



DISCIPLINE STRUCTURED OUTLINE

1. Programme of study description

1.1.	THE "CAROL DAVILA" UNIVERSITY OF MEDICINE AND PHARMACY
1.2.	THE FACULTY OF MEDICINE
1.3.	THE CLINICAL DEPARTMENT 3 - COMPLEMENTARY SCIENCES
1.4.	DISCIPLINE HISTORY OF MEDICINE
1.5.	DOMAIN OF STUDY: HEALTHCARE
1.6.	CYCLE OF STUDIES: BACHELOR'S DEGREE
1.7.	PROGRAMME OF STUDY: MEDICINE

2. Subject description

2.1.	Name of the discipline: HISTORY OF MEDICINE				
2.2.	Subject code: DC II 9 S4M				
2.3.	Subject type (DF/DS/DC): DOC				
2.4.	Discipline type (DOB/DOP/DFA): DOB				
2.5.	Course tenured coordinator: Univ. Prof. dr. Octavian Buda				
2.6.	Seminar activities coordinators: Lecturer. dr. Steluța Boroghina Lecturer. dr. Lidia Trăușan-Matu Univ. Asist. dr. Mădălina Gilice				
2.7. Year of study	II	2.8. Semester	I	2.9. Type of assessment (E/C)	Preliminary examination

3. Total estimated time (hours/semester of didactic activity)

I. University training (teaching, practical application, assessment)					
Number of hours per week	2	Out of which: course	1	Practical activities	1
Total number of hours from curriculum	28	Out of which: course	14	Practical activities	14
Assessment (no. of hours):					
II. Individual preparation/study					
Time allocation – hours					hours
Study from textbooks, courses, bibliography, and student notes					12
Additional library study, study on specialized online platforms and field study					1
Preparing seminars / laboratories, assignments, reports, portfolios and essays					4
Tutoring					10
Examinations					1
Other activities					4
Total hours of individual study		32			
3.9. Total hours per semester (3.4. + 3.7.)		60			
Number of credit points		2			

4. Prerequisites (where applicable)

4.1. of curriculum	-
4.2. of competencies	-

5. Requirements (where applicable)

5.1. for delivering the course	Classroom with video projector
5.2. for delivering the clinical rotation	Classroom with video projector

6. Learning outcomes*

Knowledge	Skills	Responsibility and Autonomy
The student/graduate identifies, describes, and explains the fundamental principles of history of medicine: Know the basic theories and concepts about the development of medicine in history Know the concepts of history of medical ideas Know the conceptual problem of medical-biological causality, the development of medical therapeutics and clinical practice in particular	Understand the role of medical history in an international and regional context Have the ability to identify the main factors that have led to major transformations in medicine, how medical thinking and practice evolved throughout history. Communication skills, empathy and synthetic thinking on medical history themes, Enhancing autonomous research and learning skills	The student/graduate plans, organizes, and decides on measures that respect ethical norms in all professional and academic aspects. Acquire of the main intellectual values of medical profession Enhancing autonomous research including in the framework of interdisciplinary research topics and projects related to medical history

7. Course objectives (correlated with learning outcomes)

7.1. General objective	Understanding the medical terminology used, of notions that are involved in relation to medical history, understanding of biographies in context of the history of science. Understanding history of medical institutions; schools and universities of medicine, transfer of knowledge, correlation of general norms with special norms in the history of medical institutions. In recent decades, the history of medicine has emerged as a rich and mature subdiscipline within history and medicine, but the strength of the field has not precluded vigorous debates about methods, themes, and sources.
7.2. Specific objectives	At the end of the course, the student will be able to: • Identify and describe the fundamental concepts of medical history, and explain their relevance in medical and scientific contexts. • Analyze and evaluate complex history case situations in medical practice, academia, and research, using appropriate conceptual and methodological tools. • The History of Medicine lectures are divided in three

	sections: the first explores the methodological challenges and historiographical debates generated by working in particular historical ages; the second explores the history of medicine in specific regions of the world and their medical traditions, and includes discussion of the '<i>global history of medicine</i>', the final section analyses, from broad chronological and geographical perspectives, both established and emerging historical themes and methodological debates in the history of medicine. • Apply medical historical principles in professional decision-making, in accordance with international standards and national regulations in the medical and academic fields. • Demonstrate the ability to formulate well-argued solutions to ethical dilemmas, integrating multidisciplinary perspectives and respecting human dignity. • Assume responsibility for ethical decisions and behaviors in professional and academic activity, cultivating personal autonomy and critical thinking.
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8. Content

8.1. Course	Teaching methods	Observations
Course 1. History of medicine: The Fundamentals, Historical medical development - between treatment, disease and culture Prehistoric medicine Antiquity: <i>Egypt</i>	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 2. <i>Antiquity: Mesopotamia and Levant</i> <i>Antiquity: India and China</i> Historical medical development	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 3. Medical systems and values: <i>Antiquity: Greek and Roman medicine</i> <i>Middle Ages: Islamic Middle Ages</i>	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 4. Creating a medicalorganizational culture process,	Exposition Examples Synthesizing knowledge	Video projector required

Middle Ages: <i>Christian Middle Ages</i> Renaissance to Early Modern period	Guided discovery Case study analysis Audio-visual methods Conversation Explaining	
Course 5. Ethical and moral values in the academic environment with respect to the medical system/organizations, Values and leadership	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 6. Historical medical developments: methods and theories: Medicine and Enlightenment Modern medicine: 18 th Century	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 7. Modern practices of medical and academic professionalism, Modern medicine: 19 th Century 20 th Century 21 st Century and beyond	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Mandatory bibliography: - Porter, R. (1997). <i>The Greatest Benefit to Mankind: A Medical History of Humanity from Antiquity to the Present</i>. Harper Collins. ISBN 0-00-215173-1. - Rousseau, George S. (2003). <i>Framing and Imagining Disease in Cultural History</i> (Basingstoke: Palgrave Macmillan). [with Miranda Gill, David Haycock and Malte Herwig]. ISBN 1 – 4039 - 1292 - 0 - Mark Jackson (2012) <i>The Oxford Handbook of the History of Medicine</i>, Oxford University Press, ISBN: 978-0-19- 954649-7		
8.2. Practical work	Teaching methods	Observations
Seminar 1. History of medicine: The Fundamentals, and their context	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities	Interactive seminars, with case stories, biographies, history of medical ideas,
Seminar 2. Antiquity: theories of medical thought and practices	Debates on: academic freedom, personal autonomy, justice and fairness, conflicts of interest,	

First critical thinking in Hippocratic medicine and its role in applying ethical principles, Doctor's morality: Oath of Hippocrates	incompatibilities, equal opportunities, merit, professionalism, honesty and intellectual fairness, transparency, accountability, respect and tolerance, Case studies	
Seminar 3. History of medical ideas in early Middle Ages. Bizantium and what is left nowadays	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities Q&A	
Seminar 4. Theories of medical thought and practices: Late Middle Ages and Renaissance	Q&A Explaining Debate Presentations Debate - moral emotions vs. emotions vs. feelings	
Seminar 5. Theories of medical thought and practices at the dawn of modernity: Early Modern period and Enlightenment	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities	
Seminar 6. Theories of medical thought and practices: Modern medicine: 18 th Century Modern medicine: 19 th Century	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities Medical simulation	
Seminar 7. 20th Century. 21st Century and beyond. Medical historical challenges in academic communication Ethical and moral values in the academic environment with respect to the medical history	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debates Presentations Group activities	

9. Assessment

Type of activity	Assessment criteria	Assessment methods	Assessment weighting within the final grade
Course	Knowledge of concepts and theories in the field studied - medical history and the ability to correlate them	Multiple choice exam (25 questions with 4 choices, with only one correct - 30 min., 10 correct answers - mark 5)	90%
Practical work	Ability to defend an medical history viewpoint on academic basis Ability to apply theoretical and practical models in individual applications related to history of medicine	Develop a structured group project that examines academic issues from the perspective of principles of historical case studies, focusing on a case study or other topic in the field of academic medical history and written according to the rules and requirements for academic writing detailed in the course.	10%
Minimum performance standard			
• Obtain a minimum grade of 5 in the final written assessment; • Minimum 75% attendance; • Correct understanding of the basic concepts of each topic. • Knowing the main theories and paradigms associated with medical history. • Designing research objectives and methods specific to history of medicine.			

Date:
22.09.2025

Signature of the course tenured
coordinator

Signature of the seminar
tenured coordinator

Date of approval in the
Council of the
Department:

Signature of the Head of the Department