



**CD 8.5.1 CURRICULUM DISCIPLINĂ PENTRU
STUDII UNIVERSITARE**

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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. 1 of 18.09.21

Chair of the commission _____
Serghei Suman, PhD, Associate professor

Approved

At the Council meeting of Faculty of Medicine

Minutes No. 1 of 21.09.21

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 14/09/2021

Head of Department, PhD, professor

_____ Anatol Nacu

CURRICULUM

PSYCHIATRY AND PEDIATRIC PSYCHIATRY COURSE

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 Căraușu, Ph.D., associate professor, Larisa Boronin, PhD, associate professor, Ion Coșciug, PhD, associate professor, Inga Deliv, Ph.D., associate professor, Igor Nastas, Ph.D., associate professor, Valentin Oprea, PhD., associate professor, Grigore Garaz, assistant. univ., Alina Bologan, assistant. univ., Andrei Eșanu, assistant. univ., Caesar Babin, assistant. univ.

Chișinău, 2021



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

Currently psychiatry is considered one of the clinical disciplines with an impressive scientific development. Thus, new basis has 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 behaviour 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.

Deep knowledge of the mechanisms of installing and the particularities of the clinical picture, the evolution, prevention and efficient treatment of psychiatric disorders is indispensable to discipline. A sufficient and qualitative training in psychiatry will allow future physicians to properly assess the various mental disorders, including the early stages of predisposal. Thus, therapeutic tactics focus on establishing early diagnosis, preventing the onset of the disease and possible complications or aggravation due to comorbidities. At the same time, the discipline of psychiatry and paediatric psychiatry is mainly focused on assessing the basic mechanisms in the pathogenesis of mental disorders, addictions and behavioural disorders. The presented study program provides the necessary knowledge for mastering the methods of examining people with mental illness or disorders, performing extensive mental examination of patients, diagnosing diseases and providing qualified medical care. The role of psychotherapy, community services and psychosocial therapies is also appreciated.

The content of the course is structured to prove that psychiatry, through its objectives and research approaches, offers the opportunity of a better understanding and appreciation of the psychic disorders, through the evolution and recognition of the pathological process. This is necessary for the diversification of the therapeutic act and the modalities of competent medical assistance.

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

The main objective of the curriculum is to study the aetiology, pathogenetic mechanisms, diagnostic criteria, psychopathological manifestations, peculiarities of evolution, modern methods of investigation, principles of pharmaco - and psychotherapy of patients with mental and behavioural disorders;



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- **Language training of the discipline:** Romanian, Russian, English, French;
- **Beneficiaries:** the VI-th year students, Faculty of Medicine No. 2, specialty Medicine

II. MANAGEMENT OF THE COURSE

Code of the course	S.09.O.096		
Name of the course	Psychiatry and pediatric psychiatry		
Responsible (s) for the course	PhD, professor Anatol Nacu		
Year	VI	Semester (s)	XI-XII
Total number of hours, including:			120
Lectures	20	Practical / laboratory lessons	20
Seminars	20	Individual activity	60
Method of assessment	E	Number of credits	4

III. TRAINING OBJECTIVES IN TEACHING THE COURSE

At the end of studying the discipline the student will be able to:

- **at the level of knowledge and understanding:**
 - ✓ knowledge of the main mental disorders in adults and children;
 - ✓ knowledge of clinical symptoms and diagnostic criteria according to ICD-10 and DSM-5;
 - ✓ acquiring the capacity to approach the psychic patient, the psychiatric interview of the patient, the comprehensive psychiatric examination with the recognition of psychopathological phenomena;
 - ✓ description of the basic concepts, theories and notions regarding the production of the diseases, signs and symptoms characteristic of each condition;
 - ✓ acquiring the ability to use the knowledge acquired regarding the application of psychotropic medication, clinical indications and contraindications, as well as general notions related to psychotherapeutic interventions;
 - ✓ acquiring the ability to use and properly interpret simple, standardized tests to assess mood, cognitive function, suicidal potential and addictive behaviour;
 - ✓ developing an attitude of respect for the fundamental rights of the person with mental health problems;
 - ✓ demonstrating knowledge and understanding of mental health legislation;
 - ✓ knowing and understanding the conditions under which treatment may be given against the person's will;
 - ✓ developing empathic and communication skills specific to psychiatric emergencies and involuntary hospitalization;
- **at the level of application:**
 - ✓ developing the capacity of clinical approach of the psychic patient and of the appropriate psychiatric examination, establishing the correct diagnosis;
 - ✓ promoting the principles of medical ethics in psychiatry;



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- ✓ identification of the degree of psychiatric emergency;
- ✓ acquiring specific capacities to assess suicide risk, potential self- and / or hetero- aggression, as well as other clinical conditions, in which treatment and care can be provided according to the legislation in force (involuntary hospitalization);
- ✓ designing and applying a therapeutic intervention plan appropriate to the identified psychiatric condition and the evolutionary stage.
 - **at the level of integration:**
- ✓ identification and recognition of mental disorders in adults and children;
- ✓ appreciation of the correctly correlated diagnosis and elaboration of an adequate therapeutic plan;
- ✓ developing work skills in the multidisciplinary team;

IV. PROVISIONAL TERMS AND CONDITIONS:

The sixth-year student requires the following:

- knowledge of the language of training;
- skills confirmed in science at the preclinical and clinical level (pathological physiology, clinical biochemistry, clinical pharmacology, internal medicine, neurology);
- digital skills (internet use, document processing, electronic tables and presentations);
- communication skills and teamwork;
- qualities – comprehension, tolerance, compassion, autonomy.

V. THE TOPICS AND APPROXIMATE DISTRIBUTION OF HOURS

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

No.	TOPIC	Hours		
		L	PL/S	I/A
1.	Health, the essence of mental health. The burden of mental health. Epidemiological data. Mental Health Law, Rules for the application of the Mental Health Law, Legal and Ethical Aspects. Fighting stigma. Psychiatry - definition, purpose, objectives, data from history. Organizing psychiatric care. Mental health services. Classification of mental and behavioural disorders according to ICD-10 and DSM-5. The psychiatric interview. Scales used in psychiatry.	2	2/2	6
2.	Semiology, Perception disturbances; Attention and memory disturbances; Thought disturbances; Motor conduct disturbances; Affective disturbances; Disorders of consciousness.	2	2/2	6
3.	Psychotropic treatment. Psychotherapeutic interventions, general notions, other biological and psychosocial therapies.	2	2/2	6
4.	Schizophrenia. Schizotypal disorder. Persistent delusional disorders. Bipolar affective disorder. Cyclothymia. Recurrent depressive disorder. Dysthymia. Psychiatric disorders in epilepsy.	2	2/2	6
5.	Neurotic, stress-related, somatoform disorders.	2	2/2	6
6.	Psychiatric disorders, caused by the consumption of psychoactive substances.	2	2/2	6
7.	Dementia. Mental disorders due to injury, brain dysfunction and somatic disease. Mental and behavioural disorders associated with the	2	2/2	6



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No.	TOPIC	Hours		
		L	PL/S	I/A
	puerperium.			
8.	Personality disorders. Paraphilic disorders. Sexual dysfunctions. Gender dysphoria. Impulse control disorders. Sleep disorders.	2	2/2	6
9.	Global pervasive developmental disorders. Hyperkinetic disorders, Behavioural disorders. Emotional disorders with onset specific to childhood.	2	2/2	6
10.	Mental retardation. Disorders of social functioning with onset specific to childhood and adolescence - Selective mutism. Tic disorders. Non-organic enuresis. Non-organic encopresis. Pica of infancy and childhood. Stuttering. Eating disorders.	2	2/2	6
Total		20	20/20	60

VI. PRACTICAL SKILLS ACQUIRED 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)
- Application of diagnostic criteria for detecting psychiatric diagnoses
- Knowledge of psychiatric emergencies and interventions necessary to solve them
 - A panic attack
 - A psychomotor agitation / inhibition
 - A food refusal
 - A malignant neuroleptic syndrome / febrile schizophrenia
 - A suicide
 - etc.
- Knowledge of assessment scales used in psychiatry

VII. REFERENCE OBJECTIVES AND CONTENTS UNITS

Objectives	Content units
Topic (chapter) 1. General psychopathology.	



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Objectives	Content units
<ul style="list-style-type: none">• to define mental health and psychiatry;• to know the pathways and particularities of organizing mental health services;• to know the classification of mental and behavioural disorders according to ICD-10 and DSM-5;• to know the general psychopathology;• to know the main psychopathological syndromes;• to know the clinical evaluation scales in psychiatry;• demonstrate the principles of treatment in psychiatry, including in emergencies, adverse drug reactions, psychotherapeutic interventions, other biological and psychosocial therapies;• to apply the acquired knowledge to optimize the therapeutic process;• to integrate clinical evaluation scales and apply them in medical practice.	<p>The concept of health. The essence of mental health. Illness and the psychological reaction to illness. The burden of mental health. Epidemiological data. Mental Health Law, Rules of Application, Legal and Ethical Issues. Fighting stigma.</p> <p>Psychiatry - development, basic objectives, relationships with other disciplines. Mental health services.</p> <p>Classifications of mental and behavioral disorders according to ICD-10 and DSM-5.</p> <p>Psychiatric interview, Anamnesis, History of the disease, Interview with the relative. Clinical evaluation scales in psychiatry.</p> <p>Semiology, Perceptual disturbances; Attention and memory disturbances; Thought disturbances; Motor conduct disturbances; Affective disturbances; Disorders of consciousness. The main psychopathological syndromes - asthenic, obsessive-phobic, paranoid, paranoid, paraphrenic, apathetic-abulic, Korsakov, Kandinsky-Clerambault.</p> <p>Methods of treatment in the field of mental health.</p>
Topic (chapter) 2. Adult's psychopathology .	
<ul style="list-style-type: none">• to define dementia, alcohol dependence, schizophrenia, bipolar disorder, dysthymia, cyclothymia, neurotic disorders, acute stress reactions, post-traumatic stress disorder, somatoform disorders, personality and behavioural disorders;• to know the current state of the epidemiology of organic mental disorders, mental and behavioural disorders due to the use of psychoactive substances, affective disorders, stress-related, endogenous psychoses, dissociative (conversion)	<p>Dementia in Alzheimer's disease. Vascular dementia. Dementia in Pick's disease, in Creutzfeld-Jakobs disease, in Huntington's dementia, in Parkinson's disease, dementia in HIV-AIDS disease. Epidemiology, clinical picture, evolution and treatment.</p> <p>Korsakov's organic amnesic syndrome. Organic delirium. Organic hallucinatory state. Catatonic organic disorder. Organic mood disorders. Unstable organic disorder (asthenic). Organic personality disorder. Posttraumatic organic brain syndrome. Psychiatric disorders in epilepsy. Epidemiology, clinical picture, evolution and treatment.</p> <p>Acute and chronic alcoholic psychoses (delirium tremens, alcoholic hallucinosis, alcoholic paranoid, Korsakov's psychosis). Alcoholic dementia. Epidemiology, clinical picture, evolution, basic principles in the treatment of alcoholism.</p> <p>Opioids, catinones, stimulants, cannabinoids, sedatives, hypnotics, cocaine, hallucinogens, tobacco, volatile solvents and other psychoactive substances. Epidemiology, clinical picture, evolution, basic principles of treatment, prophylaxis, rehabilitation.</p>



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Objectives	Content units
<p>disorders, somatoform, personality and behavioural disorders in adults, paraphilic disorders, sexual dysfunction, gender dysphoria, impulse control disorders, sleep disorders;</p> <ul style="list-style-type: none">• to demonstrate the role of predisposing, precipitating and favouring factors in the development and maintenance of mental illness;• to understand the relevant psychopathological features of endogenous and exogenous mental disorders in adults;• to demonstrate abilities to analyse the types of onset, the evolutionary peculiarities of mental disorders in adults;• to apply the acquired knowledge to optimize the therapeutic process;• to integrate knowledge about pharmacological methods and psychotherapeutic techniques on optimal therapeutic management.	<p>Schizophrenia, schizotypal and delusional disorders. Epidemiology, clinical picture, evolution and treatment.</p> <p>Affective disorders. Depression, Mania, Major Depressive Disorders, Dysthymic Disorders, Bipolar Disorders (Type I, Type II, Cyclothymia). Epidemiology, clinical picture, evolution and treatment.</p> <p>Stress-related neurotic disorders. Phobic anxiety disorders. Panic disorder. Generalized anxiety disorder. Obsessive-compulsive disorder. Acute reaction to stress. Post-traumatic stress disorder. Adaptation disorder. Epidemiology, clinical picture, evolution and treatment.</p> <p>Conversive disorder. Dissociative disorders. Dissociative amnesia. Dissociative fugue. Dissociative stupor. Trance and possession disorders. Dissociative seizures. Dissociative anaesthesia and sensory loss. Epidemiology, clinical picture, evolution and treatment.</p> <p>Somatoform disorders (somatization disorder, undifferentiated somatoform disorder, pain disorder, hypochondriac disorder, body dysmorphic disorder). Epidemiology, clinical picture, evolution and treatment.</p> <p>Personality disorders.</p> <p>Paraphilic disorders.</p> <p>Sexual dysfunctions.</p> <p>Gene dysphoria.</p> <p>Impulse control disorders.</p> <p>Sleeping disorders.</p> <p>Mental disorders associated with the puerperium.</p> <p>Epidemiology, clinical picture, evolution and treatment.</p>
Chapter 3. Child and adolescent's psychopathology	
<ul style="list-style-type: none">• to define childhood autism.• to know the epidemiology of deep developmental disorders, behavioural and emotional disorders usually with onset in childhood and adolescence, emotional disorders with specific onset in childhood, social functioning disorders with specific onset in childhood and adolescence, eating disorders;• to demonstrate the role of predisposing, precipitating and favouring factors in the development and maintenance of diseases with onset in childhood and adolescence;• to demonstrate abilities to	<p>Childhood autism, Rett syndrome, Asperger syndrome. Epidemiology, clinical picture, evolution and treatment.</p> <p>Hyperkinetic disorders, conduct disorders. Epidemiology, clinical picture, evolution and treatment.</p> <p>Separation anxiety disorder in childhood. Epidemiology, clinical picture, evolution and treatment.</p> <p>Elective mutism. Epidemiology, clinical picture, evolution and treatment.</p> <p>Tick disorders. Epidemiology, clinical picture, evolution and treatment.</p> <p>Non-organic enuresis, Non-organic encopresis, infant and child rash. Stuttering. Epidemiology, clinical picture, evolution and treatment.</p> <p>Eating disorders. Epidemiology, clinical picture, evolution and treatment.</p>



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Objectives

Content units

analyse the psychopathological structure, specific to children and adolescents;

- to understand the peculiarities of the evolution of mental and behavioural diseases in children and adolescents;
- to apply the acquired knowledge to optimize the therapeutic process;
- to integrate knowledge about psychotherapeutic techniques and their application in medical practice.

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

✓ Professional skills (specific) (SS):

- SS1. Thorough knowledge, understanding and operation with the theoretical knowledge and basic practical methods of organization and functioning of psychiatry and paediatric psychiatry to ensure adequate management of mental and behavioural disorders;
- SS2 Solid knowledge and application in practice of the algorithm of psychiatric investigations strictly individualized, taking into account the age of the person, the nature of the pathology, the specificity, sensitivity, accessibility of examination methods and reference criteria;
- SS3 Acquiring the principles of cooperation with patients suffering from mental and behavioural disorders, testing and monitoring the mental functions of people in the records of the specialist, including screening for common mental illnesses, application of medical and biological sciences in conjunction with clinical sciences, in order to achieve an optimal adaptation of patients and beneficiaries of mental health services;
- SS4 Possession, at professional level, of the principles of analysis, synthesis, evaluation, explanation, interpretation of psychic processes, establishing the presumptive clinical diagnosis, identification of the main treatment strategies in order to prevent mental illness;
- SS5 Elucidation of the causes, conditions, which influence the level, structure, and dynamics of mental illness among the population of the Republic of Moldova and active participation in their rehabilitation.

✓ Transversal skills (TS):

- TS1. Execution of tasks with responsibility, rigor, punctuality, and perseverance in work. Assuming responsibility for the results of personal activity, as well as respecting the norms and values of professional ethics.
- TS2 Manifestation in the professional activity of an active civic position towards solving



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problems related to mental health and the prevention of mental illness, promoting and maintaining mental health in the media.

- TS3 Identify opportunities for continuous improvement of professional skills and efficient use of knowledge gained in order to increase the quality of services provided and reduce the number of patients with mental and behavioural disorders.

✓ Final study abilities:

- ✓ To know the particularities of organizing psychiatry;
- ✓ To understand the principles of classification of mental and behavioural disorders;
- ✓ To know the basic psychic processes and their disorders;
- ✓ To be able to deduce the possible causes of the onset of mental illness;
- ✓ To know the main psychopathological peculiarities of mental disorders in adults, children and adolescents;
- ✓ To know the types of onset, the evolutionary peculiarities of patients with mental and behavioural disorders;
- ✓ To 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, the possible side effects, their prophylaxis and control;
- ✓ Be able to evaluate the place and role of psychiatry in the clinical training of the medical student;
- ✓ Be competent to use the knowledge and methodology of psychiatry in the ability to explain the nature of pathological processes;
- ✓ To be able to implement the knowledge gained in the research activity;
- ✓ Be competent to use critically and confidently the scientific information obtained, using new information and communication technologies.

IX. STUDENT'S INDIVIDUAL ACTIVITY

No.	The expected product	Implementation Strategies	Evaluation criterias	Deadline
1.	Working with sources of information:	Carefully read the course or material from the compulsory literature, recommended on the topic. Reading the questions on the topic, which require reflection on the topic. To get acquainted with the list of additional information sources on the topic. Select the source of additional information on the topic. Read the whole text carefully and write	Ability to extract the essential; interpretive skills; workload.	During the semester



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No.	The expected product	Implementation Strategies	Evaluation criterias	Deadline
		the essential content. Formulation of generalizations and conclusions regarding the importance of the topic / subject.		
2.	Analysis of issued cases	Initially it is necessary to analyse the information from the respective topic in the course and textbooks. Subsequently, for the analysis of the issued cases, it is necessary to solve the tasks consecutively and consistently. Formulation of a presumptive diagnosis, based on information analysis. Select additional information on the topic as needed, using email addresses and additional bibliography.	Workload, problem solving, ability to formulate conclusions, orientation in additional and complementary resources.	During the semester
3.	Analysis of clinical cases	Clinical case description. Problem solving, appeared in the analysis of the clinical case. Prognosis of the investigated case. Deduction of the expected outcome of the case.	The volume of work, the degree of penetration in the essence of different topics, the level of scientific argumentation, the quality of the conclusions, the demonstration of the understanding of the problem, the formation of the personal attitude	During the semester
4.	Working with online materials	Online self-assessment, studying online materials on the department's website, expressing one's opinions through the forum and / or chat	Number and duration of site entries, results of self-assessments	During the semester
5.	Preparation and support of presentations / portfolios	Selecting the research topic, establishing the research plan, establishing the deadlines. Establishing the components of the PowerPoint project / presentation - working on the content and presentation on the topic, purpose, results, conclusions, practical applications, bibliography. Colleague reviews. Teacher reviews.	The volume of work, the degree of penetration in the essence of the project theme, the level of scientific argumentation, the quality of conclusions, elements of creativity, the formation of personal attitude, coherence of exposition and scientific correctness, graphic presentation, presentation	During the semester

X. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-EVALUATION

• ***The methods of teaching used***

When teaching the discipline of psychiatry and paediatric psychiatry, different teaching



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methods and procedures are used, oriented towards the efficient acquisition and achievement of the objectives of the teaching process.

In the courses, along with the traditional methods (lesson-presentation, lesson-conversation, synthesis lesson), modern methods are also used (lesson-debate, lesson-conference, lesson with the study of the problem).

In the practical works / seminars are used forms of individual, frontal, group activity. For the deeper acquisition of the material, different semiotic systems are used (scientific language, graphic and computerized language), didactic materials (tables, diagrams, transparent foils), and as teaching methods: case studies, audio visual techniques (PowerPoint presentation, movie presentation, audio presentation).

Informational Communication Technologies - PowerPoint presentations are used in extracurricular lessons and activities.

- **Learning methods used:**

Observation – Identifying the characteristic elements of some structures, describing these elements or phenomena.

Analysis – Imaginary decomposition of the whole into component parts. Highlighting the essentials. Studying each element as a component part of the whole.

Scheme / figure analysis – Selection of the necessary information. Recognition based on the knowledge and information selected structures, indicated in the diagram, 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 establishment of its essential features. Comparing objects / processes and highlighting common features. Comparing objects / processes and determining differences. Establishing the criteria for distinction. Formulation of conclusions.

Classification – Identification of structures / processes that need to be classified. Determination of the criteria on the basis of which the classification is to be made.

Distribution of structures / processes by groups according to the established criteria.

Schematic elaboration – Selection of the elements, which must appear in the scheme. Rendering the chosen elements through different symbols / colours and indicating the relationships between them. Formulation of an appropriate title and legend of the symbols used.

Modeling – Identifying and selecting the elements needed to model the phenomenon. Imagination (graphic, schematic) of the studied phenomenon. Realization of the respective phenomenon, using the elaborated model. Formulation of conclusions, deduced from arguments or findings.

Experiment – Formulation of a hypothesis, starting from known facts, regarding the studied process / phenomenon. Verification of the hypothesis by performing the processes / phenomena studied in laboratory conditions. Formulation of conclusions, deduced from arguments or findings.

- **Applied teaching strategies/technologies**



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“Brainstorming”, “Multi-voting”; "The round table"; "Group interview"; "Case study"; "Creative controversy"; "Focus-group technique", "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:** oral evaluation, practical skills evaluation and computer-assisted testing in SIMU at the Academic Assessment Center

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.



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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. Compulsory:

1. Nacu An., ș.a. Psihiatrie. Chișinău: „Tipografia „Bons Offices”, 2021, 647 p.
2. Oprea N., Nacu An., Oprea V. Psihiatrie. Chișinău, 2007, 462 p.
3. Prelipceanu D. Psihiatrie clinică. Editura medicală, București, 2011, 573 p.
4. ICD-10. Clasificarea tulburărilor mintale și de comportament (Simptomatologie și diagnostic clinic). București, Ed. ALL, 1998, 419 p.
5. DSM-5: manual de diagnostic și clasificare statistică a tulburărilor mintale. Ediția a 5-a. București, Editura Medicală „Callisto”, 2016, 947 p.
6. Kaplan H., Sadock B. Manual de buzunar de psihiatrie clinică. Ediția a treia. Editura medicală. București, 2001, 558 p.

B. Additional:

1. Nacu, An. ș.a. Gestionarea dependențelor farmacologice. Chișinău: USMF (Sibis-Grafica), 2016, 106 p.
2. Nacu, An., ș.a. Dementa. PCN, Chișinău, 2020, 122 p.
3. Nacu An., ș.a. Schizofrenia, Primul Episod Psihotic PCN-9. Chișinău, 2020, 101 p.
4. Nacu, An. ș.a. Tulburări de spectru autist la copii și adulți. PCN-348. Chișinău, 2019, 96 p.
5. Nacu, An. ș.a. Tulburările de anxietate. PCN-278, Chișinău, 2017, 79 p.
6. Nacu, An. ș.a. Tulburarea afectivă bipolară. PCN- 292, Chisinau, 2017, 108 p.
7. Nacu An., ș.a. Depresia. PCN-255. Chișinău, 2016, 71 p.
8. Hotineanu M. ș.a. Tulburări afective (de dispoziție) la adult. PCN-116. Chișinău, 2012, 35 p.
9. Mișu I., Nacu An., Tighineanu O. Constipația funcțională la copil. PCN-230. Chișinău, 2015, 26 p.
10. Mișu I., Nacu An., Tighineanu O. Durerea abdominală funcțională la copil. PCN-232. Chișinău, 2015, 20 p.
11. Mișu I., Nacu An., Tighineanu O. Sindromul intestinului iritabil la copil. PCN-231. Chișinău, 2015, 26 p.
12. Mișu I., Nacu An., Tighineanu O. Sindromul văomei ciclice la copil. PCN-229. Chișinău, 2015, 22 p.
13. Nacu An., Cărăușu G. Indrumar metodic la seminarii aplicative la Psihiatrie pentru studenții Facultății Medicină Generală. Centrul Editorial-Poligrafic „Medicina”. Chișinău, 2005, 69 p.
14. www.psihiatrie.usmf.md.