



DISCIPLINE SHEET

1. Study programme

1.1.	"CAROL DAVILA" UNIVERSITY OF MEDICINE AND PHARMACY BUCHAREST
1.2.	FACULTY OF DENTISTRY
1.3.	DEPARTMENT II
1.4.	DISCIPLINE Legal Medicine and Bioethics
1.5.	STUDY DOMAIN: Health, sectoral regulated within the European Union
1.6.	STUDY LEVEL: I (bachelor's degree) and II (master's degree)
1.7.	STUDY PROGRAMME: DENTAL MEDICINE IN ENGLISH

2. Discipline

2.1.	Discipline name according to the study curriculum: ETHICS AND COMMUNICATION FOR RESPECT AND NON-VIOLENCE IN MEDICAL AND UNIVERSITY ENVIRONMENTS
2.2.	Discipline Code:MD02OP19EN
2.3.	Discipline type (FD/SD/CD): -
2.4.	Discipline optionality (COD/ED/FAD): ED
2.5.	Lectures tenure: Professor Sorin Hostiuc, Associate Professor Isailă Oana-Maria
2.6.	Practical classes/seminar tenure: Professor Sorin Hostiuc Associate Professor Isailă Oana-Maria Assistant Professor Ciobanu Oana-Mihaela
2.7. Year of study	II
2.8. Semester	II
2.9. Type of assessment (E/C/V)	C

3. Estimated total time (hours/semester of teaching activity and preparation/individual study)

I. University training						
3.1. Number of hours per week	2	from which:	3.2. lecture	1	3.3. practical class/seminar	1
3.4. Total hours in the study curriculum	28	from which:	3.5. course	14	3.6. practical class/seminar	14
II. Preparation/individual study						
Time distribution						
Study of lecture materials, textbooks, books, study of the minimum recommended bibliography						hours
						6
Additional documentation activity in the library, on online platforms						6
Specific preparation activities for projects, practical classes, preparation of assignments, reports						6
Preparation for presentations or evaluations, preparation for the final examination						6
Tutoring activity						
Other activities						
3.7. Total hours of individual study						32
3.9. Total hours per semester (3.4.+3.7)				60		
3.10. Number of credits				2		

4. Prerequisites (where appropriate)

4.1. curriculum	-
4.2. proficiencies	-

5. Conditions (where applicable)

5.1. for lecture activity	Classroom Projector, PowerPoint computer, software licenses (office program, bibliographic reference management program). Internet and computer access (for online activities), linux server, web domain
5.2. for practical class/seminar activity	Classroom Projector, powerpoint computer, software licenses (office program, bibliographic reference management program). Internet and computer access (for online activities), linux server, web domain

6. Learning outcomes*

Knowledge	Skills	Responsibility and autonomy
<p>At the end of the module, the student will demonstrate knowledge and understanding of the following concepts:</p> <ul style="list-style-type: none"> • Fundamental principles of interpersonal and medical communication; • Notions about empathic, assertive communication and active listening; • Sources, forms and dynamics of conflicts in the university and medical environment; • Forms of violence (visible and invisible), discrimination 	<p>After completing the module, the student will be able to:</p> <ul style="list-style-type: none"> • Apply empathic communication and active listening techniques in real contexts (university or clinical); • Use assertive communication to manage difficult or tense situations; • Identify forms of aggression, microaggressions or exclusion in the academic and medical environment; • Analyze and propose nonviolent conflict management solutions; • Develop micro-intervention projects to promote respect and inclusion in their own educational or professional community. 	<p>The student will demonstrate:</p> <ul style="list-style-type: none"> • The ability to critically reflect on one's own behaviors and attitudes in social and professional interactions; • Commitment to the values of respect, equity, diversity and inclusion in the academic and clinical context; • Initiative and responsibility in preventing and combating forms of violence (verbal, psychological, symbolic, etc.); • Willingness to actively contribute to the improvement of the organizational and relational culture within the university and/or medical institutions; • Autonomy in learning and personal development in the direction of ethical and effective communication.

<ul style="list-style-type: none"> and marginalization; • Norms of ethics, deontology and professional responsibility in medical practice; • Strategies and models for promoting an organizational culture based on respect and nonviolence 		
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7. Discipline objectives (correlated with learning outcomes)

7.1. General objective	<p>-Promoting the culture of respect and nonviolence in the medical and university environment</p>
7.2. Specific objectives	<p>-Awareness and recognition of forms of abuse, discrimination and violence in the medical and university environment.</p> <p>-Knowledge of the appropriate communication methods in usual contexts but also in particular contexts, in the academic and medical environment.</p> <p>-Developing a culture of mutual respect, empathy and inclusion in the relationships between students, teachers and patients.</p> <p>-Developing skills related to identifying social, emotional and professional factors that can generate aggression and violence</p> <p>-Practicing assertive communication techniques, active listening and expressing emotions in a nonviolent way.</p> <p>- Developing the ability to describe, explain and identify roles and responsibilities, communication and relationship techniques in the real and virtual environment, within the professional team and in the interaction with the patient/family/their caregivers, adapted to various categories: children, the elderly, people with disabilities, people from disadvantaged backgrounds, etc.</p> <p>- Forming an attitude of tolerance, respect for diversity (ethnic, gender, cultural, religious, etc.) and professional responsibility.</p> <p>-Ability to design, plan and apply communication and relationship strategies within the professional team</p> <p>-The ability to design, plan and apply communication and relationship strategies in the interaction with the patient and his family.</p> <p>-Taking an active role in mediating conflict situations both within the medical team and within the doctor-patient relationship.</p> <p>-Encouraging self-reflection and the development of emotional intelligence as essential elements in building harmonious relationships.</p>

8. Contents

8.1. Lecture	Teaching methods	Observations
1. Legislative, deontological, terminological, and practical notions related to communication in the culture of medical and academic respect.	PowerPoint presentations (onsite)	
2. Empathy, assertive communication, and active listening in the medical and academic environment, in physical and online interactions.		
3. Managing emotions in the medical and university environment – ethical and responsible communication in common and particular cases.		
4. Conflict: sources, consequences, dynamics, non-violent solutions in physical interactions, but also online.		
5. Prevention and recognition of violence and discrimination. Forms of violence in the university and medical environment - from microaggressions to abuse of power.		
6. Respect, honesty, responsibility, and non-violence in the medical act and in the university environment.		
7. Reflective attitude and promotion of a culture of nonviolence. Conflict management and non-violent communication.		
<p>Recent bibliography :</p> <ol style="list-style-type: none"> 1. Course of the discipline (available in electronic format) 2. Beatrice Ioan, Bianca Hanganu, Comunicarea in practica medicală, repere generale, vol I, Ed. Junimea, Iasi, 2025 3. Sorin Hostiuc, Tratat de bioetică medicală și stomatologică, București, Editura C.H. Beck, 2021, 4. Rosenberg, Marshall B., Nonviolent Communication: A Language of Life. PuddleDancer Press, 2015. 5. Goleman, Daniel. Emotional Intelligence. Bantam Books, 1995 6. Hostiuc S. Tratat de medicină legală odontostomatologică. Ed. All, București, 2019 7. Aleksandra Kostić, Derek Chadee, The Social Psychology of Nonverbal Communication, Palgrave Macmillan, 2015. 8. Marini, Maria Giulia. Non-violent Communication and Narrative Medicine for Promoting Sustainable Health. Springer Nature Switzerland, 2024. 9. Laverack, Glenn. Public Health: Power, Empowerment and Professional Practice. 4th ed., Bloomsbury Academic, 2019. 		

10. Scientific articles on the topic of nonviolence in the medical and academic environment		
8.2. Practical classes/seminar	Teaching methods	Observations
1.Analysis of one's own communication style through different scenarios: personal values versus professional values, strengths and directions of development	Powerpoint presentations (onsite), on-line materials (film analysis, media cases), role-playing	
2.Case studies and role-playing: empathy in practice, practicing active listening.		
3.Case studies, role play, centering exercises: practicing assertive communication.		
4. Case studies, debates: nonviolent conflict resolution.		
5.Scenarios, role-playing, structured debates: identifying invisible violence in the university or medical environment, solutions.		
6.Case studies, debate, role play: respect for the patient, prevention of violence and discrimination:		
7.Exercises of personal reflection, proposals for campaigns/initiatives: How can I contribute to a culture of respect?		
<p>Recent bibliography :</p> <ol style="list-style-type: none"> 1. The practical work of the discipline (available in electronic format) 2.Beatrice Ioan, Bianca Hanganu, Comunicarea in practica medicală, repere generale, vol I, Ed. Junimea, Iasi, 2025. 3.Sorin Hostiuc, Tratat de bioetică medicală și stomatologică, București, Editura C.H. Beck, 2021, 4.Rosenberg, Marshall B., Nonviolent Communication: A Language of Life. PuddleDancer Press, 2015. 5.Goleman, Daniel. Emotional Intelligence. Bantam Books, 1995 6.Hostiuc S. Tratat de medicină legală odontostomatologică. Ed. All, București, 2019 7.Aleksandra Kostić, Derek Chadee, The Social Psychology of Nonverbal Communication, Palgrave Macmillan, 2015. 8.Marini, Maria Giulia. Non-violent Communication and Narrative Medicine for Promoting Sustainable Health. Springer Nature Switzerland, 2024. 9. Cases publicized in the press 10. Films on medical topics, which highlight the dynamics of the physician-patient relationship in particular, and relevant cases 11. Films that highlight the professional relationship in the academic environment, on indicative topics. 12. Scenarios from personal experience. 		

9. Assessment

Activity	9.1. Evaluation criteria	9.2. Evaluation methods	9.3. Percentage of final grade
9.4. Lecture	<p>Acquisition of the knowledge taught Requirements for grade 5. Ability to understand information related to the promotion of the culture of respect and nonviolence in the medical and academic environment</p> <p>Requirements for grade 10. The ability to understand, design, plan and apply communication and relationship strategies based on respect and non-violence in the interaction with the patient and his/her family, as well as in the academic environment, both habitually and in the dynamics of particular situations.</p>	Colloquium	60%
9.5. Practical classes/seminar	Ability to synthesize, analyze, interact, and argumentation	Colloquium. Case presentations. Activities during the seminar	20%
9.5.1. Individual project (if any)	Self-reflection ability	How can I contribute to a culture of respect in a given academic/professional situation?	20%
Minimum performance standard			
Understanding the information received and integrating it into the context of medical and academic practice			