



**PA 7.5.1
SYLLABUS**

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Approved

At the Council meeting of Faculty of Medicine No.2
Minutes No. 3 of 25.02.2014

Dean of Faculty Medicine No.2,
PhD, associate professor  Mircea Bețiu



Approved

At the meeting of the chair of Philosophy and
Bioethics
Minutes No. 7 of 27.01.2014

Head of chair,
PhD, associate professor  Vitalie Ojovanu

**SYLLABUS FOR STUDENTS OF
FACULTY OF MEDICINE No. 2**

Name of the course: **Behavioral Sciences**

Code of the course: **U.02.O.016**

Type of course: **compulsory**

Total number of hours – 51

lectures 17 hours, practical lessons 34 hours

Number of credits provided for the course: **2**

Lecturers teaching the course: **PhD., associate prof. Vitalie Ojovanu**

Dr., associate prof. Anatolie Eșanu

Dr., associate prof. Paladi Adriana

Dr., lecturer Ludmila Rubanovici

Lecturer Ion Banari

Lecturer Daniela Rusnac

Lecturer Victoria Federiuc

Chisinau * 2014



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I. Aim of the discipline:

The assimilation by the students of the concept of practical medicine in the sense of: disease prevention and health promotion; identification of psychobehavioral factors in etiology, evolution and disease treatment; increase of life quality, improving medical care and at the last resort of system and policy in the medical field. Also, through the study of the discipline concerned, it aims the identification and understanding by students of risk factors and protective factors such as behavioral and social ones involved in the onset and development of various diseases such as: smoking, diet habits, alcohol, exercise, stress, drug abuse and the use of drugs, cultural traditions, socio-economic status; study of the effects of poor physical condition or a disease on behavioral and social functioning; evaluation of behavioral and social interventions designed to treat physical or mental diseases or to improve the impact of these diseases on the behavioral and social functioning; behavioral and social interventions in a healthy lifestyle; study of the influence of institutions and organizations on health.

II. Objectives obtained in teaching the discipline:

▪ At the level of knowledge and understanding

- to define the social status of a doctor, social role of a doctor, social role of a patient;
- to summarize the main elements of the doctor-patient relationship as relationship roles;
- to differentiate theoretical models of communication;
- to analyze the types of physician-patient relationship: compliance, obedience;
- to distinguish various models of doctor-patient relations;
- to analyze social games;
- to report on psychological types of communicators;
- to analyze various situations of communication;
- to know the basic principles of the code of good manners;
- to identify situations of conflict;
- to establish the elements of communication among different cultures.

▪ At the level of application

- to choose the most effective model to decrease the risk of malpractice;
- to apply the models of assertive communication to overcome the barriers of doctor-patient communication;
- to shape a relationship behavior with a patient to avoid malpractice;
- to use the communicator body language as a doctor and a patient;
- to adjust the personal skills to teamwork in the medical act;
- to appreciate the type of communicator to come in contact with;
- to recognize your own type of communicator;
- to choose the most effective model for a communicative situation and the behavior to face it;
- to adapt the behavior to the body language of the communicator;
- to apply the code of good manners to life situations;
- to manage interpersonal conflict;
- to determine the degree of personal image;
- to evaluate suitable proxemics depending on the speaker's culture;
- to carry out an analysis of behavior and the present communication;
- to develop/make a specialized speech with an immediate impact on the public;
- to apply the principles of effective communication to television or radio broadcasts.



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▪ At the level of integration

- to apply effectively adherence (compliance) to treatment;
- to apply the control strategies in physician-patient relationship to various life situations;
- to analyze various situations of communication and behavior;
- to make a behavioral speech;
- to resolve effectively a conflict;
- to apply successfully the principles of Metacommunication;
- to apply the functions and theoretical models of communication to various life situations;
- to practice transactional analysis in the professional field by discovering hidden transactions;
- to build one's own behavioral image;
- to make a speech in public;
- to resolve an effective conflict;
- to apply successfully the principles of Metacommunication;
- to practice the code of good manners in a behavioral relationship;
- to make decisions in developing communication campaigns;
- to develop projects of scientific research in the field of communication and civilized behavior;
- to respect professional ethics in relation to patients or colleagues, for the development of an atmosphere of mutual respect and effective communication and civilized behavior.

III. Provisional terms and conditions:

The subject „Behavioral Sciences” is addressed for first and second year students of the University of Medicine and Pharmacy for a better understanding of their profession. Medical knowledge, combined tightly with psychological and affective features of the doctor, will guarantee the general perception of a patient as a subject of diagnostics and as a suffering person, whom a doctor is obliged to help, to understand and lastly, to form together an alliance against pain, disease and death. Behavioral Science in medicine is based on the phenomenon of self-knowledge and also the knowledge of relationships with patients and society, that's why, it is necessary to understand some terms of behavioral medicine, medical philosophy, and science of communication, public health, sociology and practical philosophy from the first year of medicine during the entire life as a doctor. Good knowledge of social and human science obtained in pre-university studies is necessary for a better understanding of this subject.

IV. Main theme of the course:

A. Lectures:

No.	Theme	Hours
1.	Human behavior – as a biological, psychological and social complex.	2
2.	Behavior and Personality.	2
3.	Behavior and Society. Elements of medical sociology.	2
4.	Communication. Definitions and functions.	2
5.	Metacommunication.	2



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6.	Barriers and cleavages in communication.	2
7.	Behavior and cultural context. Conflict.	2
8.	Health risk behaviors. Communication for behavior change health risk.	3

B. Practical lessons (seminars):

No.	Themes	Hours
1.	Human behavior – as a biological, psychological and social complex.	4
2.	Behavior and Personality.	4
3.	Behavior and Society. Elements of medical sociology.	4
4.	Communication. Definitions and functions.	4
5.	Metacommunication.	4
6.	Barriers and cleavages in communication.	4
7.	Behavior and cultural context. Conflict.	4
8.	Health risk behaviors. Communication for behavior change health risk.	6

V. Recommended literature:

- A. compulsory:

Gramma R., Paladi A. *Behavioral Sciences*: Compendium. Didactic material for medical students. Chi in u: Medicina, 2011.

Spinei Angela. *Comunicare i comportament*. Chi in u: Medicina, 2005.

Miu Nicolae. *tiin ele comportamentului*. Cluj-Napoca: Editura Medical Universitar „Iuliu Ha ieganu”, 2004.

Fica Simona, Minea Liudmila. *Ghid de comunicare i comportament în rela ia cu pacientul*. Bucure ti: Editura Universitar „Carol Davila”, 2008.

..... : .., 2002.
..... (..). .. : Medicina, 2002.

- B. additional:

Birkenbihl Vera F. *Semnalele corpului. Cum s în elege limbajul corporal*. Bucure ti: Gemma Pres, 1999.

Dinu Mihai. *Comunicarea*. Bucure ti: Editura tiin ific , 1999.

Grant Wendy. *Rezolvarea conflictelor*. Bucure ti: Teora, 1998.

Guillemont A, Laxenaire M. *Anorexie mentale et boulimie. Le poids des facteurs socioculturels*. Paris: Ed. Masson, 1994.

Jeszensky F. *Drepturile fundamentale ale pacien ilor si medicilor*. Bucure ti: Ed. Medical , 1998.

Pease Allan, Garner Alan. *Limbajul vorbirii*. Bucure ti: Ed. Polimark, 1994.

Stanton Niki. *Comunicarea*. Bucure ti: Ed. t. & T., 1995.

VI. Teaching and learning methods:

The course Behavioral Sciences is taught in a classical manner: lectures and practical classes. The lectures are delivered by university professors. Practical lessons are delivered by university professors and other didactic members of the Department. During the practical classes methods of structuring the practical classes by testing the past knowledge of the lesson's subject and by testing the activity of students and creating the best conditions for amplification of students towards the lesson are used. They have to understand the essence of the subject with the help of own capacity; reflection on gathering and consolidating of new knowledge, new models, new persuasions. The practice of structuring the lesson can be realized by using various strategies and techniques depending on the contents and aims. For optimizing the activity of past knowledge several techniques are used:



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PowerPoint, guided discussion, free-writing, essay, scientific descriptions, problematic, key-terms (managed single or in group). On the level of understanding the meaning, which supposes searching and understanding the information, stimulation for a critical and reflexive thinking, shall be used another modern techniques with active- participative training: I know /I want to know/I study, Researching process, Complimentary teaching, Think-Couple-Presentation, Studying guide, Case studies, Debate, Academic controversies, Constructive controversies, Structuring of arguments of opposite side, Heuristic discovery and Interview. On the reflection stage students analyze their ideas that they had discovered through the meaning achievement faze; are asked to practice, to debate, to extend the meaning to the new domains, and finally are assessed by their teacher. On this stage the following techniques and teaching methods are be used: Guided discussion, Student's demonstration, PROs and CONs, Intelligent interruptions, Meaning generalization, Suggestions regarding the improvement and fulfilling of student's responses, Updating of reflection tasks (which are going to be discussed), assessment of knowledge, abilities and skills etc.

VII. Suggestions for individual activity:

In order to achieve the desired success in the process of learning the Behavioral Science, it's necessary to work efficiently with the material. This involves:

1. First of all one should read the material, and not just look through the pages, should take notes, should try and formulate the main aspects by themselves. One must study the schemes and the pictures from their books and notebooks. Afterwards should answer the tests from their notebooks.

2. One should not come for the sake of coming to the classes and practical classes! If that is the chance of fulfilling the tasks is really low. One should summarize attentively. The information should be processed and questions should be formulated: Do I agree with the teacher? Do I understand what the course is about? Does the delivered material coincide with the one from the book?

3. Questions should be put! To the teacher, to each other, to yourself. In the lecture room, in the halls, in the teachers' offices. The fact that one puts questions means he/she tries to understand and process the delivered material. We have special hours for individual consultations: everyday, from 16:00 to 18:00. Don't hesitate to come!

4. It is recommended to create groups of 2-3 students for regular meetings in order to discuss the delivered material and get prepared for the exams. Usually, studying in small groups of students is more effective, because every member gets a clear idea of the delivered material than studying individually. More than that, the ability of explaining the assimilated material to one's mates will be of great use in future.

5. One should organize his/her time rationally. Among various subjects, including the Behavioral Science, high demands are to be faced. Consequently, it's necessary to use your time rationally, and find the balance between studies, personal life and other responsibilities. In accordance with requirements for each working hour in face-to-face contact with the teacher the student should work individually 1-2 hours. For a sufficient understanding of the discipline of Behavioral Science one should work individually at least 3 hours per week.

In order to make one's individual activity efficient, students should follow the following example of selection of task problems and applied exercises:

- On the basis of the delivered information presented during the course and the suggested bibliography, students should point out general conditions regarding the realization of certain strategies, which deal with the communication and behavior subjects.

- Should conceive and generalize different alternatives of communicational and behavioral contents reflection.

- Should analyze practical situational methods, which will help them achieve the suggested objectives in the communicational and behavioral activity.



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- Should complete the table proposed by the teaching staff, while justifying the answers during the delivered theme at the practical seminars.
- Should enumerate the operational objectives of the given lesson and will enumerate the essential steps that are to be followed.
- Should elaborate and analyze a case example, which reflects the communicational and behavioral themes of certain relationships between doctors and patients.
- Should analyze the advantages and disadvantages of using modern communicational and behavioral methods and models suggested for discussion.
- Should describe and analyze the limits of using different behavioral models described at seminars.
- Should elaborate the structure of a process how to solve a communicational and behavioral problem, in which several parts can be processed, written down or generalized with the help of a computer program (ex.: *Microsoft Word or Microsoft Excel*).
- Should determine the relations between two or more concepts, phenomena, communicational and behavioral processes, etc.

VIII. Methods of assessment:

At the discipline Behavioral Science, during the whole academic year the following assessments methods are used: in written and oral form. Depending on time, the assessment can be: predictive, formative, summation, and depending on the number of students these can be divided in: individual, face-to-face, and mixed. The written text papers can be done in different forms: simple tests, multiple tasks tests, papers with questions for meditation, docimologic tests, essay, report, portfolio, etc.

Those students who have an annual average lower than 5, as well as the students who haven't retrieved their absences from the practical courses are not allowed to the examination on Behavioral Science discipline.

The themes for the examination are approved at the department meeting and are delivered to students a month before the session.

The final mark consists of 2 parts: the annual average (coefficient 0,5); the examination mark (coefficient 0,5)

The knowledge assessment is done using a scale from 1 to 10, without decimal places, as follows:

- 10 or „excellent” (ECTS equivalent – A) is given for perceiving 91-100% of the material;
- 9 or „very well” (ECTS equivalent – B) is for perceiving 81-90% of the material;
- 8 or „good” (ECTS equivalent – C) is for perceiving 71-80% of the material;
- 7 and 6 or „satisfactory” (ECTS equivalent – D) are given for perceiving 66-70% and 61-65% of the material respectively;
- 5 or „weak” (ECTS equivalent – E) is given for perceiving 51-60% of the material;
- 3 and 4 or (ECTS equivalent – F) are given for perceiving 31-40% of the material and consequently 41-50%;
- 1 and 2 or „unsatisfactory” (equivalent ECTS - F) are given for studying 0-30% of the material.

Students that take final marks at examination, starting from 5,1-1,0 are assessed with the „passed”, and students that take final marks 5,0-1,0, are assessed with „fail”.

Methods of mark rounding

The average of current and final marks	Final mark
5	5
5,1-5,5	5,5
5,6-6,0	6



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6,1-6,5	6,5
6,6-7,0	7
7,1-7,5	7,5
7,6-8,0	8
8,1-8,5	8,5
8,6-9,0	9
9,1-9,5	9,5
9,6-10	10

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. Language of study:

Romanian, Russian, English, French.