose) in professional training**

The curriculum has as a major objective the study of aetiology, 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
- **Beneficiaries:** fourth year students, Faculty of Medicine, specialty Preventive Medicine



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II. MANAGEMENT OF THE COURSE

Code of the course		S.08.O.097	
Name of the course		Psychiatry	
Responsible (s) for the course		PhD, professor Anatol Nacu	
Year	IV	Semester (s)	VIII
Total number of hours, including:			30
Lectures	10	Practical / laboratory lessons	15
Seminars	10	Individual activity	25
Method of assessment	E	Number of credits	2

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 definition, epidemiology, the contemporary aspects of aetiology 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 criteria's, 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.

✓ *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



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IV. PROVISIONAL TERMS AND CONDITIONS:

The student of the IV-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.

V. THE TOPICS AND APPROXIMATE DISTRIBUTION OF HOURS

Lectures, seminars, practical and laboratory lessons, and individual activity

Nr. d/o	TOPICS	Number of hours		
		Courses	Practical courses	Individual work
1.	Psychiatry - goal, objectives. General psychopathology. Classification of mental and behavioral disorders.	2	4/1	
2.	Psychotic disorders (schizophrenia, bipolar disorder (type I, type II). Mental and behavioral disorders due to usage of alcohol and psychoactive substances.	2	3/2	1
3.	Depression - concept and definition. Mood disorders (recurrent depressive disorder, dysthymia). Stress-related neurotic disorders (anxiety disorders, somatoform disorders).	2	4/1	
4.	Child and adolescent psychiatry (autism spectrum disorder, hyperkinetic disorders, developmental disorder). Geriatric psychiatry (Alzheimer's dementia, vascular dementia).	2	3/2	1
Total		8	14/6	2
		30		

VI. PRACTICAL SKILLS AQUIERED AT THE END OF THE COURSE

Compulsory essential practical skills are:

- Assessment of mental state
 - Check for the presence of disturbances of consciousness (orientation to time, space and self)
 - Check for the presence of perception disorders
 - Check for the presence of thinking disorders
 - Check for the presence of emotional disorders
 - Check for the presence of behavioural disorders
 - Check for the presence of cognitive impairment (including memory, attention)



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- Knowledge of assessment scales used in psychiatry

VII. REFERENCE OBJECTIVES AND CONTENTS UNITS

Objectives	Content units
Chapter 1. General psychopathology.	
<p>To define Psychiatry</p> <p>To know:</p> <ul style="list-style-type: none">• Main objectives of psychiatry and interdisciplinary relationships;• To know the classification of mental and behavioral disorders by ICD-10 and DSM-5;• To know the general psychopathology.• To know the main psychopathologic syndromes;• To know the clinical scales of assessment in psychiatry; <p>To show:</p> <ul style="list-style-type: none">• the treatment principles in psychiatry, including in emergencies; <p>To apply: the gained knowledge for optimizing the therapeutic process</p> <p>To integrate: the clinical scales of assessment and to apply them in medical practice</p>	<ol style="list-style-type: none">1. Psychiatry - development, main objectives, contemporary and perspective relationships, the relationship of medical psychology with other discipline.2. Classification of mental and behavioral disorders according to ICD-10 and DSM-5. General psychopathology - perception, memory and intellect disorders, thought, mood (affective), psychomotor and volition disorders. The semiology of conscious disorders.3. Main psychopathologic syndromes: asthenic, obsessive-phobic, paranoid, paranoia, paraphrenia, apatho-abulic, Kandinski-Clerambault syndrome, Korsakov syndrome4. Clinical scales of assessment in psychiatry. The suicidal, violence concept and other emergencies in psychiatry.5. The clinical scales for assessment in psychiatry. Emergencies in psychiatry.
Chapter 2. Adult's psychopathology.	
<ul style="list-style-type: none">• To define: psychotic disorders (schizophrenia, bipolar disorder); dementia; alcohol dependence; depression; dysthymia; stress-related neurotic disorders (anxiety disorders, somatoform disorders).• To know the actuality, epidemiology of mental and behavioral disorders due to the use of psychoactive substances, endogenous psychoses,• To show the role of predisposing, precipitating and contributing factors in the development and maintenance of diseases; ability to analyse the types of onset, evolutionary features.• To apply the gained knowledge to	<ol style="list-style-type: none">1. Dementia in Alzheimer disease. Vascular dementia. Actuality, epidemiology, clinical picture, evolution and treatment.2. Acute and chronic alcoholic psychosis. Actuality, epidemiology, clinical picture, evolution, the main principles of alcoholism treatment.3. Opioids, cannabinoids, sedatives, hypnotics, cocaine, caffeine, hallucinogens, tobacco, volatile solvents and other psychoactive substances. Actuality, epidemiology, clinical picture, evolution, the main treatment principles, prophylaxis and treatment.4. Schizophrenia. Actuality, epidemiology, clinical picture, evolution and treatment.5. Mood disorders. Depression, Mania, Major depressive disorder, Dysthymia. Bipolar disorder (type I, type II). Actuality, epidemiology, clinical



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Objectives

- optimize the therapeutic process.
- **To integrate** the knowledge about psychotherapeutic methods in optimal therapeutic management.

Content units

- picture, evolution and treatment.
6. Neurotic and stress-related disorders. Phobic anxiety disorders. Panic disorder. Generalized anxiety disorder. Obsessive-compulsive disorder. Reaction to severe stress, and adjustment disorders. Acute stress reaction. Post-traumatic stress disorder. Adjustment disorders. Actuality, epidemiology, clinical picture, evolution and treatment.
 7. Somatoform disorders (somatization disorder, undifferentiated somatoform disorder, pain disorders related to psychological factors, hypochondriasis, body dysmorphic disorder). Actuality, epidemiology, clinical picture, evolution and treatment.

Chapter 3. Child and adolescent's psychopathology

- **To define** childhood autism, the role of predisposing, precipitating and favouring factors in the development and maintenance of diseases with onset in childhood and adolescence; abilities to analyse the psychopathological structure, specific to children and adolescents;
- **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.
- **to understand** the peculiarities of the evolution of mental and behavioral diseases in children and adolescents;
- **To demonstrate** the role of predisposing, precipitating and contributing factors in the development and maintenance of early onset diseases in

1. Childhood autism, Rett syndrome, Asperger syndrome. Actuality, epidemiology, clinical picture, evolution and treatment.
2. Hyperkinetic disorders. Actuality, epidemiology, clinical picture, evolution and treatment.
3. Developmental disorder of the intellect. Actuality, epidemiology, clinical picture, evolution and treatment.



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Objectives

Content units

childhood and adolescence; the capability to analyse the psychopathological structure, specific to children and adolescents.

- **To integrate** the knowledge about psychotherapeutic technics and apply them in medical practice.
- **To apply** the gained knowledge to optimize the therapeutic process.

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

Professional competencies

- **PC1.** Strong knowledge of the features of structure, development and functioning of the human body in various physiological and pathological conditions.
- **PC2.** Conducting of various practical work and procedures for carrying out professional activities specific to the specialty of dentistry based on the knowledge of fundamental sciences;
- **PC3.** Development of the diagnostic, treatment and rehabilitation plan in various pathological situations and choosing of appropriate therapeutic procedures for them, including the provision of emergency medical care;
- **PC4.** Using of medical techniques, instrumental and laboratory investigations, digital technologies, in solving patient-specific therapeutic tasks.
- **PC5.** Planning, co-ordinating and conducting of health promotion activities and prophylactic measures to improve health at individual and community level, establishment and implementation of complex dispensary plans applicable to school and pre-school groups;
- **PC6.** Application of professional standards for assessment and quality assurance of dental services in relation to manoeuvres, processes and associated treatments.

Transversal competencies

- **TC1.** Application of professional standards of assessment, acting according to professional ethics, as well as the provisions of the legislation in force. Promotion of logical reasoning, practical applicability, assessment and self-assessment in decision-making;
- **TC2.** Performing of activities and exercising of roles specific to team work in various medical institutions. Promotion of the spirit of initiative, dialogue, cooperation, positive attitude and respect for others, empathy, altruism and continuous improvement of their own activity;



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- **TC3.** Systematic assessment of personal competencies, role and expectations, application of self-assessment on the learned processes, acquired skills and professionalism needs, efficient use of language skills, knowledge in information technologies, research and communication skills, for the purpose of provision of qualified services and adaptation to the dynamics of health policy requirements and for personal and professional development.
The graduate must, as well:
 - know the basic principles and the functional structure of health care, in general and dental care especially, in RM;
 - know the role and functions of the dentist in the health care organization system;
 - promote healthy lifestyle and health education through speeches, papers, presentations, articles in specialized journals, etc.
- **FINAL STUDY ABILITIES**
 - To know the basic objectives of 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;
 - 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 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.

IX. STUDENT'S INDIVIDUAL ACTIVITY

No.	The expected product	Implementation Strategies	Evaluation criteria	Deadline
1.	Working the information sources	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.	The capacity to extract the essential, interpreting skills, workload	During the course



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		State the generalizations and conclusions regarding the importance of the topic / subject.		
2.	Analysis of study case	Until solving the study case to analyse 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.	Workload, solving study cases, the ability to formulate conclusions	During the course
3.	Analysis of clinical case	Description of the clinical case. Solving problems in clinical case analysis. The prognostic of the investigated case. Deduction of the expected outcome of the case.	Workload, the level of insight into different subjects, the level of scientific argumentation, the quality of the conclusions, the demonstration of understanding the problem, the formation of the personal attitude	During the course
4.	Work with the online material	Online self-evaluation, study of online materials on the departments site, expressing your own opinions through forum and chat	Number and duration of site entries, self-evaluation results	During the course
5.	Preparation and submission of presentations / portfolios	Selection of the research topic, establishment of the research plan, establishment the deadlines. Establishing PowerPoint project / topic components - topic, aim, results, conclusions, practical applications, bibliography. Peer reviews. Teacher reviews.	The workload, the degree of insight of the project topic, the level of scientific argumentation, the quality of the conclusions, the elements of creativity, the formation of the personal attitude, the coherence of the discourse and the scientific correctness, the graphical presentation, the way of presentation	During the course

X. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-EVALUATION

I. The methods of teaching used

In the teaching of psychiatry 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,



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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.
- **Comparison** - Analysing the first object / process in a group and determining its essential traits. Analysis of the second object / process and the determination of its essential features. Comparing the objects / processes and highlighting common features. Comparing the objects / processes and determining differences. Establishment criteria for differentiation. Formulation of conclusions.
- **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.
- **Modelling** – 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.

II. Applied teaching strategies/technologies

„Brainstorming”, „Multi-voting”; „Round table”; „Group interview”; „Study case”; „Creative controversy”; „Focus-group technic”, „Portfolio”.

III. 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



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- (c) quizzes
- (d) reports
- ✓ **Final:** oral colloquium

Methods of mark rounding at the evaluation levels

Intermediate grading scale (annual average, grades from steps of exam)	National grading 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	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

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.

XI. RECOMMENDED LITERATURE:

A. Obligatorie:

1. Manual de Psihiatrie. USMF «N.Testemitanu», 2021.
2. Suport de curs publicat pe site-ul www.psihiatrie.usmf.md (materiale electronice)
3. Kaplan & Sadock. Psihiatrie clinică. Manual de buzunar. București, 2001 (Manual)
4. Oprea N., Nacu An., Oprea V. Psihiatrie. Chișinău, 2007 (Manual)
5. Prelipceanu D. Psihiatrie clinică. București, 2010 (Manual)
6. Tulburari Mintale si de Comportament, Clasificarea Internațională a Maladiilor, ed.



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7. Australiana 2000, Organizatia Mondială a Sănătății,
8. <https://www.hosptm.ro/files/drg/icd-10-am/cap05.pdf> (material electronic online)
9. DSM-5. Manual de Diagnostic și Clasificare Statistică a Tulburărilor Mintale al Asociației
10. Psihiatrice Americane, București, 2016 (Manual)
11. World Health Organization. The ICD-10 Classification of Mental and Behavioral Disorders:
12. Clinical descriptions and diagnostic guidelines, the Blue Book, World Health Organization.
13. <http://www.who.int/classifications/icd/en/bluebook.pdf> (material electronic online)

B. Suplimentară

1. Roussillon R, Chabert C, Ciccone A, Ferrant A, Georgieff N, Roman P Manual de psihologie și patologie clinică generală, București, 2010 (Manual)
2. Herron S, Abigail J The ASAM essentials of addiction medicine, Wolters Kluver, 2015 (Manual)
3. Gelder M., Mayou R., Cowen P. Shorter Oxford Textbook of Psychiatry. IV Ed. Oxford University Press. New York, 2001 (Manual)
4. Санкт-Петербургский Государственный Медицинский Университет им. акад. И.П.Павлова, Кафедра Психиатрии и Наркологии, Электронный Учебник Психиатрия и Наркология
5. www.s-psy.ru/obucenie/kurs-psihiatrii/5-kurs-lecebnyj-fakultet/electronnyj-ucebnyk-po-psihiatrii (materiale electronice)
6. Nacu A., Revenco M., Chihai J., Cosciug I., Garaz G.. Depresia (PCN). Chișinău, 2017, 68 p. (protocol clinic național).
7. Nacu A., Revenco M., Curocichin Gh., Chihai J., Cosciug I., Deliv I., Garaz, G.,Gatu L. Schizofrenia, Primul Episod Psihotic (PCN-9). Chișinău, 2017 88 p. (Protocol clinic național)
8. Nacu A., Revenco M., Curocichin Gh., Chihai J., Deliv.I. Tulburările de anxietate (PCN-278). Chișinău, 2017, 79 p.
9. Nacu A., Revenco M., Kupka R., Chihai J., Cosciug I., Deliv I., Garaz G., Dorosevici A. Tulburarea afectivă bipolară (PCN- 292). Chișinău, 2017, 108 p.
10. Nacu A., Chihai J., Boronin L., Nastas I. Revenco N., Garaz G. Tulburari de spectrul autist. (PCN-348). Chișinău, 2019, 96 p.
11. Nacu A., Revenco M., Oprea V.. Tulburări mintale și comportamentale legate de consumul de alcool. (PCN-20), Chișinău, 2017, 35p.
12. Nacu A., Revenco M., Oprea V., Nastas I. Tratamentul farmacologic al dependenței de opiacee. (PCN-225), Chișinău, 2018, 67pg.
13. Revenco M. Tulburări de personalitate. Clinica și evaluarea psihiatrico-legală. Chișinău, Tipografia "Bons Offices", 2015, 216 p.
14. Revenco M. Tulburările depresive. Chișinău: Tipografia „Bons Offices”, 2019. ISBN 978-9975-87-485-4.
15. Nacu A., Nastas I., Chihai J., Fiodorova L., Tcaci I., Boronin L. Gestionarea dependențelor farmacologice. Chișinău: USMF, 2016 (Sibis-Grafica). 106 p., ISBN 978-9975-82-035-6.