



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>AIC (ANAESTHESIA AND INTENSIVE CARE)</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Godoroja-Diarto Daniela, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Godoroja-Diarto Daniela, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Godoroja-Diarto Daniela, MD, PhD				
Discipline Code	<b>MLE.6.11.1</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>11</b>	Type of the final evaluation (E, V)	<b>E11</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>4</b>

No. of Hours per week	<b>4</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>2</b>
Total of hours in the curriculum	<b>56</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>28</b>
		Total hours per semester	<b>100</b>	Total hours of individual study	<b>44</b>

Distribution of time pool per week					Hours
1. Study of the course material					2
2. Study according with the course support, manuals					15
3. Study of the minimal bibliography					2
4. Additional documentation in the library					2
5. Specific activity for the seminary or laboratory					2
6. Homework, translations, etc.					0

Distribution of time pool per week	Hours
7. Preparing for different written exams	1
8. Preparing for oral examinations	0
9. Preparing for the final examination	6
10. Consultations	2
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	8
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	AIC
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to AIC.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in AIC.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of AIC.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to AIC.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in AIC.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in AIC.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in AIC.</li> <li>• Explain key mechanisms and diagnostic principles relevant to AIC.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>• Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe principles of anaesthesia and intensive care, including airway management, haemodynamic monitoring, analgesia/sedation, shock and organ support, and prevention of ICU complications.
<b>Skills</b>	Assess and monitor the critically ill patient, interpret basic haemodynamic/respiratory parameters and contribute to initial stabilization and ICU care plans under supervision.
<b>Responsibilities/ Autonomy</b>	Recognize deterioration and escalate promptly, apply infection-prevention and patient-safety protocols, and document ICU/anaesthesia-related observations responsibly under supervision.

Course Syllabus	Hours
<b>Course #1. Concepts of Pain Pathophysiology</b> Peripheral nociceptive receptors, extraneural conduction pathways, central processing and modulatory centers, integrative mechanisms of pain perception, and clinical strategies for pain therapy.	2
<b>Course #2. General Anaesthesia – Part I</b> Historical evolution of anesthesia leading up to Griffith’s contributions; development of the modern concept of the anesthetic quadrupole; pharmacological agents utilized in modern anesthesia practice; contemporary anesthesia equipment; standard protocols and patient monitoring techniques.	2
<b>Course #3. General Anaesthesia – Part II</b> In-depth review of contemporary anesthesia equipment, monitoring systems, patient safety protocols, and practical considerations during general anesthesia.	2
<b>Course #4. Locoregional Anaesthesia</b> Historical context of locoregional anesthetic techniques; practical clinical applications of truncal, plexus, radicular, spinal anesthesia; methods of local infiltration anesthesia, intravenous regional anesthesia, and intraosseous anesthesia techniques.	2
<b>Course #5. Shock States</b> Historical development and conceptualization of shock; modern definitions; physiological and pathological responses to systemic aggression; and clinical categorization of shock severity and progression.	2
<b>Course #6. Collapse States</b> Clinical definition, etiology, pathophysiology, and management of collapse states, including syncope and pre-syncope (lipothymia); diagnostic approach and immediate therapeutic strategies.	2
<b>Course #7. Hypodynamic Shock States</b> Clinical characteristics, pathophysiological mechanisms, and microcirculatory dysfunction associated with hypodynamic shock states; therapeutic interventions and hemodynamic management strategies.	2
<b>Course #8. Hyperdynamic Shock States</b> Clinical features and hemodynamic profiles of hyperdynamic shock; evidence-based management principles and advanced hemodynamic therapy protocols.	2
<b>Course #9. Excretory Failure</b> Clinical definition, etiology, and diagnostic criteria for excretory system dysfunction; differentiation and management of acute versus chronic excretory failure; therapeutic approaches and patient stabilization strategies.	2
<b>Course #10. Respiratory Failure</b> Clinical definition, etiology, and conditions leading to respiratory failure; distinguishing acute	2

<b>Course Syllabus</b>	<b>Hours</b>
from chronic respiratory insufficiency; practical approaches to respiratory support and advanced therapeutic management.	
<b>Course #11. Metabolic Failure</b> Definition, causes, clinical diagnosis, and therapeutic management of acute and chronic metabolic dysfunction; approaches to correcting metabolic disturbances and patient support techniques.	2
<b>Course #12. Digestive Tract Failure</b> Pathophysiology of gastrointestinal failure in shock; clinical implications of gastrointestinal contamination, translocation phenomena, and hepatic involvement ("shock liver"); therapeutic approaches and patient management strategies.	2
<b>Course #13. Blood System Failure in Shock</b> Clinical implications of hematological dysfunction during shock; coagulation disturbances as markers of endothelial injury; diagnosis and management of disseminated intravascular coagulation (DIC); therapeutic interventions targeting coagulation disorders.	2
<b>Course #14. Central Nervous System Failure</b> Clinical evaluation and diagnostic approach to coma; classification and etiological considerations; practical therapeutic strategies and neurological support protocols in the management of comatose states	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Organisation of the Intensive Care Unit (ICU)</b> Clinical orientation in the ICU environment, including layout, patient flow, roles of healthcare providers, and practical aspects of patient care management.	2
<b>Laboratory Work #2. Anaesthetic Sector in the Operating Theatre</b> Hands-on instruction with anesthesia equipment, techniques for correct utilization, maintenance, and safety practices; clinical application of anesthetic medications.	2
<b>Laboratory Work #3. Recording Clinical Activity in Anesthesia and Intensive Care</b> Practical training in accurate documentation on anesthesia sheets, including the recording of vital signs and interventions; familiarization with classes of medications commonly used in the ICU.	2
<b>Laboratory Work #4. Pre- and Post-Operative Monitoring of Vital Functions</b> Practical monitoring techniques, interpretation of vital signs, patient evaluation pre- and post-operatively, and clinical decision-making based on monitored parameters.	2
<b>Laboratory Work #5. Specific Techniques in Intensive Care (ICU)</b> Practical skills training in vascular access (central and peripheral lines), clinical operation of infusion pumps (infusomats) and nutrition pumps (nutripumps), and aseptic technique for invasive procedures.	2
<b>Laboratory Work #6. Epidural and Intrathecal Administration of Analgesics</b> Hands-on practice and clinical demonstrations of epidural and intra-arachnoid analgesic administration, including anatomical landmarks, safety considerations, and clinical management.	2
<b>Laboratory Work #7. Principles in Critical Emergency Management</b> Clinical training in emergency medical response, critical thinking under stress, effective communication, and practical implementation of the emergency medicine team concept.	2
<b>Laboratory Work #8. Specific Emergency Medical Manoeuvres</b> Practical sessions on cardiopulmonary resuscitation (CPR), venous catheterization, and pericardial puncture, emphasizing clinical indications, technique, and potential complications.	2

Laboratory Syllabus	Hours
<b>Laboratory Work #9. Pleural Drainage and Emergency Patient Handling</b> Hands-on instruction in pleural drainage techniques, provisional limb immobilization, patient positioning for transport, and clinical methods for volumetric replenishment in emergency situations.	2
<b>Laboratory Work #10. Transfusion of Blood and Blood Derivatives</b> Practical guidelines for clinical transfusion practices, including patient assessment, compatibility testing, transfusion monitoring, and management of transfusion-related complications.	2
<b>Laboratory Work #11. Nursing Care of Critically Ill Patients</b> Practical training on patient care protocols, clinical monitoring techniques, comfort and supportive care measures, prevention of complications, and infection control practices within the ICU.	2
<b>Laboratory Work #12. Medication Management and Patient Progress Monitoring in the ICU</b> Practical instruction on the administration, titration, and clinical evaluation of medications commonly used in intensive care, as well as monitoring patient responses and documentation of treatment outcomes.	2
<b>Laboratory Work #13. Commonly Used Medications in Emergency Medicine</b> Practical session focusing on emergency medications, indications, dosages, administration techniques, and management of potential adverse reactions.	2
<b>Laboratory Work #14. Management of Acute Poisoning in the ICU</b> Clinical approaches to managing acute poisoning, including diagnostic assessment, supportive care, administration of specific antidotes, and monitoring for complications within the intensive care setting.	2

Minimum References:
1. Oxford textbook of anaesthesia. 2nd ed. Hemmings HC Jr, Egan TD, editors. Oxford: Oxford University Press; 2022.
2. Clinical anaesthesia. 9th ed. Gropper MA, Cohen NH, Eriksson LI, Fleisher LA, Leslie K, Wiener-Kronish JP, editors. Philadelphia: Elsevier; 2020.
3. Oh's intensive care manual. 8th ed. Bersten AD, Soni N, editors. Edinburgh: Elsevier; 2019.
4. Oxford handbook of anaesthesia. 4th ed. Allman KG, Wilson IH, editors. Oxford: Oxford University Press; 2021.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

**Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:**

-

**Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams**

-

**Specific conditions for carrying out the theoretical and practical activities of the discipline:**

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

**Description of the actual methods of examination – E**

- Multiple choice examination

<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least half of the topics must be correct</li></ul>	<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least 90% correct topics</li></ul>

**Date of completion**

11.09.2025

**Discipline Coordinator,**

Assoc.Prof. Godoroja-Diarto Daniela

**Head of Department,**

Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**

Assoc.Prof. Godoroja-Diarto Daniela

**Laboratory Coordinator,**

Assoc.Prof. Godoroja-Diarto Daniela

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>PEDIATRICS AND PUERICULTURE</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Lecturer Ion Laura, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Lecturer Ion Laura, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Lecturer Ion Laura, MD, PhD				
Discipline Code	<b>MLE.6.11.2</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>11</b>	Type of the final evaluation (E, V)	<b>E11</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>7</b>

No. of Hours per week	<b>6</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>4</b>
Total of hours in the curriculum	<b>84</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>56</b>
		Total hours per semester	<b>175</b>	Total hours of individual study	<b>91</b>

<b>Distribution of time pool per week</b>					<b>Hours</b>
1. Study of the course material					4
2. Study according with the course support, manuals					33
3. Study of the minimal bibliography					4
4. Additional documentation in the library					4
5. Specific activity for the seminary or laboratory					4
6. Homework, translations, etc.					1

Distribution of time pool per week	Hours
7. Preparing for different written exams	2
8. Preparing for oral examinations	1
9. Preparing for the final examination	12
10. Consultations	4
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	17
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	PEDIATRICS AND PUERICULTURE
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Pediatrics and puericulture.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Pediatrics and puericulture.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Pediatrics and puericulture.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Pediatrics and puericulture.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Pediatrics and puericulture.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Pediatrics and puericulture.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Pediatrics and puericulture.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Pediatrics and puericulture.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

Course name	PEDIATRICS AND PUERICULTURE
	<ul style="list-style-type: none"> <li>Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe normal growth and development, major pediatric diseases and preventive strategies, and principles of puericulture, including nutrition, vaccination and developmental screening.
<b>Skills</b>	Perform focused pediatric assessment, interpret age-specific clinical/laboratory findings and formulate initial management and prevention plans under supervision.
<b>Responsibilities/ Autonomy</b>	Ensure safe medication dosing and safeguarding, communicate effectively with child and caregivers, and document and escalate high-risk pediatric situations under supervision.

Course Syllabus	Hours
<b>Course #1. Growth and Development Concepts</b> Clinical definitions and principles of growth and development in childhood, key growth factors influencing pediatric health, and demographic considerations relevant to pediatric practice.	2
<b>Course #2. Newborn, Infant, and Child Nutrition</b> Clinical principles of feeding practices in newborns, infants, and children, with emphasis on the critical "first 1000 days" concept, nutritional requirements, and preventive healthcare strategies.	2
<b>Course #3. Common Pediatric Deficiency Diseases</b> Clinical presentation, diagnosis, and management of deficiency disorders including nutritional rickets, iron deficiency anemia, and protein-calorie malnutrition in pediatric populations.	2
<b>Course #4. Respiratory System Infections (I)</b> Clinical presentation, diagnostic approach, and treatment of upper respiratory tract infections: acute rhinopharyngitis, acute/subacute/chronic adenoiditis, acute streptococcal pharyngotonsillitis, sinusitis, ethmoiditis, otitis media, epiglottitis, and acute laryngitis.	2
<b>Course #5. Respiratory System Infections (II)</b> Clinical features, diagnostic strategies, and treatment protocols for lower respiratory tract infections in children, including bronchiolitis, pneumococcal pneumonia, and staphylococcal bronchopneumonia.	2
<b>Course #6. Pediatric Bronchial Asthma and Gastrointestinal Disorders (I)</b> Clinical characteristics, diagnostic criteria, and management of pediatric bronchial asthma; evaluation and treatment of common gastrointestinal disorders including stomatitis and gastroesophageal reflux.	2
<b>Course #7. Gastrointestinal Disorders (II)</b> Clinical presentation, diagnosis, and management strategies for pediatric gastritis, primary and secondary ulcers, and Helicobacter pylori infections.	2
<b>Course #8. Gastrointestinal Disorders (III)</b> Clinical approach to acute gastroenteritis and acute dehydration syndrome in children; diagnostic and therapeutic management of cow's milk protein allergy and celiac disease.	2
<b>Course #9. Pediatric Cardiovascular Disorders</b> Clinical characteristics, diagnostic criteria, and therapeutic management of acute rheumatic	2

<b>Course Syllabus</b>	<b>Hours</b>
fever, congenital heart malformations (ventricular septal defect, patent ductus arteriosus, Tetralogy of Fallot, coarctation of the aorta), and bacterial endocarditis.	
<b>Course #10. Pediatric Urinary System Disorders</b> Clinical features, diagnostic evaluation, and treatment of pediatric urinary system disorders, including acute post-streptococcal glomerulonephritis, nephrotic syndrome, and urinary tract infections.	2
<b>Course #11. Pediatric Hematologic Disorders and Oncology</b> Clinical assessment, diagnostic strategies, and therapeutic management of hematologic diseases such as hemolytic anemias, idiopathic thrombocytopenic purpura, Henoch-Schönlein purpura, hemophilia, pediatric leukemia, and common pediatric solid tumors.	2
<b>Course #12. Pediatric Emergencies (I)</b> Clinical presentation, immediate evaluation, and therapeutic management of pediatric emergencies, including febrile seizures, ingestion of foreign bodies, and anaphylactic shock.	2
<b>Course #13. Pediatric Emergencies (II)</b> Clinical management of pediatric intoxications (organophosphates, paracetamol, ethanol, methanol, carbon monoxide), ingestion of corrosive substances, and clinical aspects and management of Down syndrome.	2
<b>Course #14. Ethical Considerations and Communication in Pediatrics</b> Core ethical principles in pediatric practice, effective communication techniques for interactions with pediatric patients and their families, and considerations for pediatric informed consent and confidentiality	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Pediatric Clinical Observation</b> Practical instruction in completing and interpreting pediatric clinical observation sheets, emphasizing structured clinical history-taking and accurate patient documentation.	4
<b>Laboratory Work #2. Infant and Child Feeding Practices</b> Clinical practical session on nutritional assessment, feeding methods, nutritional counseling, and dietary interventions for infants and young children, with emphasis on preventive pediatrics.	4
<b>Laboratory Work #3. Practical Management of Pediatric Deficiency Diseases</b> Hands-on clinical evaluation, diagnostic methods, and therapeutic approaches to common pediatric nutritional deficiencies, including iron deficiency anemia, deficiency rickets, and protein-calorie malnutrition.	4
<b>Laboratory Work #4. Clinical Examination of the Pediatric Respiratory System (I)</b> Practical skills in pediatric respiratory semiology, focusing on clinical examination and management of acute upper respiratory tract infections.	4
<b>Laboratory Work #5. Clinical Examination of the Pediatric Respiratory System (II)</b> Practical management of pediatric lower respiratory tract infections and bronchial asthma, emphasizing clinical evaluation, diagnostic procedures, and therapeutic interventions.	4
<b>Laboratory Work #6. Clinical Examination of the Pediatric Cardiovascular System</b> Hands-on clinical skills in cardiovascular semiology, practical evaluation of congenital heart defects, and clinical management approaches to pediatric bacterial endocarditis.	4
<b>Laboratory Work #7. Practical Management of Pediatric Gastrointestinal Disorders (I)</b> Clinical assessment, diagnosis, and practical therapeutic approaches to stomatitis, gastroesophageal reflux disease (GERD), gastritis, and pediatric peptic ulcer disease.	4

Laboratory Syllabus	Hours
<b>Laboratory Work #8. Practical Management of Pediatric Gastrointestinal Disorders (II)</b> Clinical evaluation and practical management strategies for pediatric acute gastroenteritis and acute dehydration syndrome, including fluid therapy and monitoring.	4
<b>Laboratory Work #9. Practical Management of Pediatric Gastrointestinal Disorders (III)</b> Clinical evaluation and practical management approaches for pediatric cow's milk protein allergy (APLV) and celiac disease, including dietary interventions and counseling.	4
<b>Laboratory Work #10. Clinical Examination of the Pediatric Urinary System</b> Hands-on clinical evaluation and practical management of pediatric urinary tract infections, nephrotic syndrome, and acute post-streptococcal glomerulonephritis.	4
<b>Laboratory Work #11. Clinical Management of Pediatric Hematologic Disorders</b> Practical clinical evaluation and management of hemolytic anemias, disorders of hemostasis, and pediatric leukemias, emphasizing diagnostic techniques and therapeutic interventions.	4
<b>Laboratory Work #12. Clinical Management of Pediatric Emergencies (I)</b> Hands-on practical training in immediate clinical assessment and management of febrile seizures, ingestion and aspiration of foreign bodies, and anaphylactic shock in pediatric patients.	4
<b>Laboratory Work #13. Clinical Management of Pediatric Emergencies (II)</b> Practical clinical approach to pediatric intoxications (organophosphates, paracetamol, ethanol, methanol, carbon monoxide) and ingestion of corrosive substances, focusing on emergency stabilization and therapeutic interventions.	4
<b>Laboratory Work #14. Practical Communication Techniques in Pediatrics</b> Practical training in effective communication with pediatric patients and their families, including clinical scenarios involving the communication of difficult diagnoses, and strategies for emotional support and counseling.	4

Minimum References:
1. McIntosh N, Helms PJ, Smyth RL, Logan S, editors. <b>Forfar and Arneil's textbook of paediatrics</b> . 9th ed. Edinburgh: Elsevier; 2020.
2. Kliegman RM, St Geme JW, Blum NJ, Shah SS, Tasker RC, Wilson KM, editors. <b>Nelson textbook of pediatrics</b> . 21st ed. Philadelphia: Elsevier; 2020.
3. Lissauer T, Carroll W. <b>Illustrated textbook of paediatrics</b> . 6th ed. Edinburgh: Elsevier; 2021.
4. Polnay L, Hull D. <b>Community paediatrics</b> . 5th ed. Edinburgh: Elsevier; 2014.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

**Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:**

-

**Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams**

-

**Specific conditions for carrying out the theoretical and practical activities of the discipline:**

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

**Description of the actual methods of examination – E**

- Multiple choice examination

<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least half of the topics must be correct</li></ul>	<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least 90% correct topics</li></ul>

**Date of completion**

11.09.2025

**Discipline Coordinator,**  
Lecturer PhD Ion Laura

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**  
Lecturer PhD Ion Laura

**Laboratory Coordinator,**  
Lecturer PhD Ion Laura

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>GYNECOLOGY</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Nicodin Ovidiu, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Nicodin Ovidiu, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Nicodin Ovidiu, MD, PhD Univ. Asist Nicodin-Mihnea Andrei, MD, PhD Candidate				
Discipline Code	<b>MLE.6.11.3</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>11</b>	Type of the final evaluation (E, V)	<b>E11</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>5</b>

No. of Hours per week	<b>6</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>4</b>
Total of hours in the curriculum	<b>84</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>56</b>
		Total hours per semester	<b>125</b>	Total hours of individual study	<b>41</b>

Distribution of time pool per week					Hours
1. Study of the course material					2
2. Study according with the course support, manuals					13
3. Study of the minimal bibliography					2
4. Additional documentation in the library					2
5. Specific activity for the seminary or laboratory					4
6. Homework, translations, etc.					0

Distribution of time pool per week	Hours
7. Preparing for different written exams	1
8. Preparing for oral examinations	0
9. Preparing for the final examination	5
10. Consultations	2
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	7
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	GYNECOLOGY
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Gynecology.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Gynecology.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Gynecology.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Gynecology.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Gynecology.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Gynecology.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Gynecology.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Gynecology.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> </ul>

<b>Course name</b>	GYNECOLOGY
	<ul style="list-style-type: none"> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

<b>Learning Outcomes</b>	
<b>Knowledge</b>	Describe gynecological anatomy and physiology and the pathophysiology, diagnosis and treatment principles of common gynecological conditions, including infections, bleeding disorders and neoplasia.
<b>Skills</b>	Conduct focused gynecological history and examination under supervision, interpret key investigations and propose initial diagnostic and management pathways.
<b>Responsibilities/ Autonomy</b>	Respect privacy, consent and confidentiality, recognize urgent conditions and escalate appropriately, and ensure accurate documentation under supervision.

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #1. Gametogenesis, Embryogenesis, and Organogenesis</b> Clinical overview of gametogenesis, embryonic development, organogenesis, and their significance in obstetrics and gynecology practice.	2
<b>Course #2. Pregnancy Diagnosis and Maternal Physiological Changes</b> Clinical methods for pregnancy diagnosis, physiological adaptations of the maternal body during pregnancy, and clinical management of high-risk pregnancies.	2
<b>Course #3. Normal Labor and Delivery</b> Clinical management and physiological mechanisms of spontaneous birth in cephalic presentation; induction of labor; mechanisms of delivery in various fetal presentations; management of the fourth stage of labor; clinical approach to obstetric hemorrhages.	2
<b>Course #4. Dystocic Labor and Obstetric Complications</b> Clinical identification and management of dystocic labor, maternal obstetric trauma, premature labor, and prolonged pregnancy; practical approaches to minimizing complications.	2
<b>Course #5. Hemorrhages During Pregnancy</b> Clinical diagnosis, evaluation, and management strategies for bleeding occurring in the first and second halves of pregnancy.	2
<b>Course #6. Pregnancy-Related Disorders and Fetal Pathologies (I)</b> Clinical management of pregnancy-related disorders including late preeclampsia; fetal distress diagnosis; pathology of fetal appendages, hydramnios, and umbilical cord abnormalities; newborn resuscitation and intensive care principles.	2
<b>Course #7. Pregnancy-Related Disorders and Fetal Pathologies (II)</b> Further clinical considerations in fetal distress; comprehensive management of fetal appendage pathologies; principles of neonatal resuscitation and intensive therapy.	2
<b>Course #8. Cardinal Gynecological Symptoms and Breast Cancer</b> Clinical evaluation and differential diagnosis of key gynecological symptoms (pain, hemorrhage, leucorrhea); clinical presentation, diagnosis, and initial management strategies for breast cancer.	2
<b>Course #9. Menstrual Disorders</b> Clinical approach to diagnosis and management of menstrual disturbances, including amenorrhea and oligomenorrhea (insufficiency), as well as menorrhagia and metrorrhagia (excessive bleeding).	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #10. Infertility and Contraception</b> Clinical diagnosis and management of couple infertility; overview of contraceptive methods, clinical counseling, and family planning strategies.	2
<b>Course #11. Genital Tract Inflammations and Pelvic Inflammatory Disease</b> Clinical diagnosis, management, and therapeutic approaches for inflammatory conditions of the female genital tract, emphasizing pelvic inflammatory disease (PID).	2
<b>Course #12. Benign Tumoral Pathology of the Female Genital Tract</b> Clinical features, diagnosis, and management strategies for benign tumors, with emphasis on uterine fibroids and endometriosis.	2
<b>Course #13. Malignant Tumors of the Female Genital Tract</b> Clinical presentation, diagnostic approaches, staging, and therapeutic management of malignant gynecological tumors, including cervical, ovarian, and endometrial cancers.	2
<b>Course #14. Breast Cancer</b> Clinical evaluation, screening methods, diagnostic approach, staging, therapeutic management, and patient follow-up strategies in breast cancer.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Pregnancy Diagnosis and Follow-up</b> Practical clinical skills for confirming pregnancy, including diagnostic methods, routine prenatal evaluation, and practical approaches to pregnancy monitoring.	4
<b>Laboratory Work #2. Clinical Examination and History Taking in Pregnancy</b> Practical training in obtaining an obstetric anamnesis, clinical evaluation of pregnant women, and interactive case presentations for comprehensive prenatal care.	4
<b>Laboratory Work #3. Management of Pregnancy-related Hemorrhages</b> Clinical practice in evaluating, diagnosing, and managing hemorrhagic complications during pregnancy, reinforced through practical patient case presentations.	4
<b>Laboratory Work #4. Management of Early and Late Dysgravida</b> Hands-on clinical approaches to diagnosing and managing early and late pregnancy complications (e.g., preeclampsia, gestational diabetes), supported by interactive case studies.	4
<b>Laboratory Work #5. Clinical Management of Preterm Birth and Cesarean Delivery</b> Practical evaluation and management of premature labor, premature rupture of membranes, and clinical procedures for cesarean section, enhanced by clinical case presentations.	4
<b>Laboratory Work #6. Clinical Management of Dystocic Labor and Obstetric Trauma</b> Hands-on clinical skills and case-based training for managing dystocic labor, maternal obstetric trauma, and associated fetal complications.	4
<b>Laboratory Work #7. Clinical Evaluation of Fetal Distress and Intrauterine Fetal Demise</b> Practical skills in recognizing, managing, and making clinical decisions regarding fetal distress and intrauterine fetal death, complemented by patient case discussions.	4
<b>Laboratory Work #8. Gynecological Clinical Examination and Patient Follow-up</b> Practical training in gynecological anamnesis, comprehensive clinical examination techniques, and patient follow-up, demonstrated through interactive clinical cases.	4
<b>Laboratory Work #9. Management of Patients with Vaginal Bleeding</b> Clinical practice in the evaluation, differential diagnosis, and management of vaginal bleeding, incorporating interactive patient case presentations.	4
<b>Laboratory Work #10. Management of Patients with Benign Gynecological Tumors</b> Practical clinical skills for diagnosis, management strategies, and follow-up care in patients with benign gynecological tumors, supported by clinical cases.	4

Laboratory Syllabus	Hours
<b>Laboratory Work #11. Clinical Management of Gynecological Inflammatory Diseases</b> Practical skills for clinical evaluation, diagnostic procedures, and treatment of inflammatory conditions of the female genital tract, illustrated through patient case discussions.	4
<b>Laboratory Work #12. Clinical Approach to Breast Cancer</b> Hands-on clinical evaluation, diagnosis, staging, and initial management strategies for patients presenting with breast cancer, supported by interactive case presentations.	4
<b>Laboratory Work #13. Clinical Management of Infertility</b> Practical approach to evaluating and managing infertility in clinical settings, emphasizing diagnostic techniques, treatment strategies, and patient counseling through case presentations.	4
<b>Laboratory Work #14. Clinical Management of Gynecological Oncological Diseases</b> Practical clinical skills and therapeutic approaches for patients with gynecological malignancies, demonstrated through case discussions and clinical scenarios.	4

Minimum References:
1. Edmonds DK, editor. <b>Dewhurst's textbook of obstetrics and gynaecology</b> . 9th ed. Hoboken (NJ): Wiley-Blackwell; 2018.
2. Berek JS, editor. <b>Berek &amp; Novak's gynecology</b> . 16th ed. Philadelphia: Wolters Kluwer; 2020.
3. Shaw RW, Soutter WP, Stanton SL. <b>Gynaecology</b> . 4th ed. Edinburgh: Elsevier; 2019.
4. Hacker NF, Gambone JC, Hobel CJ. <b>Hacker &amp; Moore's essentials of obstetrics and gynecology</b> . 6th ed. Philadelphia: Elsevier; 2015.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>• Interactive learning based on logical and progressive presentation of content.</li> <li>• Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams
-

Specific conditions for carrying out the theoretical and practical activities of the discipline:
<ul style="list-style-type: none"> <li>• Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.</li> </ul>

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %
<b>Description of the actual methods of examination – E</b>	
<ul style="list-style-type: none"> <li>Multiple choice examination</li> </ul>	
<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least 90% correct topics</li> </ul>

**Date of completion**

11.09.2025

**Discipline Coordinator,**  
Assoc.Prof. Nicodin Ovidiu

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**  
Assoc.Prof. Nicodin Ovidiu

**Laboratory Coordinator,**  
Assoc.Prof. Nicodin Ovidiu  
Asist PhD Candidate Nicodin-Mihnea Andrei

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>HEMATOLOGY</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Andreescu Mihaela				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Andreescu Mihaela				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Andreescu Mihaela Țârlea Laura Gabriela, MD, PhD Candidate Malenda Alexandra, MD, PhD Candidate				
Discipline Code	<b>MLE.6.11.4</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>11</b>	Type of the final evaluation (E, V)	<b>E11</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>4</b>

No. of Hours per week	<b>4</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>2</b>
Total of hours in the curriculum	<b>56</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>28</b>
		Total hours per semester	<b>100</b>	Total hours of individual study	<b>44</b>

Distribution of time pool per week					Hours
1. Study of the course material					2
2. Study according with the course support, manuals					15
3. Study of the minimal bibliography					2
4. Additional documentation in the library					2
5. Specific activity for the seminary or laboratory					2
6. Homework, translations, etc.					0

Distribution of time pool per week	Hours
7. Preparing for different written exams	1
8. Preparing for oral examinations	0
9. Preparing for the final examination	6
10. Consultations	2
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	8
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	HEMATOLOGY
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Hematology.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Hematology.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Hematology.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Hematology.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Hematology.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Hematology.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Hematology.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Hematology.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> </ul>

<b>Course name</b>	HEMATOLOGY
	<ul style="list-style-type: none"> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

<b>Learning Outcomes</b>	
<b>Knowledge</b>	Describe hematopoiesis and the pathophysiology, clinical presentation, diagnosis and treatment principles of major hematologic disorders, including anemia, coagulopathies and hematologic malignancies.
<b>Skills</b>	Interpret complete blood count and basic coagulation tests, recognize red flags (bleeding, thrombosis, severe anemia) and propose initial management under supervision.
<b>Responsibilities/ Autonomy</b>	Prioritize urgent hematologic presentations, ensure safe transfusion-related practices under guidance and document/communicate care plans responsibly under supervision.

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #1. Hematopoiesis</b> Clinical overview of hematopoiesis and the differentiation pathways of hematopoietic cell lineages, including clinical implications for disorders of hematopoiesis.	2
<b>Course #2. Microcytic Hypochromic Anemias (Iron Deficiency Anemias)</b> Clinical features, diagnosis, differential diagnosis, and management strategies for microcytic hypochromic anemias, with emphasis on iron deficiency anemia.	2
<b>Course #3. Megaloblastic Anemias</b> Clinical characteristics, diagnostic evaluation, pathophysiological mechanisms, and treatment approaches for macrocytic and megaloblastic anemias.	2
<b>Course #4. Congenital and Acquired Hemolytic Anemias</b> Clinical diagnosis, management, and differential approach to congenital hemolytic anemias (e.g., hereditary spherocytosis, G6PD deficiency) and acquired (immune and non-immune) hemolytic anemias.	2
<b>Course #5. Acute Leukemias</b> Clinical presentation, diagnostic criteria, classification, and therapeutic management of acute leukemias, including acute myeloid leukemia (AML) and acute lymphoblastic leukemia (ALL).	2
<b>Course #6. Chronic Myeloproliferative Disorders</b> Clinical evaluation, classification, diagnostic criteria, and management principles of chronic myeloproliferative diseases (polycythemia vera, essential thrombocythemia, myelofibrosis).	2
<b>Course #7. Bone Marrow Failure Syndromes and Myelodysplastic Syndromes</b> Clinical approach to diagnosis, differential diagnosis, and therapeutic strategies for bone marrow failure syndromes, including aplastic anemia, myelodysplastic syndromes, and supportive transfusion therapy.	2
<b>Course #8. Lymphoproliferative Disorders and Chronic Lymphocytic Leukemia</b> Clinical features, diagnostic methods, staging, and management approaches for chronic lymphocytic leukemia (CLL) and related lymphoproliferative syndromes.	2
<b>Course #9. Hodgkin's and Non-Hodgkin's Lymphomas</b> Clinical manifestations, diagnostic evaluation, staging, and treatment strategies for Hodgkin's lymphoma and non-Hodgkin's malignant lymphomas.	2
<b>Course #10. Multiple Myeloma and Other Malignant Monoclonal Gammopathies</b> Clinical diagnosis, diagnostic work-up, staging criteria, and therapeutic management for multiple myeloma and other malignant monoclonal gammopathies.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #11. Hemorrhagic Syndromes of Vascular and Platelet Origin; Thrombophilias</b> Clinical presentation, diagnostic evaluation, and therapeutic management of hemorrhagic syndromes caused by vasculopathies, thrombocytopenia, platelet dysfunction (thrombopathies), and hypercoagulable states (thrombophilias).	2
<b>Course #12. Hemorrhagic Syndromes of Plasma Origin (Coagulopathies)</b> Clinical diagnosis and management of hemorrhagic syndromes resulting from inherited and acquired coagulopathies (hemophilia, von Willebrand disease, disseminated intravascular coagulation).	2
<b>Course #13. Hematopoietic Stem Cell Transplantation</b> Clinical indications, patient selection, transplantation procedures, complications, and management strategies associated with hematopoietic stem cell transplantation.	2
<b>Course #14. Hematological Emergencies</b> Clinical recognition, rapid diagnosis, and urgent management of critical hematological emergencies, including severe bleeding, acute leukemia crises, and transfusion-related complications.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Clinical History and Examination in Hematology</b> Practical skills in obtaining hematological patient history, performing clinical examinations tailored to hematologic patients, and specialized documentation techniques in patient observation sheets.	2
<b>Laboratory Work #2. Diagnostic Interpretation of Complete Blood Count (CBC)</b> Clinical interpretation and diagnostic significance of CBC parameters; practical instruction in identifying abnormalities and correlating them with clinical findings.	2
<b>Laboratory Work #3. Clinical Case Presentations – Nonmalignant Hematologic Disorders</b> Interactive case-based discussions and practical clinical management approaches for various nonmalignant hematological diseases.	2
<b>Laboratory Work #4. Microscopic Examination of Hematopoietic Cells</b> Practical training in microscopy, with hands-on evaluation of bone marrow cellular series and peripheral blood cells, emphasizing diagnostic interpretation.	2
<b>Laboratory Work #5. Additional Diagnostic Investigations in Hematology</b> Practical demonstrations and clinical interpretations of paraclinical investigations relevant to hematologic disorders, including imaging studies and specialized laboratory tests.	2
<b>Laboratory Work #6. Laboratory Diagnostic Tests in Coagulopathies and Thrombopathies</b> Hands-on clinical instruction in laboratory techniques used to diagnose coagulopathies, platelet dysfunctions (thrombopathies), and bleeding disorders.	2
<b>Laboratory Work #7. Diagnostic Algorithm for Anemias</b> Practical approach to diagnosing various forms of anemia, incorporating clinical assessment, laboratory findings, and stepwise diagnostic algorithms.	2
<b>Laboratory Work #8. Iron Metabolism and Hypochromic Anemias</b> Clinical evaluation and practical diagnostic approach to disorders of iron metabolism, emphasizing iron-deficiency anemia and hypochromic anemia management.	2
<b>Laboratory Work #9. Clinical Case Presentations – Malignant Hematologic Disorders</b> Interactive clinical case-based learning focused on diagnostic evaluation and therapeutic management of malignant hematological conditions.	2

Laboratory Syllabus	Hours
<b>Laboratory Work #10. Acute Leukemias: Classification, Diagnosis, and Treatment Principles</b> Practical application of diagnostic criteria, classification systems, and treatment protocols for acute leukemias, demonstrated through clinical scenarios.	2
<b>Laboratory Work #11. Chronic Leukemias: Classification, Diagnosis, and Treatment Principles</b> Clinical skills training in diagnostic assessment, classification strategies, and management principles for chronic leukemias, supported by interactive case discussions.	2
<b>Laboratory Work #12. Malignant Lymphomas: Classification, Diagnosis, and Treatment Principles</b> Practical clinical training in diagnosis, classification, and treatment of malignant lymphomas, including Hodgkin's and non-Hodgkin's lymphomas, using case-based scenarios.	2
<b>Laboratory Work #13. Specific Diagnostic Procedures in Hematology – Bone Marrow Aspiration and Biopsy</b> Practical demonstration and hands-on training in specialized hematological diagnostic procedures, including bone marrow aspiration and biopsy techniques.	2
<b>Laboratory Work #14. Specific Therapeutic Procedures in Hematology – Chemotherapy and Transfusion Therapy</b> Clinical instruction and practical demonstrations of therapeutic interventions specific to hematology, such as chemotherapy administration techniques and transfusion therapy protocols.	2

Minimum References:
1. Hoffbrand AV, Higgs DR, Keeling DM, Mehta AB. <b>Postgraduate haematology</b> . 7th ed. Hoboken (NJ): Wiley-Blackwell; 2016.
2. Provan D, Singer CRJ, Baglin T, Dokal I, editors. <b>Oxford handbook of clinical haematology</b> . 4th ed. Oxford: Oxford University Press; 2020.
3. Longo DL, editor. <b>Hematology and oncology</b> . 3rd ed. New York: McGraw-Hill Education; 2017.
4. Bain BJ, Bates I, Laffan MA. <b>Dacie and Lewis practical haematology</b> . 12th ed. Edinburgh: Elsevier; 2017.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

**Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams**

-

**Specific conditions for carrying out the theoretical and practical activities of the discipline:**

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

**Description of the actual methods of examination – E**

- Multiple choice examination

<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least half of the topics must be correct</li></ul>	<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least 90% correct topics</li></ul>

**Date of completion**

11.09.2025

**Discipline Coordinator,**  
Assoc.Prof. Andreescu Mihaela

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**  
Assoc.Prof. Andreescu Mihaela

**Laboratory Coordinator,**  
Assoc.Prof. Andreescu Mihaela  
PhD Candidate Țârlea Laura Gabriela  
PhD Candidate Malenda Alexandra

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>FAMILY MEDICINE AND PRIMARY HEALTH CARE</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Chirulescu Cătălina, MD, PhD Candidate				
Didactic position, name and surname for the <b>Course Coordinator</b>	Chirulescu Cătălina, MD, PhD Candidate				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Chirulescu Cătălina, MD, PhD Candidate				
Discipline Code	<b>MLE.6.11.5</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>11</b>	Type of the final evaluation (E, V)	<b>E11</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>6</b>

No. of Hours per week	<b>6</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>4</b>
Total of hours in the curriculum	<b>84</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>56</b>
		Total hours per semester	<b>150</b>	Total hours of individual study	<b>66</b>

Distribution of time pool per week					Hours
1. Study of the course material					3
2. Study according with the course support, manuals					23
3. Study of the minimal bibliography					3
4. Additional documentation in the library					3
5. Specific activity for the seminary or laboratory					4
6. Homework, translations, etc.					1

Distribution of time pool per week	Hours
7. Preparing for different written exams	2
8. Preparing for oral examinations	1
9. Preparing for the final examination	9
10. Consultations	3
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	12
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	FAMILY MEDICINE AND PRIMARY HEALTH CARE
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Family medicine and primary health care.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Family medicine and primary health care.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Family medicine and primary health care.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Family medicine and primary health care.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Family medicine and primary health care.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Family medicine and primary health care.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Family medicine and primary health care.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Family medicine and primary health care.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

Course name	FAMILY MEDICINE AND PRIMARY HEALTH CARE
	<ul style="list-style-type: none"> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>• Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe principles of family medicine and primary health care, including prevention, screening, chronic disease management and continuity of care across the lifespan.
<b>Skills</b>	Perform comprehensive primary-care assessment, apply evidence-based prevention/screening and propose management plans for common acute and chronic conditions under supervision.
<b>Responsibilities/ Autonomy</b>	Coordinate follow-up and referrals, support shared decision-making and health education, and maintain accurate clinical documentation responsibly under supervision.

Course Syllabus	Hours
<b>Course #1. Principles of Family Medicine and Primary Health Care</b> An overview of the core principles, functions, and organization of family medicine within the European and global healthcare context, with emphasis on its integrative and preventive roles.	2
<b>Course #2. Community and Family Health Surveillance</b> Analysis of individual and community health indicators—physical, mental, and social—and their relevance to the identification of family-specific health problems and family pathology.	2
<b>Course #3. Preventive Care and Immunoprophylaxis</b> Strategies and methodologies for preventive healthcare in family medicine, including immunoprophylaxis protocols and the role of epidemiological investigations in disease control.	2
<b>Course #4. Chronic Disease Prevention and Health Check-ups</b> Approaches to chronic disease prevention, screening, and monitoring in primary care, focusing on routine health check-ups and risk factor identification.	2
<b>Course #5. Monitoring Growth and Development in Pediatrics</b> Evaluation of infant and young child development within the family medicine setting, including growth parameters, developmental milestones, and early intervention.	2
<b>Course #6. Prenatal Care in Family Practice</b> Protocols for prenatal consultations, early detection of pregnancy-related complications, and counseling within the scope of family medicine.	2
<b>Course #7. Breastfeeding and Infant Nutrition</b> Clinical recommendations for promoting breastfeeding and appropriate feeding practices across pediatric age groups in primary care.	2
<b>Course #8. Pediatric Primary Care: Iron Deficiency Anemia and Rickets</b> Diagnosis, prevention, and management protocols for common nutritional deficiencies in infants and young children within the family medicine framework.	2
<b>Course #9. Management of Cardiovascular Conditions (Part I)</b> Clinical protocols in the management of hypertension, dyslipidemia, and ischemic heart disease in primary care settings, with emphasis on long-term monitoring and lifestyle modification.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #10. Management of Diabetes Mellitus in Primary Care</b> Diagnosis, therapeutic approaches, patient education, and follow-up strategies for type 2 diabetes mellitus in the context of family medicine.	2
<b>Course #11. Management of Chronic Obstructive Pulmonary Disease (COPD)</b> Primary healthcare strategies for the diagnosis, treatment, and follow-up of patients with COPD, including smoking cessation and pulmonary rehabilitation.	2
<b>Course #12. Management of Chronic Kidney Disease</b> Clinical guidelines for the early detection, monitoring, and interdisciplinary management of chronic kidney disease in primary care.	2
<b>Course #13. Family Planning and Reproductive Health</b> Overview of family planning methods, counseling, and contraceptive options in family medicine, with an emphasis on individualized care.	2
<b>Course #14. Medico-social Integration in Family Medicine</b> Comprehensive approach to the patient within the social context, addressing legal rights, domestic violence, mental health, and child welfare in primary healthcare practice.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Communication and Counseling in Primary Care</b> Training in effective communication, counseling strategies, and motivational interviewing to support patient understanding and adherence.	4
<b>Laboratory Work #2. Administrative Management in Family Medicine</b> Practical understanding of the framework contract, medical records, and organizational aspects of running a family practice.	4
<b>Laboratory Work #3. The Family Medicine Consultation</b> Structure, objectives, and flow of the family medicine consultation, with attention to continuity, comprehensiveness, and patient-centeredness.	4
<b>Laboratory Work #4. Home Visits and Community-Based Care</b> Procedures, communication strategies, and clinical priorities during home consultations for immobilized or chronically ill patients.	4
<b>Laboratory Work #5. Palliative Care in Family Medicine</b> Principles and techniques for managing terminally ill patients and supporting their families, including symptom control and end-of-life communication.	4
<b>Laboratory Work #6. Pediatric Growth and Development Assessment</b> Practical methods for evaluating growth and development in infants and children using growth charts and developmental checklists.	4
<b>Laboratory Work #7. Prenatal Consultation and Monitoring</b> Protocols for assessing pregnant women in family medicine, including antenatal care schedules and risk identification.	4
<b>Laboratory Work #8. Treatment Principles in Family Medicine</b> Rational pharmacotherapy, therapeutic decision-making, and medication adherence strategies tailored to family medicine settings.	4
<b>Laboratory Work #9. Chronic Disease Monitoring: Type II Diabetes</b> Patient evaluation, glycemic control strategies, and monitoring protocols for managing diabetes in primary care.	4
<b>Laboratory Work #10. Chronic Disease Monitoring: Cardiovascular Disorders</b> Clinical assessment and management techniques for hypertension, dyslipidemia, and ischemic heart disease in family medicine.	4

Laboratory Syllabus	Hours
<b>Laboratory Work #11. Chronic Disease Monitoring: Heart Failure</b> Evaluation, medication management, and home-based care considerations for heart failure patients in primary care.	4
<b>Laboratory Work #12. Chronic Disease Monitoring: Chronic Kidney Disease</b> Monitoring of renal function, medication review, and patient education for chronic kidney disease within the family medicine framework.	4
<b>Laboratory Work #13. Chronic Disease Monitoring: Dementia and Oncology</b> Cognitive assessment, caregiver support, and symptom control in dementia and oncologic pathologies in primary care.	4
<b>Laboratory Work #14. Screening and Health Education in Primary Care</b> Implementation of screening programs and preventive education tailored to diverse patient populations in the family medicine setting.	4

Minimum References:
1. McWhinney IR, Freeman T. <b>McWhinney's textbook of family medicine</b> . 4th ed. Oxford: Oxford University Press; 2016.
2. Jones R, Britten N, Culpepper L, Gass D, Grol R, Mant D, et al., editors. <b>Oxford textbook of primary medical care</b> . Oxford: Oxford University Press; 2005.
3. Wilson A, Childs S. <b>Essential family medicine</b> . 6th ed. Philadelphia: Wolters Kluwer; 2019.
4. World Health Organization. <b>Primary health care: closing the gap between public health and primary care</b> . Copenhagen: WHO Regional Office for Europe; 2018.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>• Interactive learning based on logical and progressive presentation of content.</li> <li>• Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams
-

Specific conditions for carrying out the theoretical and practical activities of the discipline:
<ul style="list-style-type: none"> <li>• Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.</li> </ul>

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %
<b>Description of the actual methods of examination – E</b>	
<ul style="list-style-type: none"> <li>Multiple choice examination</li> </ul>	
<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least 90% correct topics</li> </ul>

**Date of completion**

11.09.2025

**Discipline Coordinator,**

PhD Candidate Chirulescu Cătălina

**Head of Department,**

Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**

PhD Candidate Chirulescu Cătălina

**Laboratory Coordinator,**

PhD Candidate Chirulescu Cătălina

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>FORENSIC MEDICINE</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Rață Horea, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Rață Horea, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Rață Horea, MD, PhD				
Discipline Code	<b>MLE.6.11.6</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>11</b>	Type of the final evaluation (E, V)	<b>E11</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>4</b>

No. of Hours per week	<b>4</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>2</b>
Total of hours in the curriculum	<b>56</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>28</b>
		Total hours per semester	<b>100</b>	Total hours of individual study	<b>44</b>

Distribution of time pool per week					Hours
1. Study of the course material					2
2. Study according with the course support, manuals					15
3. Study of the minimal bibliography					2
4. Additional documentation in the library					2
5. Specific activity for the seminary or laboratory					2
6. Homework, translations, etc.					0

Distribution of time pool per week	Hours
7. Preparing for different written exams	1
8. Preparing for oral examinations	0
9. Preparing for the final examination	6
10. Consultations	2
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	8
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	FORENSIC MEDICINE
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Forensic medicine.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Forensic medicine.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Forensic medicine.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Forensic medicine.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Forensic medicine.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Forensic medicine.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Forensic medicine.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Forensic medicine.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

	<ul style="list-style-type: none"> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>• Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>
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Learning Outcomes	
<b>Knowledge</b>	Describe medico-legal principles of forensic medicine, including injury documentation, cause and manner of death, toxicology basics and legal responsibilities in medical practice.
<b>Skills</b>	Perform structured documentation of injuries and medico-legal findings, interpret basic forensic reports and contribute to medico-legal case analysis under supervision.
<b>Responsibilities/ Autonomy</b>	Respect legal procedures, confidentiality and chain-of-custody principles, collaborate with legal authorities and draft clear, accurate reports responsibly under supervision.

Course Syllabus	Hours
<b>Course #1. Introduction to Forensic Medicine</b> Definition, scope, and interdisciplinary connections of forensic medicine. Legal and methodological frameworks governing forensic activity, organization of the forensic medicine network, and protocols for medico-legal documentation. Thanatology topics include the definition and classification of death, stages of dying, and cadaveric changes relevant to postmortem interval estimation.	2
<b>Course #2. Forensic Trauma and Mechanical Injury</b> Classification of traumatic agents and mechanisms of injury in violent deaths. Vital reactions and systemic responses such as traumatic and hemorrhagic shock. Topographic traumatology addressing cranio-cerebral, cervical, thoraco-abdominal, vertebro-medullary, and limb trauma. Legal classification of injuries based on penal code criteria.	2
<b>Course #3. Firearm Injuries and Medico-Legal Evaluation</b> Ballistic trauma assessment, including projectile effects, entrance wounds, wound channels, and exit sites. Methodology for forensic examination of firearm-related injuries.	2
<b>Course #4. Mechanical Asphyxia</b> Classification and tanatogenesis of mechanical asphyxia. Pathophysiological mechanisms in cases of compression (hanging, strangulation, thoraco-abdominal compression) and airway obstruction (suffocation, drowning). Forensic criteria and interpretation of asphyxial signs.	2
<b>Course #5. Injuries and Deaths by Physical and Biological Agents</b> Forensic findings associated with exposure to extreme temperatures (burns, hypercaloric shock, hypothermia), and electrocution. Diagnostic indicators and legal considerations in the evaluation of deaths caused by environmental agents.	2
<b>Course #6. Forensic Toxicology</b> Toxicological concepts including toxicity, classification of poisons, and mechanisms of toxic exposure. Clinical and forensic features of acute poisonings involving alcohol, carbon monoxide, drugs, and pesticides. Methodological approach to medico-legal toxicology.	2
<b>Course #7. Forensic Aspects of Pregnancy, Birth, and Sexual Offences</b> Medico-legal evaluation of pregnancy, childbirth, abortion, and infanticide. Forensic examination in cases of sexual assault, with reference to legal definitions, diagnostic elements, and evidentiary protocols.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #8. Obstetric-Gynecological and Forensic Sexology</b> Forensic considerations in gynecological and obstetric contexts. Methodologies applied in the examination of sexual violence, reproductive injury, and medico-legal documentation of related events.	2
<b>Course #9. Parentage and Simulation</b> Principles of genetic inheritance and their application in forensic parentage testing. Identification systems used in kinship evaluation. Forensic investigation of simulation and dissimulation in medico-legal contexts.	2
<b>Course #10. Forensic Psychiatric Expertise</b> Legal basis and methodological structure of psychiatric assessment in forensic cases. Report structure and procedural norms. Psychiatric disorders of forensic relevance and considerations regarding legal capacity in alcoholism.	2
<b>Course #11. Medical Ethics and Professional Responsibility</b> Legal and forensic implications of medical fault and malpractice. Evaluation criteria for establishing liability in the context of healthcare delivery.	2
<b>Course #12. Forensic Genetics</b> Molecular structure and organization of nuclear DNA. DNA analysis techniques employed in forensic practice and their application in personal identification, including mass casualty events.	2
<b>Course #13. Forensic Identification</b> Concepts and classifications in human identification. Techniques involving odontostomatology, fingerprinting, and photographic comparison.	2
<b>Course #14. Forensic Entomology</b> The role of entomology in determining the postmortem interval through arthropod classification and accumulated degree hour (ADH) calculations.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Medico-Legal Thanatology and Introductory Concepts</b> Examination of the stages of death, classification, and cadaveric changes with relevance to postmortem interval estimation. Overview of forensic medicine's scope, interrelations with medical and legal sciences, and methodological framework of medico-legal work.	2
<b>Laboratory Work #2. Forensic Trauma Analysis</b> Identification and classification of traumatic agents and mechanisms of injury. Evaluation of causation in violent deaths, mechanical trauma, and forensic implications for injury documentation.	2
<b>Laboratory Work #3. Firearm-Related Deaths</b> Assessment of ballistic injuries including entrance and exit wounds, projectile trajectories, and forensic reconstruction. Application of ballistics in medico-legal expertise.	2
<b>Laboratory Work #4. Mechanical Asphyxia</b> Investigation of deaths resulting from various forms of mechanical asphyxia including compression and airway obstruction. Recognition of forensic signs and interpretive methodology.	2
<b>Laboratory Work #5. Deaths by Physical and Biological Agents</b> Medico-legal analysis of injuries caused by high or low temperatures and electrocution. Documentation of postmortem indicators and differentiation from other causes of death.	2

Laboratory Syllabus	Hours
<b>Laboratory Work #6. Forensic Obstetrics and Sexual Offences</b> Evaluation of medico-legal issues related to pregnancy, childbirth, abortion, and infanticide. Methodology in forensic examination of sexual violence and associated legal implications.	2
<b>Laboratory Work #7. Gynecological and Sexological Medico-Legal Issues</b> Exploration of forensic issues in obstetric-gynecologic contexts and forensic sexology. Application of legal-medical principles to reproductive health and sexual behavior cases.	2
<b>Laboratory Work #8. Forensic Psychiatric Evaluation</b> Methodology of psychiatric assessment in legal contexts. Criteria for evaluating legal responsibility and psychiatric conditions of forensic relevance.	2
<b>Laboratory Work #9. Parentage and Simulation Expertise</b> Forensic application of genetic and phenotypic analysis in paternity cases. Identification of simulation and dissimulation in medico-legal assessments.	2
<b>Laboratory Work #10. Medical Ethics and Professional Responsibility</b> Examination of ethical responsibilities and legal liability in medical practice. Analysis of medical fault and malpractice in the forensic context.	2
<b>Laboratory Work #11. Forensic Genetics</b> Techniques for DNA profiling and genetic identification. Applications in personal identification and evaluation of biological evidence.	2
<b>Laboratory Work #12. Forensic Identification Methods</b> Introduction to identification techniques including dental profiling, fingerprinting, and photographic analysis within a forensic framework.	2
<b>Laboratory Work #13. Forensic Entomology</b> Utilization of entomological evidence in postmortem interval estimation. Classification of arthropods and application of ADH (Accumulated Degree Hour) methodology.	2
<b>Laboratory Work #14. Forensic Toxicology</b> Approaches to identifying and interpreting toxic exposures including alcohol, gases, drugs, and poisons. Methodology in forensic toxicological investigations.	2

Minimum References:
1. Payne-James J, Byard RW, Corey TS, Henderson C, editors. <b>Simpson's forensic medicine</b> . 14th ed. Boca Raton (FL): CRC Press; 2019.
2. Saukko P, Knight B. <b>Knight's forensic pathology</b> . 4th ed. Boca Raton (FL): CRC Press; 2015.
3. Madea B, editor. <b>Handbook of forensic medicine</b> . Chichester: Wiley-Blackwell; 2014.
4. Spitz WU, Spitz DJ, editors. <b>Spitz and Fisher's medicolegal investigation of death: guidelines for the application of pathology to crime investigation</b> . 4th ed. Springfield (IL): Charles C Thomas; 2006.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> </ul>

How the information is transmitted	
	<ul style="list-style-type: none"> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams
-

Specific conditions for carrying out the theoretical and practical activities of the discipline:
<ul style="list-style-type: none"> <li>Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.</li> </ul>

Consideration points for computing the final score:	Percentage share of scoring (Total = 100%)
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

Description of the actual methods of examination – E	
<ul style="list-style-type: none"> <li>Multiple choice examination</li> </ul>	
Minimal requirements for grade 5 (or how grade 5 is awarded)	Requirements for grade 10 (or how grade 10 is awarded)
<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least 90% correct topics</li> </ul>

**Date of completion**  
11.09.2025

**Discipline Coordinator,**  
Assoc.Prof. Rață Horea

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**  
Assoc.Prof. Rață Horea

**Laboratory Coordinator,**  
Assoc.Prof. Rață Horea

**Department Approval Date**  
25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>NEONATOLOGY</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Toma Adrian, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Toma Adrian, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Toma Adrian, MD, PhD Necula Andreea Ioana, MD, PhD Candidate Nemeş Alexandra, MD, PhD Candidate				
Discipline Code	<b>MLE.6.12.7</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>E12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>2</b>

No. of Hours per week	<b>3</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>1</b>
Total of hours in the curriculum	<b>42</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>14</b>
		Total hours per semester	<b>50</b>	Total hours of individual study	<b>8</b>

Distribution of time pool per week					Hours
1. Study of the course material					0
2. Study according with the course support, manuals					1
3. Study of the minimal bibliography					0
4. Additional documentation in the library					0
5. Specific activity for the seminary or laboratory					1
6. Homework, translations, etc.					0

Distribution of time pool per week	Hours
7. Preparing for different written exams	0
8. Preparing for oral examinations	0
9. Preparing for the final examination	0
10. Consultations	0
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	1
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	NEONATOLOGY
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Neonatology.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Neonatology.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Neonatology.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Neonatology.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Neonatology.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Neonatology.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Neonatology.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Neonatology.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> </ul>

<b>Course name</b>	NEONATOLOGY
	<ul style="list-style-type: none"> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

<b>Learning Outcomes</b>	
<b>Knowledge</b>	Describe neonatal physiology and adaptation and the clinical presentation, diagnosis and management principles of common neonatal conditions and emergencies.
<b>Skills</b>	Perform basic neonatal assessment, interpret key neonatal parameters and contribute to initial stabilization and care planning under supervision.
<b>Responsibilities/ Autonomy</b>	Recognize neonatal risk factors and urgent deterioration, escalate promptly and ensure safe, family-centred communication and documentation under supervision.

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #1. Newborn – General Data</b> Introduction to the physiological characteristics of the term and preterm newborn, with emphasis on adaptation to extrauterine life and immediate clinical evaluation.	2
<b>Course #2. Neonatal Resuscitation</b> Evidence-based approaches to neonatal resuscitation. Indications, techniques, and stepwise interventions according to international guidelines.	2
<b>Course #3. Post-Resuscitation Stabilization – Blood Glucose Maintenance and Safety of Patient Care</b> Monitoring and correction of hypoglycemia post-resuscitation. Patient safety protocols during stabilization, with a focus on thermoregulation and infection control.	2
<b>Course #4. Post-Resuscitation Stabilization – Airway Management and Respiratory Distress</b> Evaluation and management of airway patency. Recognition and initial treatment of neonatal respiratory distress and respiratory failure.	2
<b>Course #5. Post-Resuscitation Stabilization – Blood Pressure Management and Neonatal Shock</b> Assessment and therapeutic strategies for hypotension in the neonate. Classification, causes, and management of neonatal shock.	2
<b>Course #6. Post-Resuscitation Stabilization – Laboratory Tests and Infection Risk</b> Interpretation of laboratory findings during post-resuscitation care. Risk assessment and early detection of neonatal infections.	2
<b>Course #7. Emotional Support for the Family</b> Principles of communication with families during critical care. Psychological support strategies in neonatal intensive care settings.	2
<b>Course #8. Quality Management in Neonatal Care</b> Implementation of quality improvement protocols. Indicators, audits, and standardization of clinical practices in neonatal units.	2
<b>Course #9. Clinical Specimen of the Newborn</b> Guidelines for the safe and appropriate collection of clinical samples from neonates. Indications, techniques, and interpretation.	2
<b>Course #10. Caring for the Normal Newborn</b> Standard clinical care, monitoring, and education for families of healthy term newborns. Screening and routine procedures.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #11. Basics of Care for Premature Infants</b> Management of prematurity-related complications. Nutritional support, respiratory care, and thermoregulation in the preterm neonate.	2
<b>Course #12. Basics of Newborn Neurology – Neonatal Seizures</b> Etiology, diagnosis, and initial management of seizures in the neonatal period. Diagnostic approaches and treatment principles.	2
<b>Course #13. Basics of Newborn Neurology – Birth Asphyxia</b> Pathophysiology and clinical evaluation of hypoxic-ischemic encephalopathy. Therapeutic hypothermia and supportive management.	2
<b>Course #14. Basics of Newborn Neurology – Cerebral Hemorrhage</b> Types and classification of neonatal intracranial hemorrhage. Risk factors, diagnosis, monitoring, and interventions.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Observation Sheet in Neonatology</b> Completion and interpretation of the neonatal clinical observation sheet, including demographic data, Apgar scores, vital signs, physical examination findings, and risk factors.	2
<b>Laboratory Work #2. Natural Feeding and Promotion of Breastfeeding</b> Clinical principles and techniques supporting breastfeeding. Identification of common lactation problems and counseling strategies to promote exclusive breastfeeding.	2
<b>Laboratory Work #3. The Normal Newborn</b> Routine clinical assessment and care of a healthy term newborn. Monitoring of physiological parameters and recognition of normal versus abnormal findings.	2
<b>Laboratory Work #4. Neonatal Jaundice</b> Clinical evaluation and management of neonatal hyperbilirubinemia. Indications for phototherapy and exchange transfusion.	2
<b>Laboratory Work #5. Respiratory Distress in the Newborn</b> Recognition of signs of respiratory compromise. Use of clinical scoring systems and initiation of supportive respiratory interventions.	2
<b>Laboratory Work #6. Neonatal Resuscitation – Practice on Manikin</b> Simulation-based training in neonatal resuscitation using manikins. Hands-on practice of airway management, ventilation, chest compressions, and medication administration.	2
<b>Laboratory Work #7. Post-Resuscitation Stabilisation</b> Implementation of stabilization protocols following resuscitation. Monitoring of vital functions, glucose levels, infection markers, and initiation of supportive therapies.	2

<b>Minimum References:</b>
1. Gleason CA, Juul SE, editors. <b>Avery's diseases of the newborn</b> . 11th ed. Philadelphia: Elsevier; 2024.
2. Rennie JM, Robertson NRC, editors. <b>Robertson's textbook of neonatology</b> . 5th ed. Edinburgh: Elsevier; 2012.
3. Polin RA, Abman SH, Rowitch DH, Benitz WE, Fox WW, editors. <b>Fetal and neonatal physiology</b> . 5th ed. Philadelphia: Elsevier; 2017.
4. European Resuscitation Council. <b>European resuscitation council guidelines for neonatal life support</b> . Brussels: ERC; 2021.
5. Teaching support materials

**Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector**

- 

**How the information is transmitted**

Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>• Interactive learning based on logical and progressive presentation of content.</li> <li>• Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

**Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:**

-

**Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams**

-

**Specific conditions for carrying out the theoretical and practical activities of the discipline:**

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

Consideration points for computing the final score:	Percentage share of scoring (Total = 100%)
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

**Description of the actual methods of examination – E**

- Multiple choice examination

Minimal requirements for grade 5 (or how grade 5 is awarded)	Requirements for grade 10 (or how grade 10 is awarded)
<ul style="list-style-type: none"> <li>• According to the correction scale</li> <li>• At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>• According to the correction scale</li> <li>• At least 90% correct topics</li> </ul>

**Date of completion**

11.09.2025

**Discipline Coordinator,**  
Assoc.Prof. Toma Adrian

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**  
Assoc.Prof. Toma Adrian

**Laboratory Coordinator,**  
Assoc.Prof. Toma Adrian

**Department Approval Date**  
25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>EMERGENCY MEDICINE</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Toma Mihai, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Toma Mihai, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Toma Mihai, MD, PhD PhD Candidate Radu Daniel				
Discipline Code	<b>MLE.6.12.8</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>E12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>4</b>

No. of Hours per week	<b>4</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>2</b>
Total of hours in the curriculum	<b>56</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>28</b>
		Total hours per semester	<b>100</b>	Total hours of individual study	<b>44</b>

Distribution of time pool per week					Hours
1. Study of the course material					2
2. Study according with the course support, manuals					15
3. Study of the minimal bibliography					2
4. Additional documentation in the library					2
5. Specific activity for the seminary or laboratory					2
6. Homework, translations, etc.					0

Distribution of time pool per week	Hours
7. Preparing for different written exams	1
8. Preparing for oral examinations	0
9. Preparing for the final examination	6
10. Consultations	2
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	8
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	EMERGENCY MEDICINE
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Emergency medicine.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Emergency medicine.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Emergency medicine.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Emergency medicine.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Emergency medicine.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Emergency medicine.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Emergency medicine.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Emergency medicine.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

Course name	EMERGENCY MEDICINE
	<ul style="list-style-type: none"> <li>Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe principles of emergency medicine, triage and initial management of acute illness and trauma, including resuscitation algorithms and disaster preparedness basics.
<b>Skills</b>	Perform rapid ABCDE assessment, initiate first-line emergency interventions and interpret key emergency investigations under supervision.
<b>Responsibilities/ Autonomy</b>	Prioritize and escalate time-critical conditions, work safely within protocols and document emergency care accurately under supervision.

Course Syllabus	Hours
<b>Course #1. Cardiovascular Emergency Pathology – I</b> Cardiocirculatory arrest, syncope, and lipothymia; pathophysiology and management of shock states; clinical approach to acute myocardial infarction and severe rhythm disorders in the emergency setting.	2
<b>Course #2. Cardiovascular Emergency Pathology – II</b> Clinical management of acute congestive heart failure and hemodynamic pulmonary edema; diagnostic and therapeutic approach to cardiac tamponade, valvular emergencies, hypertensive crises, and aortic dissection.	2
<b>Course #3. Respiratory Emergency Pathology – I</b> Assessment and emergency care of dyspnea and acute respiratory failure; identification and immediate intervention in cases of airway obstruction.	2
<b>Course #4. Respiratory Emergency Pathology – II</b> Recognition and emergency treatment of pneumothorax and hemothorax; principles of initial care and complications.	2
<b>Course #5. Neurological Emergency Pathology</b> Urgent evaluation and management of seizures, coma states, and acute cerebrovascular accidents, including ischemic and hemorrhagic strokes.	2
<b>Course #6. Digestive Emergency Pathology</b> Acute upper gastrointestinal hemorrhage, infectious and non-infectious acute diarrhea, acute pancreatitis, and fulminant hepatic failure; emergency diagnostic and therapeutic protocols.	2
<b>Course #7. Acute Metabolic Pathology</b> Recognition and management of diabetic ketoacidosis, hyperosmolar coma, thyroid storm, and severe decompensated hyperthyroidism in emergency contexts.	2
<b>Course #8. Circumstantial Emergency Pathology – I</b> Pathophysiological response and emergency intervention for burns, electrocutions, near-drowning, and strangulation.	2
<b>Course #9. Circumstantial Emergency Pathology – II</b> Emergency care in accidental hypothermia and hyperthermia, heat stroke, radiation exposure, and blast injuries.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #10. Toxicology</b> Clinical toxicology principles and the management of major acute poisonings, including approach to diagnosis, decontamination, antidotal therapy, and supportive care.	2
<b>Course #11. Traumatology – I</b> Initial assessment and emergency stabilization of traumatic brain injuries, spinal trauma, and thoracic trauma.	2
<b>Course #12. Traumatology – II</b> Emergency management of abdominal trauma, injuries to the renal region, limb fractures and soft tissue trauma, and maxillofacial injuries.	2
<b>Course #13. Obstetric Emergencies</b> Urgent care protocols in unplanned out-of-hospital birth, preterm labor, hemorrhages in the first trimester, and major third-trimester bleeding events.	2
<b>Course #14. Gynecological Emergencies</b> Emergency approach to septic abortion, management of rape and sexual abuse cases, and stabilization of acute gynecological hemorrhagic conditions.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Organisation of the Extra- and Intra-Hospital Emergency Care System</b> Overview of emergency medical services, including prehospital and hospital-based emergency care structures, triage systems, and coordination protocols.	2
<b>Laboratory Work #2. Dispatch Operations in Emergency Medical Services</b> Supervised practical exposure to the operational workflow at the emergency assistance dispatch station, including call triage, prioritization, and resource allocation.	2
<b>Laboratory Work #3. Emergency Ambulance Transport</b> Participation in ambulance-based care delivery, focusing on stabilization measures during patient transport and adherence to prehospital emergency protocols.	2
<b>Laboratory Work #4. Emergency Room Internship</b> Clinical immersion in the emergency room setting, emphasizing the multidisciplinary management of acute presentations and adherence to critical care pathways.	2
<b>Laboratory Work #5. Principles of Emergency Management and Team Dynamics</b> Introduction to structured emergency management approaches, highlighting the importance of team roles, leadership, and communication in critical scenarios.	2
<b>Laboratory Work #6. Emergency Medical Procedures</b> Training in specific emergency manoeuvres, including airway management, immobilization, bleeding control, and circulatory support techniques.	2
<b>Laboratory Work #7. Primary and Secondary Patient Assessment</b> Development of skills in initial and focused patient assessment, using standardized tools (e.g., ABCDE approach) to identify life-threatening conditions.	2
<b>Laboratory Work #8. Management of Polytrauma Patients</b> Clinical application of trauma protocols, with emphasis on rapid assessment, stabilization, prioritization of injuries, and transfer decisions.	2
<b>Laboratory Work #9. Emergency Assistance in Mass Casualty Incidents</b> Introduction to disaster medicine principles, triage strategies, coordination of emergency resources, and provision of care during large-scale emergencies.	2
<b>Laboratory Work #10. Blood and Blood Product Transfusion</b> Training in the indication, administration, and monitoring of blood transfusions and component therapies in emergency and critical care settings.	2

Laboratory Syllabus	Hours
<b>Laboratory Work #11. Critical Care of the Unstable Patient</b> Supervised care of critically ill patients with multi-organ dysfunction, including hemodynamic monitoring, ventilatory support, and acute pharmacologic interventions.	2
<b>Laboratory Work #12. Monitoring and Therapeutic Management in the ICU</b> Assessment of ICU patients' progress, interpretation of diagnostic data, and medication adjustment within the context of intensive care protocols.	2
<b>Laboratory Work #13. Pharmacology in Emergency Medicine</b> Review and application of pharmacologic agents commonly used in acute care, including vasopressors, analgesics, antiarrhythmics, and sedatives.	2
<b>Laboratory Work #14. Management of Acute Poisoning in the ICU</b> Clinical protocols for diagnosing and treating toxicological emergencies, with attention to antidote use, supportive therapy, and monitoring of poisoned patients.	2

Minimum References:
1. <b>Oxford handbook of emergency medicine.</b> 5th ed. Wyatt JP, Illingworth RN, Graham CA, Hogg K, Robertson CE, editors. Oxford: Oxford University Press; 2020.
2. <b>Tintinalli's emergency medicine: a comprehensive study guide.</b> 9th ed. Tintinalli JE, Ma OJ, Yealy DM, Meckler GD, Stapczynski JS, Cline DM, Thomas SH, editors. New York: McGraw-Hill Education; 2020.
3. <b>European trauma course: the team approach.</b> 3rd ed. Bouillon B, Marzi I, editors. Berlin: Springer; 2020.
4. <b>Advanced life support provider manual.</b> Soar J, Nolan JP, Böttiger BW, Perkins GD, editors. London: European Resuscitation Council; 2021.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams
-

Specific conditions for carrying out the theoretical and practical activities of the discipline:

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

Consideration points for computing the final score:	Percentage share of scoring (Total = 100%)
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %
<b>Description of the actual methods of examination – E</b>	
<ul style="list-style-type: none"> <li>Multiple choice examination</li> </ul>	
Minimal requirements for grade 5 (or how grade 5 is awarded)	Requirements for grade 10 (or how grade 10 is awarded)
<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least 90% correct topics</li> </ul>

**Date of completion**

11.09.2025

**Discipline Coordinator,**  
Assoc.Prof. Toma Mihai

**Head of Department,**  
**Dan Ulmeanu, Assoc. Professor, M.D., PhD**

**Course Coordinator,**  
Assoc.Prof. Toma Mihai

**Laboratory Coordinator,**  
Assoc.Prof. Toma Mihai

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>CARDIOVASCULAR SURGERY</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Prof. Habil Costache Victor Sebastian, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Prof. Habil Costache Victor Sebastian, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Prof. Habil Costache Victor Sebastian, MD, PhD Prof. Habil Dorobanțu Lucian Florin, MD, PhD				
Discipline Code	<b>MLE.6.12.9</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>E12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>4</b>

No. of Hours per week	<b>4</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>2</b>
Total of hours in the curriculum	<b>56</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>28</b>
		Total hours per semester	<b>100</b>	Total hours of individual study	<b>44</b>

Distribution of time pool per week					Hours
1. Study of the course material					2
2. Study according with the course support, manuals					15
3. Study of the minimal bibliography					2
4. Additional documentation in the library					2
5. Specific activity for the seminary or laboratory					2
6. Homework, translations, etc.					0

Distribution of time pool per week	Hours
7. Preparing for different written exams	1
8. Preparing for oral examinations	0
9. Preparing for the final examination	6
10. Consultations	2
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	8
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	CARDIOVASCULAR SURGERY
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Cardiovascular surgery.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Cardiovascular surgery.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Cardiovascular surgery.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Cardiovascular surgery.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Cardiovascular surgery.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Cardiovascular surgery.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Cardiovascular surgery.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Cardiovascular surgery.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

Course name	CARDIOVASCULAR SURGERY
	<ul style="list-style-type: none"> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>• Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe indications, perioperative principles and complications of common cardiovascular surgical conditions and procedures, including cardiopulmonary bypass concepts and postoperative monitoring.
<b>Skills</b>	Contribute to perioperative assessment and monitoring, interpret basic cardiovascular investigations and recognize early postoperative complications under supervision.
<b>Responsibilities/ Autonomy</b>	Escalate deterioration promptly, ensure adherence to perioperative safety protocols and document/communicate plans responsibly under supervision.

Course Syllabus	Hours
<b>Course #1. Introduction to Cardiovascular Surgery</b> Historical development of cardiovascular surgery, key milestones, and current directions in surgical treatment of cardiac and vascular pathologies.	2
<b>Course #2. Anatomy of the Heart and Great Vessels</b> Detailed anatomical review of cardiac chambers, valves, coronary circulation, and major vessels relevant to surgical intervention.	2
<b>Course #3. Physiology of the Heart and Circulation</b> Functional aspects of myocardial contraction, cardiac output, hemodynamics, and systemic and pulmonary circulation, with relevance to perioperative management.	2
<b>Course #4. Mitral and Tricuspid Valve Pathology</b> Etiopathogenesis, clinical manifestations, and surgical indications in mitral and tricuspid valve disorders; valve repair and replacement techniques.	2
<b>Course #5. Aortic Valve Pathology</b> Overview of stenotic and regurgitant lesions of the aortic valve, including surgical approaches such as valve-sparing procedures and prosthetic replacement.	2
<b>Course #6. Coronary Artery Pathology</b> Coronary arterial disease: pathophysiology, indications for surgical revascularization, coronary artery bypass grafting techniques, and postoperative management.	2
<b>Course #7. Thoracic Aortic Pathology – Acute Aortic Dissection</b> Clinical presentation, diagnostic modalities, surgical classifications, and emergency surgical management of aortic dissection and related thoracic aortic syndromes.	2
<b>Course #8. Congenital Cardiac Pathology – Patent Ductus Arteriosus</b> Embryology, pathophysiology, clinical implications, and surgical techniques for closure of persistent ductus arteriosus.	2
<b>Course #9. Congenital Cardiac Pathology – Atrial and Ventricular Septal Defects</b> Morphological types, hemodynamic consequences, timing of surgical intervention, and long-term outcomes following septal defect repair.	2
<b>Course #10. Congenital Cardiac Pathology – Tetralogy of Fallot</b> Pathophysiological features, clinical presentation, surgical correction strategies, and postoperative care in cyanotic congenital heart disease.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #11. Congenital Cardiac Pathology – Coarctation of the Aorta</b> Anatomical variations, diagnostic criteria, surgical correction options, and follow-up strategies in aortic coarctation.	2
<b>Course #12. Pericardial Pathology</b> Surgical considerations in acute and chronic pericardial disease, including pericarditis, effusion, tamponade, and constrictive pericarditis.	2
<b>Course #13. Heart Transplantation</b> Indications, surgical techniques, immunosuppressive therapy, complications, and long-term outcomes of cardiac transplantation.	2
<b>Course #14. Peripheral Vascular Pathology</b> Surgical management of peripheral arterial disease, including occlusive and aneurysmal pathologies; endovascular and open revascularization techniques.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. History and Clinical Examination of the Cardiovascular Patient</b> Systematic approach to the anamnesis and physical examination in patients with suspected or confirmed cardiovascular pathology, with emphasis on surgical relevance.	2
<b>Laboratory Work #2. Assessment of the Patient with Mitral Valve Disease</b> Clinical, echocardiographic, and hemodynamic evaluation protocols for preoperative assessment of mitral stenosis or regurgitation.	2
<b>Laboratory Work #3. Assessment of the Patient with Aortic Valve Disease</b> Diagnostic pathway including physical examination, imaging, and risk stratification in aortic valve pathology.	2
<b>Laboratory Work #4. Coronary Patient Assessment</b> Preoperative evaluation of patients with ischemic heart disease; integration of non-invasive and invasive diagnostic tools to guide revascularization strategies.	2
<b>Laboratory Work #5. Assessment of the Patient with Aortic Pathology</b> Identification and evaluation of thoracic aortic aneurysms and dissections; imaging-based decision-making and surgical risk assessment.	2
<b>Laboratory Work #6. Assessment of the Patient with Congenital Pathology</b> Clinical and diagnostic work-up for congenital cardiac anomalies in pediatric and adult patients, with focus on operative planning.	2
<b>Laboratory Work #7. Mitral Valve Replacement/Repair Surgery – Operative Demonstration</b> Observation and analysis of surgical techniques for mitral valve replacement and repair, including intraoperative considerations and valve selection.	3
<b>Laboratory Work #8. Aortic Valve Replacement/Repair Surgery – Operative Demonstration</b> Surgical demonstration of techniques used in aortic valve replacement or repair; perioperative management of aortic valve disease.	3
<b>Laboratory Work #9. Ascending Aorta Replacement Surgery</b> Operative exposure to procedures for aneurysms or dissections involving the ascending aorta; emphasis on graft selection and anastomotic technique.	2
<b>Laboratory Work #10. Percutaneous Aortic Valve Implantation (TAVI) – Practical Demonstration</b> Live or simulated demonstration of transcatheter aortic valve implantation; access site selection, deployment techniques, and procedural monitoring.	2

Laboratory Syllabus	Hours
<b>Laboratory Work #11. Percutaneous Aortic Stent Graft Implantation</b> Technique and intraoperative imaging guidance for thoracic endovascular aortic repair (TEVAR); patient selection and post-procedural surveillance.	2
<b>Laboratory Work #12. Aortobifemoral Bypass Surgery – Operative Demonstration</b> Observation of aortic reconstruction and bypass grafting for aortoiliac occlusive disease; graft configuration and anastomotic techniques.	2
<b>Laboratory Work #13. Femoropopliteal Bypass Surgery – Operative Demonstration</b> Surgical approach to lower extremity revascularization; conduit selection and distal bypass techniques.	2

Minimum References:
1. <b>Oxford textbook of cardiothoracic surgery.</b> 2nd ed. Sellke FW, del Nido PJ, Swanson SJ, editors. Oxford: Oxford University Press; 2020.
2. <b>Adult cardiac surgery.</b> 5th ed. Kouchoukos NT, Blackstone EH, Hanley FL, Kirklin JK, editors. Philadelphia: Elsevier; 2018.
3. <b>Cardiac surgery: safeguards and pitfalls.</b> 5th ed. Sellke FW, del Nido PJ, Swanson SJ. Philadelphia: Elsevier; 2020.
4. <b>ESC textbook of cardiovascular medicine.</b> 3rd ed. Camm AJ, Lüscher TF, Serruys PW, editors. Oxford: Oxford University Press; 2019.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>• Interactive learning based on logical and progressive presentation of content.</li> <li>• Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams
-

Specific conditions for carrying out the theoretical and practical activities of the discipline:
<ul style="list-style-type: none"> <li>• Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.</li> </ul>

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %
<b>Description of the actual methods of examination – E</b>	
<ul style="list-style-type: none"> <li>Multiple choice examination</li> </ul>	
<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least 90% correct topics</li> </ul>

**Date of completion**

12.09.2025

**Discipline Coordinator,**

Prof. Habil Costache Victor Sebastian

**Head of Department,**

Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**

Prof. Habil Costache Victor Sebastian

**Laboratory Coordinator,**

Prof. Habil Costache Victor Sebastian  
Prof. Habil Dorobanțu Lucian Florin

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>INFECTION DISEASES</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Lecturer Cîrciumaru Bogdan, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Lecturer Cîrciumaru Bogdan, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Lecturer Cîrciumaru Bogdan, MD, PhD				
Discipline Code	<b>MLE.6.12.10</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>E12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>6</b>

No. of Hours per week	<b>6</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>4</b>
Total of hours in the curriculum	<b>84</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>56</b>
		Total hours per semester	<b>150</b>	Total hours of individual study	<b>66</b>

<b>Distribution of time pool per week</b>					<b>Hours</b>
1. Study of the course material					3
2. Study according with the course support, manuals					23
3. Study of the minimal bibliography					3
4. Additional documentation in the library					3
5. Specific activity for the seminary or laboratory					4

Distribution of time pool per week	Hours
6. Homework, translations, etc.	1
7. Preparing for different written exams	2
8. Preparing for oral examinations	1
9. Preparing for the final examination	9
10. Consultations	3
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	12
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	INFECTION DISEASES
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>Understanding core concepts and principles relevant to Infection diseases.</li> <li>Identifying typical presentations, key findings and risk situations addressed in Infection diseases.</li> <li>Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>Effective communication in academic and clinical contexts, including structured handover.</li> <li>Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>To provide fundamental knowledge regarding the core scope of Infection diseases.</li> <li>To develop understanding of clinical assessment and diagnostic reasoning relevant to Infection diseases.</li> <li>To familiarize students with evidence-based management principles and patient-safety considerations in Infection diseases.</li> <li>To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Infection diseases.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>Identify common clinical presentations addressed in Infection diseases.</li> <li>Explain key mechanisms and diagnostic principles relevant to Infection diseases.</li> <li>Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

Course name	INFECTION DISEASES
	<ul style="list-style-type: none"> <li>Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe epidemiology, pathophysiology, diagnosis, treatment and prevention principles of major infectious diseases, including antimicrobial stewardship and infection control.
<b>Skills</b>	Assess suspected infections, interpret microbiology and laboratory data and propose initial management, isolation and follow-up measures under supervision.
<b>Responsibilities/ Autonomy</b>	Recognize sepsis and other emergencies and escalate promptly, apply infection-prevention standards and document/communicate care responsibly under supervision.

Course Syllabus	Hours
<b>Course #1. Current Concepts in Infectious Diseases</b> Exploration of the fundamental principles in infectious disease epidemiology, with emphasis on the evolving dynamics of global infectious threats and re-emerging diseases.	2
<b>Course #2. Evolution of Infections in the Community</b> Definition and differentiation of infection, communicable and non-communicable infectious diseases, with a focus on tropical and exotic infections, reservoirs, transmission routes, and epidemic patterns.	2
<b>Course #3. Infectious Diseases, Biological Weapons, and Bioterrorism</b> Analysis of the potential use of infectious agents as biological weapons, the principles of bioterrorism, and global preparedness strategies.	2
<b>Course #4. Main Infectious Agents</b> Overview of the etiological spectrum of infectious diseases, including the concepts of virulence and pathogenicity.	2
<b>Course #5. Host Response to Infectious Agents</b> Mechanisms of host-pathogen interaction, including immune responses and pathophysiological consequences.	2
<b>Course #6. Immunity – Classification</b> Classification of immunity, including innate and adaptive responses, and implications for protection and pathogenesis.	2
<b>Course #7. National Vaccination Programme</b> Structure and objectives of the national immunization schedule; target populations and vaccine-preventable diseases.	1
<b>Course #8. Therapeutic Agents in Infectious Disease</b> Review of antimicrobial therapy, including antibiotics, chemotherapeutics, serums, vaccines, and the use of anti-inflammatory drugs in infectious settings.	2
<b>Course #9. Sepsis and Related Syndromes</b> Pathophysiology, clinical features, and management of sepsis, bacteraemia, infectious shock, and acute bacterial endocarditis.	1
<b>Course #10. Central Nervous System Infections</b> Etiology, clinical presentation, and therapeutic strategies in meningitis and encephalitis.	1

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #11. Streptococcal Infections</b> Clinical and therapeutic approach to angina, scarlet fever, erysipelas, and necrotizing fasciitis.	1
<b>Course #12. Measles and Measles Vaccination</b> Epidemiology, clinical characteristics, complications, and prevention strategies through vaccination.	1
<b>Course #13. Chickenpox, Shingles, and Rubella Infections</b> Etiopathogenesis, clinical course, and prevention of varicella-zoster and rubella infections.	1
<b>Course #14. Diphtheria and Infectious Mononucleosis</b> Clinical features, diagnosis, and treatment of diphtheria and Epstein-Barr virus infection.	1
<b>Course #15. Whooping Cough and DTP Vaccination</b> Overview of pertussis, diphtheria, and tetanus, with emphasis on clinical forms and vaccine-based prevention.	1
<b>Course #16. Acute Diarrhoeal Diseases</b> Etiology, pathogenesis, and management, including hydroelectrolytic rebalancing strategies.	1
<b>Course #17. Bacterial Foodborne Infections</b> Clinical aspects and prevention of bacterial dysentery, food poisoning, botulism, cholera, and typhoid-paratyphoid fevers.	1
<b>Course #18. Enterovirus and Poliomyelitis</b> Enterovirus-related diseases with special focus on poliomyelitis and vaccination strategies.	1
<b>Course #19. Acute Viral Hepatitis (A–E)</b> Pathogenesis, clinical management, and preventive strategies including hepatitis B vaccination.	1
<b>Course #20. Zoonoses and Other Infectious Pathologies</b> Epidemiology and clinical management of rabies, anthrax, brucellosis, leptospirosis, rickettsiosis, and trichinellosis, with a focus on prophylaxis.	1
<b>Course #21. HIV Infection and the National HIV/AIDS Programme</b> Pathophysiology, clinical course, antiretroviral therapy, and public health strategies within the framework of the national program.	1

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Principles of Examination and Diagnosis of Patients with Infectious Diseases</b> Overview of the clinical approach, including history-taking, physical examination, and formulation of a diagnostic hypothesis in suspected infectious pathology.	4
<b>Laboratory Work #2. Etiological Diagnosis in Infectious Diseases</b> Practical application of microbiological, serological, and molecular methods used to identify causative pathogens.	4
<b>Laboratory Work #3. Protective Measures in Infectious Disease Wards</b> Implementation of isolation protocols, use of personal protective equipment, and infection control practices to prevent nosocomial transmission.	4
<b>Laboratory Work #4. Identification of Aetiological Agents</b> Techniques for isolating and identifying bacterial, viral, fungal, and parasitic pathogens from clinical specimens.	4
<b>Laboratory Work #5. Diagnostic Serological Tests</b> Application, methodology, and interpretation of serological assays in infectious diseases, including antibody detection and antigen quantification.	4

Laboratory Syllabus	Hours
<b>Laboratory Work #6. Sensitivity and Resistance Testing</b> Evaluation of antimicrobial susceptibility and resistance patterns of isolated organisms to guide therapeutic decisions.	4
<b>Laboratory Work #7. Imaging Diagnosis in Infectious Diseases</b> Role of radiographic, ultrasound, CT, and MRI investigations in the assessment of infectious foci and complications.	4
<b>Laboratory Work #8. Exploration of Immune Function</b> Laboratory assessment of immune parameters relevant to infectious disease susceptibility and progression.	4
<b>Laboratory Work #9. Lumbar Puncture – Technique and Laboratory Evaluation</b> Indications, procedural technique, safety considerations, and interpretation of cerebrospinal fluid analysis in central nervous system infections.	4
<b>Laboratory Work #10. Clinical Examination of Patients with Infectious Diseases</b> Systematic clinical evaluation of patients presenting with febrile syndromes, skin eruptions, organ-specific infectious symptoms, or sepsis.	4
<b>Laboratory Work #11. Collection of Biological and Pathological Samples</b> Standardized techniques for obtaining blood, urine, sputum, stool, CSF, and tissue specimens for microbiological and pathological analysis.	4
<b>Laboratory Work #12. Case Presentations and Discussions</b> Clinical case-based discussions aimed at integrating theoretical knowledge with bedside diagnostic reasoning and management planning.	12

Minimum References:
1. Oxford handbook of infectious diseases and microbiology. 4th ed. Fletcher TE, Goulder PJ, Soni N, editors. Oxford: Oxford University Press; 2020.
2. Manson’s tropical infectious diseases. 24th ed. Farrar J, Hotez P, Junghanss T, Kang G, Lalloo D, White NJ, editors. London: Elsevier; 2021.
3. Mandell, Douglas, and Bennett’s principles and practice of infectious diseases. 9th ed. Bennett JE, Dolin R, Blaser MJ, editors. Philadelphia: Elsevier; 2020.
4. ESCMID handbook of antimicrobial stewardship. Pulcini C, Binda F, editors. Basel: European Society of Clinical Microbiology and Infectious Diseases; 2021.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

**Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:**

-

**Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams**

-

**Specific conditions for carrying out the theoretical and practical activities of the discipline:**

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

**Description of the actual methods of examination – E**

- Multiple choice examination

<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least half of the topics must be correct</li></ul>	<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least 90% correct topics</li></ul>

**Date of completion**

12.09.2025

**Discipline Coordinator,**  
Lecturer PhD Cîrciumaru Bogdan

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**  
Lecturer PhD Cîrciumaru Bogdan

**Laboratory Coordinator,**  
Lecturer PhD Cîrciumaru Bogdan

**Department Approval Date**

20.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>OBSTETRICS</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Lecturer Dincă Alexandra, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Lecturer Dincă Alexandra, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Lecturer Dincă Alexandra, MD, PhD Lecturer Mihai Amelia, MD, PhD				
Discipline Code	<b>MLE.6.12.11</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>E12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>4</b>

No. of Hours per week	<b>5</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>3</b>
Total of hours in the curriculum	<b>70</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>42</b>
		Total hours per semester	<b>150</b>	Total hours of individual study	<b>80</b>

Distribution of time pool per week					Hours
1. Study of the course material					4
2. Study according with the course support, manuals					29
3. Study of the minimal bibliography					4
4. Additional documentation in the library					4
5. Specific activity for the seminary or laboratory					3

Distribution of time pool per week	Hours
6. Homework, translations, etc.	1
7. Preparing for different written exams	2
8. Preparing for oral examinations	1
9. Preparing for the final examination	11
10. Consultations	4
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	15
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	OBSTETRICS
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Obstetrics.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Obstetrics.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Obstetrics.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Obstetrics.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Obstetrics.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Obstetrics.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Obstetrics.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Obstetrics.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> </ul>

<b>Course name</b>	OBSTETRICS
	<ul style="list-style-type: none"> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

<b>Learning Outcomes</b>	
<b>Knowledge</b>	Describe maternal physiology and pregnancy-related pathophysiology and the diagnostic and treatment principles of common obstetric conditions and emergencies.
<b>Skills</b>	Perform focused obstetric assessment under supervision, interpret key investigations and contribute to initial management of obstetric emergencies and routine prenatal care.
<b>Responsibilities/ Autonomy</b>	Recognize high-risk pregnancies and urgent complications, ensure respectful communication and consent, and document/escalate appropriately under supervision.

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #1. Gametogenesis, Embryogenesis, and Organogenesis</b> Fundamental embryological processes from gamete formation to the development of embryonic and fetal organ systems.	2
<b>Course #2. Pregnancy Diagnosis and Maternal Adaptations</b> Clinical and paraclinical methods for confirming pregnancy, alongside anatomical and physiological changes in the maternal body. Definition and management principles for high obstetric risk pregnancies.	2
<b>Course #3. Spontaneous Vaginal Delivery in Cephalic Presentation</b> Mechanisms of normal labor and delivery, including labor induction strategies and adaptation to various fetal presentations.	2
<b>Course #4. Delivery and the Fourth Stage of Labor</b> Management of the immediate postpartum period, including physiological changes, monitoring, and the recognition and treatment of postpartum hemorrhage.	2
<b>Course #5. Dystocic Labor and Maternal Obstetric Trauma</b> Types and causes of abnormal labor progression. Clinical approaches to prevention and treatment of maternal soft tissue injuries and trauma during delivery.	2
<b>Course #6. Preterm and Post-Term Birth</b> Etiology, diagnosis, and management of premature labor and prolonged pregnancies, with emphasis on maternal and fetal outcomes.	2
<b>Course #7. Hemorrhage in Pregnancy</b> Differential diagnosis and management of first and second trimester bleeding, including ectopic pregnancy, miscarriage, placenta previa, and abruption placenta.	2
<b>Course #8. Pregnancy-Related Disorders and Late Dysgravidia</b> Assessment and clinical management of gestational pathologies such as gestational diabetes, preeclampsia, and intrauterine growth restriction.	2
<b>Course #9. Fetal Distress and Pathology of Fetal Appendages</b> Clinical recognition and management of fetal hypoxia, hydramnios, umbilical cord abnormalities. Overview of neonatal resuscitation and intensive care.	2
<b>Course #10. Cardinal Symptoms in Gynaecology</b> Clinical evaluation of common presenting complaints including pelvic pain, abnormal uterine bleeding, and vaginal discharge.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #11. Menstrual Disorders: Hypo- and Hypermenorrhea</b> Etiopathogenesis and management of menstrual disorders resulting from hormonal insufficiencies or excessive endometrial activity.	2
<b>Course #12. Inflammatory Diseases of the Genital Tract</b> Diagnosis, microbiological correlation, and therapeutic strategies for pelvic inflammatory disease and sexually transmitted infections.	2
<b>Course #13. Benign Tumors of the Female Genital Tract</b> Clinical features, diagnosis, and treatment options for uterine fibroids, endometriosis, and ovarian cysts.	2
<b>Course #14. Couple Infertility and Contraception</b> Etiological classification and investigative approach to infertility. Principles of contraception and family planning in clinical practice.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Diagnosis and Monitoring of Pregnancy</b> Hands-on training in confirming pregnancy through clinical signs and paraclinical tests, with an emphasis on the principles of routine antenatal care and follow-up protocols.	3
<b>Laboratory Work #2. Clinical Assessment of the Pregnant Patient I</b> Structured anamnesis and complete clinical examination of pregnant patients, supported by real case presentations illustrating common obstetric findings.	3
<b>Laboratory Work #3. Clinical Assessment of the Pregnant Patient II</b> Continuation of guided history-taking and physical examination skills, applied to patients in various stages of pregnancy, with clinical discussion of differential diagnosis.	3
<b>Laboratory Work #4. Clinical Assessment of the Pregnant Patient III</b> Further consolidation of clinical examination techniques, emphasizing interpretation of obstetric signs and fetal wellbeing through practical case examples.	3
<b>Laboratory Work #5. Management of Pregnancy-Related Hemorrhages</b> Case-based analysis and clinical approach to first and second trimester bleeding, with training in identifying life-threatening causes and initiating timely interventions.	3
<b>Laboratory Work #6. Premature Birth and Premature Rupture of Membranes</b> Clinical scenarios focusing on the recognition, monitoring, and initial management of preterm labor and PROM, including maternal and fetal risk assessment.	3
<b>Laboratory Work #7. Management of Early and Late Dysgravidia</b> Evaluation and therapeutic guidance for gestational complications such as hyperemesis gravidarum, preeclampsia, and intrauterine growth restriction.	3
<b>Laboratory Work #8. Cesarean Section</b> Clinical indications, patient preparation, and post-operative considerations for cesarean delivery, including intraoperative case demonstrations when available.	3
<b>Laboratory Work #9. Dystocic Birth</b> Recognition and practical approach to abnormal labor presentations and progression, with simulation of delivery techniques and review of decision-making algorithms.	3
<b>Laboratory Work #10. Maternal and Fetal Obstetric Trauma</b> Evaluation of trauma in pregnancy, including uterine rupture and soft tissue injuries, with case-based review and management principles for both maternal and fetal trauma.	3
<b>Laboratory Work #11. Fetal Distress and Intrauterine Fetal Demise</b> Identification of fetal compromise and confirmation of fetal death in utero, along with guidelines for communication, management, and psychological support.	3

Laboratory Syllabus	Hours
<b>Laboratory Work #12. Pregnancy-Related Diseases</b> Case discussions centered on the clinical approach and management of gestational diabetes, hypertensive disorders, and autoimmune conditions in pregnancy.	3
<b>Laboratory Work #13. Clinical Examination of the Pregnant Woman IV</b> Reinforcement of prior clinical training through new patient cases, with focus on correlating findings to gestational age and potential complications.	3
<b>Laboratory Work #14. Integrated Follow-Up and Physiological Surveillance of Pregnancy</b> Final comprehensive session covering normal pregnancy follow-up routines, anticipatory guidance, and patient education, reinforced through case studies.	3

Minimum References:
1. Edmonds DK, editor. <b>Dewhurst's textbook of obstetrics and gynaecology</b> . 9th ed. Hoboken (NJ): Wiley-Blackwell; 2018.
2. Arulkumaran S, Regan L, Papageorghiou AT, editors. <b>Oxford textbook of obstetrics and gynaecology</b> . Oxford: Oxford University Press; 2020.
3. Cunningham FG, Leveno KJ, Bloom SL, Dashe JS, Hoffman BL, Casey BM, et al. <b>Williams obstetrics</b> . 26th ed. New York: McGraw-Hill Education; 2022.
4. Lewis G, editor. <b>Saving mothers' lives: reviewing maternal deaths</b> . London: Royal College of Obstetricians and Gynaecologists; 2014.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>• Interactive learning based on logical and progressive presentation of content.</li> <li>• Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams
-

Specific conditions for carrying out the theoretical and practical activities of the discipline:
<ul style="list-style-type: none"> <li>• Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.</li> </ul>

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %
<b>Description of the actual methods of examination – E</b>	
<ul style="list-style-type: none"> <li>Multiple choice examination</li> </ul>	
<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least 90% correct topics</li> </ul>

**Date of completion**

12.09.2025

**Discipline Coordinator,**  
Lecturer PhD Dincă Alexandra

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**  
Lecturer PhD Dincă Alexandra

**Laboratory Coordinator,**  
Lecturer PhD Dincă Alexandra  
Lecturer PhD Mihai Amelia

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>PUBLIC HEALTH AND HEALTH MANAGEMENT</b>					
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Lecturer Muşat Simona Nicoleta, MD, PhD					
Didactic position, name and surname for the <b>Course Coordinator</b>	Lecturer Muşat Simona Nicoleta, MD, PhD					
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Lecturer Muşat Simona Nicoleta, MD, PhD					
Discipline Code	<b>MLE.6.12.12</b>	Formative category of the discipline		<b>DS</b>		
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>E12</b>	
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)				<b>M</b>	No. of credits	<b>2</b>

No. of Hours per week	<b>3</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>1</b>
Total of hours in the curriculum	<b>42</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>14</b>
		Total hours per semester	<b>50</b>	Total hours of individual study	<b>8</b>

Distribution of time pool per week					Hours
1. Study of the course material					0
2. Study according with the course support, manuals					1
3. Study of the minimal bibliography					0
4. Additional documentation in the library					0
5. Specific activity for the seminary or laboratory					1

Distribution of time pool per week	Hours
6. Homework, translations, etc.	0
7. Preparing for different written exams	0
8. Preparing for oral examinations	0
9. Preparing for the final examination	0
10. Consultations	0
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	1
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	PUBLIC HEALTH AND HEALTH MANAGEMENT
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Public health and health management.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Public health and health management.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Public health and health management.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Public health and health management.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Public health and health management.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Public health and health management.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Public health and health management.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Public health and health management.</li> </ul>

Course name	PUBLIC HEALTH AND HEALTH MANAGEMENT
	<ul style="list-style-type: none"> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> <li>• Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>• Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe fundamental concepts of public health, health systems and health management, including determinants of health, prevention programs, policy tools and quality/safety frameworks.
<b>Skills</b>	Apply basic methods for population health assessment, interpret health indicators and propose health promotion and prevention interventions in supervised settings under supervision.
<b>Responsibilities/ Autonomy</b>	Plan and support implementation of public health actions responsibly, considering equity, ethics and legal requirements, and document/report appropriately under supervision.

Course Syllabus	Hours
<b>Course #1. Introduction to Public Health; Population Health Status and its Determinants</b> Overview of the scope, objectives, and historical development of public health, including key determinants influencing the health status of populations.	2
<b>Course #2. Elements of Demographic Statistics</b> Introduction to fundamental demographic indicators such as birth rate, mortality rate, population growth, and their relevance in public health planning.	2
<b>Course #3. Phenomena with Demographic Influence</b> Exploration of major demographic trends and transitions, including aging population, migration, and urbanization, and their implications for health systems.	2
<b>Course #4. Measurement of Disease Frequency at Population Level; Epidemiological Studies Used in Public Health</b> Key epidemiological measures (incidence, prevalence) and study designs (cohort, case-control, cross-sectional) essential for monitoring and evaluating public health outcomes.	2
<b>Course #5. Health Care Systems (HIS)</b> Analysis of different health care models globally, with emphasis on system structure, financing, service delivery, and health outcomes.	2
<b>Course #6. Social Health Insurance System in Romania</b> Detailed examination of the Romanian health insurance system, including legislative framework, funding mechanisms, and access to services.	2
<b>Course #7. Elements of Health Management (1)</b> Introduction to core principles of health service management including leadership, resource allocation, and decision-making in health care institutions.	2
<b>Course #8. Elements of Health Management (2)</b> Continuation of health management principles focusing on operational planning, human resource management, and intersectoral coordination.	2
<b>Course #9. Quality Management in Health Services (1)</b> Foundations of quality assurance and improvement in health care settings, including accreditation systems and performance monitoring.	2

<b>Course Syllabus</b>	<b>Hours</b>
<b>Course #10. Quality Management in Health Services (2)</b> Advanced topics in quality management such as patient safety, clinical governance, and continuous quality improvement models.	2
<b>Course #11. Populations at Risk</b> Identification and public health response to vulnerable populations including children, elderly, people with disabilities, and socioeconomically disadvantaged groups.	2
<b>Course #12. Hospital Care</b> Structure, function, and administration of hospital services within the broader health care system, with attention to efficiency and patient outcomes.	2
<b>Course #13. Health Education. Health Promotion</b> Theoretical and practical frameworks for designing, implementing, and evaluating health education and health promotion programs.	2
<b>Course #14. Programme/Project Management in Health</b> Methodologies for the planning, implementation, monitoring, and evaluation of health programs and projects, including logic models and funding strategies.	2

<b>Laboratory Syllabus</b>	<b>Hours</b>
<b>Laboratory Work #1. Demography and Demographic Influence</b> Calculation and interpretation of key demographic indicators; application to health system planning and population health assessment.	1
<b>Laboratory Work #2. Completion of Vital Records</b> Accurate completion of birth and death certificates in accordance with national legal standards and public health requirements.	1
<b>Laboratory Work #3. Development of Health Education Materials</b> Design and presentation of materials aimed at promoting health education, tailored to specific population needs and health objectives.	1
<b>Laboratory Work #4. Health Facility Planning Based on Community Needs</b> Justification and rationale for the establishment of a health unit according to population health demands and geographic distribution.	1
<b>Laboratory Work #5. Health Facility Management Planning</b> Creation of a basic management plan for a health facility, including organizational structure, services, and operational considerations.	1
<b>Laboratory Work #6. Risk Mapping in Health Services</b> Identification, mapping, and documentation of risks in health service delivery with emphasis on prevention and mitigation strategies.	1
<b>Laboratory Work #7. Integrated Case Management</b> Case-based training in comprehensive patient care across different levels of the health system, integrating social, medical, and administrative aspects.	1
<b>Laboratory Work #8. Interdisciplinary Communication in Health Services</b> Simulation and evaluation of effective communication between medical, administrative, and auxiliary teams to improve patient outcomes.	1
<b>Laboratory Work #9. Patient Communication and Competency Assessment</b> Evaluation and development of clinician-patient communication skills through simulated clinical interactions and feedback.	1
<b>Laboratory Work #10. Development of Diagnostic and Therapeutic Protocols</b> Creation of standardised clinical pathways and evidence-based treatment algorithms for common health conditions.	1

Laboratory Syllabus	Hours
<b>Laboratory Work #11. Evaluation of Hospital Performance Indicators</b> Calculation and interpretation of hospital performance metrics including average length of stay, bed turnover rate, and occupancy rate.	1
<b>Laboratory Work #12. Evaluation of Clinical Protocols</b> Assessment of the effectiveness and efficiency of diagnostic and therapeutic protocols using predefined health outcome measures.	1
<b>Laboratory Work #13. Epidemiological Measurement of Disease Frequency</b> Application of epidemiological tools to measure incidence and prevalence in defined populations, with interpretation of public health significance.	1
<b>Laboratory Work #14. Risk Calculation in Public Health Surveys</b> Practical exercises in the calculation and interpretation of epidemiological risks (RR, OR) from public health and clinical data.	1

Minimum References:
1. Detels R, Gulliford M, Karim QA, Tan CC, editors. <b>Oxford textbook of global public health</b> . 7th ed. Oxford: Oxford University Press; 2021.
2. Buse K, Mays N, Walt G. <b>Making health policy</b> . 2nd ed. Maidenhead: Open University Press; 2012.
3. Walshe K, Smith J. <b>Healthcare management</b> . 2nd ed. Maidenhead: Open University Press; 2016.
4. World Health Organization. <b>Strengthening health systems through primary health care: the WHO operational framework</b> . Copenhagen: WHO Regional Office for Europe; 2021.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams
-

Specific conditions for carrying out the theoretical and practical activities of the discipline:
<ul style="list-style-type: none"> <li>Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.</li> </ul>

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %
<b>Description of the actual methods of examination – E</b>	
<ul style="list-style-type: none"> <li>Multiple choice examination</li> </ul>	
<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>According to the correction scale</li> <li>At least 90% correct topics</li> </ul>

**Date of completion**

12.09.2025

**Discipline Coordinator,**

Lecturer PhD Muşat Simona Nicoleta

**Head of Department,**

Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**

Lecturer PhD Muşat Simona Nicoleta

**Laboratory Coordinator,**

Lecturer PhD Muşat Simona Nicoleta

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>CLINICAL EPIDEMIOLOGY</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Ștefan Ion, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Ștefan Ion, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Ștefan Ion, MD, PhD Lecturer Cîrciumaru Bogdan, MD, PhD				
Discipline Code	<b>MLE.6.12.13</b>	Formative category of the discipline		<b>DS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>V12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>2</b>

No. of Hours per week	<b>3</b>	Out of which are Course hours:	<b>2</b>	Seminar / Practical Activity / Clinical Stage	<b>1</b>
Total of hours in the curriculum	<b>42</b>	Out of which are Course hours:	<b>28</b>	Seminar / Practical Activity / Clinical Stage	<b>14</b>
		Total hours per semester	<b>50</b>	Total hours of individual study	<b>8</b>

Distribution of time pool per week					Hours
1. Study of the course material					0
2. Study according with the course support, manuals					1
3. Study of the minimal bibliography					0
4. Additional documentation in the library					0
5. Specific activity for the seminary or laboratory					1

Distribution of time pool per week	Hours
6. Homework, translations, etc.	0
7. Preparing for different written exams	0
8. Preparing for oral examinations	0
9. Preparing for the final examination	0
10. Consultations	0
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	1
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	CLINICAL EPIDEMIOLOGY
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding core concepts and principles relevant to Clinical epidemiology.</li> <li>• Identifying typical presentations, key findings and risk situations addressed in Clinical epidemiology.</li> <li>• Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>• Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>• Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>• Effective communication in academic and clinical contexts, including structured handover.</li> <li>• Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>• Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>• Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding the core scope of Clinical epidemiology.</li> <li>• To develop understanding of clinical assessment and diagnostic reasoning relevant to Clinical epidemiology.</li> <li>• To familiarize students with evidence-based management principles and patient-safety considerations in Clinical epidemiology.</li> <li>• To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Clinical epidemiology.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify common clinical presentations addressed in Clinical epidemiology.</li> <li>• Explain key mechanisms and diagnostic principles relevant to Clinical epidemiology.</li> <li>• Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

Course name	CLINICAL EPIDEMIOLOGY
	<ul style="list-style-type: none"> <li>Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe principles of clinical epidemiology, study designs, bias and confounding, measures of effect and basic critical appraisal of clinical research.
<b>Skills</b>	Formulate clinical questions, interpret epidemiological measures and apply basic evidence appraisal to clinical decision-making under supervision.
<b>Responsibilities/ Autonomy</b>	Use evidence responsibly, acknowledge uncertainty and limitations and communicate findings transparently in professional settings under supervision.

Course Syllabus	Hours
<b>Course #1. Introduction to Clinical Epidemiology</b> Definition, objectives, and methodological principles. Structure of the infectious and non-infectious epidemiological process and outbreak dynamics.	2
<b>Course #2. Determinants of Infectious Disease Transmission</b> Sources of infection, transmission routes, and mechanisms. Focus on air, water, food, and vectors. Control measures and contamination prevention.	2
<b>Course #3. Host Susceptibility and Immunity</b> Humoral and cellular immunity, immunity testing, and factors influencing susceptibility. Modifiable risk factors and epidemiological interventions.	4
<b>Course #4. Patterns of Disease Occurrence and Surveillance</b> Classification of sporadic, endemic, epidemic, and pandemic manifestations. Principles of active epidemiological surveillance and control strategies.	4
<b>Course #5. Viral Respiratory Infections</b> Epidemiology and prevention of measles, rubella, chickenpox, infectious mononucleosis, and influenza.	4
<b>Course #6. Bacterial Respiratory Infections</b> Surveillance and control of scarlet fever, diphtheria, meningococcal infection, and pertussis.	4
<b>Course #7. Digestive Infectious Diseases</b> Epidemiology and control of dysentery, typhoid fever, foodborne infections, and enteroviral diseases.	4
<b>Course #8. Viral Hepatitis and Zoonoses</b> Prevention and control of viral hepatitis (A–E), HIV, and zoonotic infections including rabies, anthrax, and leptospirosis.	4

Laboratory Syllabus	Hours
<b>Laboratory Work #1. Epidemiological Investigation in Communicable Disease Outbreaks</b> Methodology of preliminary and definitive investigations. Legal framework, case survey presentation, and the communicable disease information system.	2

Laboratory Syllabus	Hours
<b>Laboratory Work #2. Active Artificial Immunoprophylaxis</b> Compulsory and optional vaccinations: vaccine types, schedules, indications, contraindications, potential incidents, and efficacy monitoring.	2
<b>Laboratory Work #3. Passive Artificial Immunoprophylaxis</b> Use of serums and immunoglobulins in prophylaxis: indications, dosage regimens, administration techniques, and effectiveness assessment.	2
<b>Laboratory Work #4. Decontamination and Sterilization</b> Techniques and evaluation of physical and chemical decontamination methods. Sterilization principles and efficacy testing procedures.	2
<b>Laboratory Work #5. Pest and Rodent Control</b> Principles and applied methods of vector control. Techniques for collecting pathological specimens during outbreaks and their diagnostic role.	2
<b>Laboratory Work #6. Respiratory Disease Outbreak Management</b> Epidemiological investigation and control strategies for diseases with respiratory transmission (e.g., scarlet fever, influenza, diphtheria, pertussis, meningococcal infections).	2
<b>Laboratory Work #7. Digestive Disease Outbreak Management</b> Epidemiological investigation and response to digestive-entry diseases: dysentery, typhoid, foodborne infections, viral hepatitis, and enteroviral diseases.	2

Minimum References:
1. Fletcher RH, Fletcher SW, Fletcher GS. <b>Clinical epidemiology: the essentials</b> . 6th ed. Philadelphia: Wolters Kluwer; 2021.
2. Straus SE, Glasziou P, Richardson WS, Haynes RB. <b>Evidence-based medicine: how to practice and teach EBM</b> . 5th ed. Edinburgh: Elsevier; 2019.
3. Greenhalgh T. <b>How to read a paper: the basics of evidence-based medicine and healthcare</b> . 7th ed. Hoboken (NJ): Wiley-Blackwell; 2020.
4. Bonita R, Beaglehole R, Kjellström T. <b>Basic epidemiology</b> . 2nd ed. Geneva: World Health Organization; 2006.
5. Teaching support materials

Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector
•

How the information is transmitted	
Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>Interactive learning based on logical and progressive presentation of content.</li> <li>Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:
-

**Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams**

-

**Specific conditions for carrying out the theoretical and practical activities of the discipline:**

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

<b>Consideration points for computing the final score:</b>	<b>Percentage share of scoring (Total = 100%)</b>
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

**Description of the actual methods of examination – E**

- Multiple choice examination

<b>Minimal requirements for grade 5 (or how grade 5 is awarded)</b>	<b>Requirements for grade 10 (or how grade 10 is awarded)</b>
<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least half of the topics must be correct</li></ul>	<ul style="list-style-type: none"><li>• According to the correction scale</li><li>• At least 90% correct topics</li></ul>

**Date of completion**

12.09.2025

**Discipline Coordinator,**

Assoc.Prof. Ștefan Ion

**Head of Department,**

**Dan Ulmeanu, Assoc. Professor, M.D., PhD**

**Course Coordinator,**

Assoc.Prof. Ștefan Ion

**Laboratory Coordinator,**

Assoc.Prof. Ștefan Ion

Lecturer PhD Cîrciumaru Bogdan

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>ETHICS AND ACADEMIC INTEGRITY</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Elena Rusu, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	Assoc. Prof. Elena Rusu, MD, PhD				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	-				
Discipline Code	<b>MLE.6.12.14</b>	Formative category of the discipline		<b>DS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>V12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>2</b>

No. of Hours per week	<b>1</b>	Out of which are Course hours:	<b>1</b>	Seminar / Practical Activity / Clinical Stage	-
Total of hours in the curriculum	<b>14</b>	Out of which are Course hours:	<b>14</b>	Seminar / Practical Activity / Clinical Stage	-
		Total hours per semester	<b>50</b>	Total hours of individual study	<b>36</b>

Distribution of time pool per week					Hours
1. Study of the course material					2
2. Study according with the course support, manuals					13
3. Study of the minimal bibliography					2
4. Additional documentation in the library					2
5. Specific activity for the seminary or laboratory					0

Distribution of time pool per week	Hours
6. Homework, translations, etc.	0
7. Preparing for different written exams	1
8. Preparing for oral examinations	0
9. Preparing for the final examination	5
10. Consultations	2
11. In the field documentation	0
12. Documentation from web sources, portals, wiki websites	6
13. Tutoring	2
14. Examinations	2
15. Other activities:	0

Course name	ETHICS AND ACADEMIC INTEGRITY
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>Understanding core concepts and principles relevant to Ethics and academic integrity.</li> <li>Identifying typical presentations, key findings and risk situations addressed in Ethics and academic integrity.</li> <li>Interpreting essential clinical and/or paraclinical data used in diagnostic reasoning and decision-making.</li> <li>Recognizing indications, limitations and safety considerations of common investigations and interventions.</li> <li>Applying structured clinical reasoning and initial management principles under supervision.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>Development of analytical and critical thinking for structured clinical problem-solving.</li> <li>Effective communication in academic and clinical contexts, including structured handover.</li> <li>Collaboration in multidisciplinary healthcare environments with adherence to teamwork principles.</li> <li>Demonstration of professional responsibility, ethics and adherence to patient-safety standards.</li> <li>Use of scientific literature, guidelines and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>To provide fundamental knowledge regarding the core scope of Ethics and academic integrity.</li> <li>To develop understanding of clinical assessment and diagnostic reasoning relevant to Ethics and academic integrity.</li> <li>To familiarize students with evidence-based management principles and patient-safety considerations in Ethics and academic integrity.</li> <li>To establish a foundation for supervised clinical practice and interdisciplinary collaboration in Ethics and academic integrity.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>Identify common clinical presentations addressed in Ethics and academic integrity.</li> <li>Explain key mechanisms and diagnostic principles relevant to Ethics and academic integrity.</li> <li>Interpret basic laboratory tests and/or imaging reports relevant to clinical decision-making.</li> </ul>

Course name	ETHICS AND ACADEMIC INTEGRITY
	<ul style="list-style-type: none"> <li>Formulate differential diagnoses and an initial management plan, including investigations and referral, under supervision.</li> <li>Apply principles of communication, documentation and patient safety in clinical practice.</li> </ul>

Learning Outcomes	
<b>Knowledge</b>	Describe principles of professional ethics and academic integrity, including research ethics, plagiarism prevention, authorship criteria and responsible conduct of science and clinical practice.
<b>Skills</b>	Apply ethical reasoning to clinical and academic scenarios, identify integrity breaches and implement preventive practices (proper citation, data management) under supervision.
<b>Responsibilities/ Autonomy</b>	Demonstrate accountability, transparency and respect for ethical/legal standards in study and clinical environments under supervision.

Course Syllabus	Hours
<b>Course #1. Bioethics and Medical Deontology</b> Definition, scope, and historical development of bioethics and medical deontology.	1
<b>Course #2. Bioethical Principles in Medical Practice</b> Autonomy, beneficence, non-maleficence, justice, proportionality, and integrity.	1
<b>Course #3. Doctor–Patient Relationship. Doctor–Nurse Relationship</b> Professional boundaries, communication, trust, teamwork, and ethical responsibility.	1
<b>Course #4. Informed Consent</b> Legal and ethical foundations, capacity, voluntariness, and special clinical situations.	1
<b>Course #5. Conception and Sexuality. Sterilization. Abortion</b> Ethical perspectives on reproductive rights and medical interventions.	1
<b>Course #6. Organ and Tissue Transplantation</b> Ethical, legal, and social considerations; donor consent and allocation of resources.	1
<b>Course #7. Digestive Infectious Diseases</b> Ethical debates, international legislation, and end-of-life care.	1
<b>Course #8. Patient’s Right to Information</b> Truth-telling, confidentiality, medical data protection, and shared decision-making.	1
<b>Course #9. Use of Patient Clinical Data in Clinical Research</b> Ethics of biomedical research, privacy, data protection, and ethical approvals.	1
<b>Course #10. Plagiarism in Biomedical Scientific Writing</b> Types of plagiarism, self-plagiarism, citation ethics, and consequences.	1
<b>Course #11. Institutional Tools for Promoting Academic Ethics</b> Ethics committees, institutional review boards, plagiarism detection systems.	1
<b>Course #12. Regulations on Ethics in Academic and Hospital Environments</b> National laws, international guidelines, and professional codes of conduct.	1
<b>Course #13. Ethical Problem Analysis. Ethical Argumentation. Conflict of Values</b> Ethical models, case-based reasoning, moral distress, and value conflicts.	1
<b>Course #14. Publication Ethics, Scientific Authorship, and Co-Authorship</b> Criteria for authorship, publication misconduct, peer review ethics.	1

**Minimum References:**

1. Beauchamp TL, Childress JF. **Principles of biomedical ethics**. 8th ed. New York: Oxford University Press; 2019.
2. Gillon R. **Medical ethics: four principles plus attention to scope**. Chichester: Wiley-Blackwell; 2015.
3. Resnik DB. **The ethics of science: an introduction**. London: Routledge; 2020.
4. European Commission. **European code of conduct for research integrity**. Revised ed. Berlin: ALLEA – All European Academies; 2017.
5. Teaching support materials

**Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector**

- 

**How the information is transmitted**

Type of Activity	Teaching methods used
Lecture	<ul style="list-style-type: none"> <li>• Interactive learning based on logical and progressive presentation of content.</li> <li>• Multimedia projection of lecture materials.</li> </ul>
Laboratory (Practical Work)	-

**Minimal performance standards – the minimum level of activities that need to be fulfilled by the student during the practical works to be accepted to the final laboratory exam:**

-

**Minimum set of activities that must be performed by the student in the practical exam in order to be admitted to the exam (final verification): obtaining an average of 5 in the practical exams**

-

**Specific conditions for carrying out the theoretical and practical activities of the discipline:**

- Theoretical activities are conducted in a lecture-based format using multimedia presentations (e.g., PowerPoint), supported by case examples and interactive discussions to facilitate applied understanding.

Consideration points for computing the final score:	Percentage share of scoring (Total = 100%)
- Responses to the final exam	70 %
- Responses to the laboratory examination	0 %
- Periodic checks with written exams	0 %
- Continuous testing through the semester	15 %
- Projects / Translations / Posters / Essays, etc.	15 %
- Other activities:	0 %

**Description of the actual methods of examination – E**

- Multiple choice examination

Minimal requirements for grade 5 (or how grade 5 is awarded)	Requirements for grade 10 (or how grade 10 is awarded)
<ul style="list-style-type: none"> <li>• According to the correction scale</li> <li>• At least half of the topics must be correct</li> </ul>	<ul style="list-style-type: none"> <li>• According to the correction scale</li> <li>• At least 90% correct topics</li> </ul>

**Date of completion**

12.09.2025

**Discipline Coordinator,**  
Assoc.Prof. Elena Rusu

**Head of Department,**

**Dan Ulmeanu, Assoc. Professor, M.D., PhD**

**Course Coordinator,**  
Assoc.Prof. Elena Rusu

**Laboratory Coordinator,**

-

**Department Approval Date**

25.09.2025



## DISCIPLINE FILE

Faculty	<b>MEDICINE</b>
Department	<b>MEDICO-SURGICAL AND PROPHYLACTIC DISCIPLINES</b>
Field of study	<b>HEALTHCARE</b>
Study cycle	<b>BACHELOR</b>
Study programme	<b>MEDICINE IN ENGLISH</b>

Discipline`s Name	<b>PRACTICAL ACTIVITY FOR LICENCE THESIS</b>				
Didactic position, name and surname of the <b>Discipline Coordinator</b>	Assoc. Prof. Andreescu Mihaela, MD, PhD				
Didactic position, name and surname for the <b>Course Coordinator</b>	-				
Didactic position, name and surname for the <b>Coordinator of the Seminar / Laboratory / Clinical Traineeship</b>	Assoc. Prof. Andreescu Mihaela, MD, PhD Univ. Asist Nicodin Mihnea-Andrei, MD, PhD Candidate				
Discipline Code	<b>MLE.6.12.15</b>	Formative category of the discipline		<b>SS</b>	
Year of Study	<b>VI</b>	Semester	<b>12</b>	Type of the final evaluation (E, V)	<b>V12</b>
Discipline Regime ( <b>M</b> -mandatory, <b>E</b> -elective)			<b>M</b>	No. of credits	<b>2</b>

No. of Hours per week	-	Out of which are Course hours:	-	Seminar / Practical Activity / Clinical Stage	-
Total of hours in the curriculum	-	Out of which are Course hours:	-	Seminar / Practical Activity / Clinical Stage	-
		Total hours per semester	<b>250</b>	Total hours of individual study	<b>250</b>

Distribution of time pool per week				Hours
1. Study of the course material				0
2. Study according with the course support, manuals				0
3. Study of the minimal bibliography				0
4. Additional documentation in the library				70
5. Specific activity for the seminary or laboratory				0

Distribution of time pool per week	Hours
6. Homework, translations, etc.	30
7. Preparing for different written exams	0
8. Preparing for oral examinations	0
9. Preparing for the final examination	0
10. Consultations	20
11. In the field documentation	30
12. Documentation from web sources, portals, wiki websites	90
13. Tutoring	10
14. Examinations	0
15. Other activities:	0

Course name	BACTERIOLOGY (I). VIROLOGY
<b>Specific professional competencies</b>	<ul style="list-style-type: none"> <li>• Understanding the structure, classification, and biological properties of bacteria and viruses relevant to human disease.</li> <li>• Identifying mechanisms of microbial pathogenicity and host–microorganism interactions.</li> <li>• Interpreting the principles of antimicrobial therapy, resistance mechanisms, and infection control.</li> <li>• Recognizing the immune responses involved in bacterial and viral infections.</li> <li>• Applying laboratory diagnostic methods used in bacteriology and virology.</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>• Development of analytical and critical thinking in interpreting microbiological and virological data.</li> <li>• Effective communication of microbiological concepts in academic and clinical contexts.</li> <li>• Collaboration in laboratory and multidisciplinary healthcare environments.</li> <li>• Demonstration of professional responsibility and adherence to biosafety standards in laboratory practice.</li> <li>• Use of scientific literature and digital resources for evidence-based learning.</li> </ul>
<b>General objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• To provide fundamental knowledge regarding bacterial and viral pathogens relevant to human infectious diseases.</li> <li>• To develop understanding of microbial physiology, pathogenic mechanisms, and host immune responses.</li> <li>• To familiarize students with microbiological and virological laboratory diagnostic techniques.</li> <li>• To establish the basis for understanding infectious diseases and their prevention and control.</li> </ul>
<b>Specific objectives of the discipline</b>	<ul style="list-style-type: none"> <li>• Identify structural and functional characteristics of bacteria and viruses.</li> <li>• Explain mechanisms of microbial growth, pathogenicity, and antimicrobial resistance.</li> <li>• Understand host immune responses to bacterial and viral infections.</li> </ul>

Course name	BACTERIOLOGY (I). VIROLOGY
	<ul style="list-style-type: none"> <li>Analyze laboratory diagnostic methods used in bacteriology and virology.</li> <li>Develop practical laboratory skills for microbial identification and infection diagnosis.</li> </ul>

Course Syllabus	Hours
<b>Course #1. Methodologies and Defining Elements of a Licence Thesis</b> Methodological principles of medical research; structure and components of a licence thesis; research design; establishing the thesis development timeline.	10
<b>Course #2. Administrative and Managerial Activity in Medical Practice</b> Patient rights and obligations; obtaining informed consent; professional liability and malpractice insurance; general notions of hospital management; knowledge and application of “universal precautions”.	10
<b>Course #3. Clarifications Regarding the Case Study and Experimental Model</b> Selection and justification of case studies; experimental and observational research models; inclusion and exclusion criteria.	10
<b>Course #4. Student Case Presentations for Licence Thesis Development</b> Presentation and discussion of clinical cases relevant to the licence thesis; feedback and methodological refinement.	20
<b>Course #5. Clinical Activity at the Patient’s Bedside</b> Direct patient interaction under supervision; clinical observation; documentation of clinical findings.	90
<b>Course #6. Practical Bedside Approach to Basic Medical Procedures</b> Performance of fundamental medical maneuvers according to safety and ethical standards.	80
<b>Course #7. Development of the Research Study</b> Identification and collection of variables; construction and population of the research database; data integrity and confidentiality.	10
<b>Course #8. Presentation of Research Results</b> Interpretation and presentation of clinical and research data; tables, figures, and statistical summaries.	10
<b>Course #9. Discussions on Conclusions and Final Thesis Presentation</b> Structuring conclusions; correlation with objectives and results; preparation of the final written thesis and oral defense.	10

Minimum References:
1. Greenhalgh T. <b>How to read a paper: the basics of evidence-based medicine and healthcare</b> . 7th ed. Hoboken (NJ): Wiley-Blackwell; 2020.
2. Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB. <b>Designing clinical research</b> . 4th ed. Philadelphia: Wolters Kluwer; 2013.
3. Day RA, Gastel B. <b>How to write and publish a scientific paper</b> . 8th ed. Cambridge: Cambridge University Press; 2016.
4. European Commission. <b>European code of conduct for research integrity</b> . Revised ed. Berlin: ALLEA – All European Academies; 2017.
5. Teaching support materials

**Correlation of the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the health sector**

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Laboratory (Practical Work)	-

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**Description of the actual methods of examination – E**

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**Date of completion**

12.09.2025

**Discipline Coordinator,**  
Assoc.Prof. Andreescu Mihaela

**Head of Department,**  
Dan Ulmeanu, Assoc. Professor, M.D., PhD

**Course Coordinator,**

-

**Laboratory Coordinator,**

Assoc.Prof. Andreescu Mihaela  
Asist PhD Candidate Nicodin Mihnea-Andrei

**Department Approval Date**

25.09.2025