



DISCIPLINE SHEET

1.-Info about the program

FOUNDATION FOR DEVELOPMENT AND MANAGEMENT	
1.2-Faculty	FACULTY OF MEDICINE
1.3-Departament	Clinical/Complementary Discipline
1.4-Study domain	Health
1.5-Study cycle	Bachelor
1.6-Study program/ Calification	Medicine-English



2.-Info about discipline

2.1- Name of the discipline				PHYLOSOPHY				
2.2-Course lecturer				Assoc. Prof. Dr. DASCALU Cristina-Emanuela , MAs, PhD				
2.3-Seminary lecturer				Assoc. Prof. Dr. DASCALU Cristina-Emanuela , MAs, PhD				
2.4-Year of study	I	2.5 Semester	II	2.6 Evaluation type	Colloquium	2.7. Discipline regime	Content	DC
							Optional	DFA

3. -Total time (hours of didactic activity per semester)

3.1-Number of hours per week	2	3.2 -course	1	3.3- laboratory	1
3.4-Total hours of the curriculum	28	3.5 -course	14	3.6 -laboratory	14
Distribution of time					Hours
Study after manual, course support, bibliography and notes					15
Additional documentatin in the library, on the specialized electronic platforms and on the field					5
Training seminars/laboratories/projects, themes, papers,portofolios and essays					1
Tutoring					-
Examination					1
Other activities					-
3.7-Individual study hours	22				
3.8-Total hours per semester	50				
3.9-Credit number	2				

4.-Preconditions (if applicable)

4.1.-Curriculum	-
4.2.-Learning Outcomes	-

5.-Conditions (where applicable)



5.1. -Course Conduct	Lecture hall with video projector
5.2.-conducting the seminary	Seminar room with video projector

6. Learning outcomes

Knowledge	Critical analysis and interpretation of fundamental concepts related to the human being, life, illness, and death, in connection with medical practice. Ability to identify and address ethical dilemmas in medical activity through the lens of moral principles and philosophical reasoning
Skills	Critical, logical, and argumentative thinking – the ability to evaluate ideas, opinions, and information from a rational and balanced perspective. Empathy, moral responsibility, and ethical awareness – essential attitudes in relationships with patients, colleagues, and society. Capacity for self-analysis and personal development, particularly in relation to personal and professional values
Responsibilities and autonomy	Adaptability and cognitive flexibility, necessary for dealing with uncertainty and the complexity of clinical decision-making.

7.-Objectives of the discipline (resulting from the grid of specific skills accumulated)

7.1 -General objective of the discipline	<ul style="list-style-type: none"> ▪ Development of a foundational philosophical knowledge base, essential for understanding the humanistic and ethical role of the medical profession. ▪ Enhancement of critical thinking and ethical analysis skills, crucial in making complex medical decisions. ▪ Fostering an interdisciplinary perspective, integrating the humanities and medical sciences in the formation of the physician. ▪ Understanding the philosophical implications of the doctor–patient relationship, human suffering, and the medical act.
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7.2- Specific objectives	<ul style="list-style-type: none"> ▪ To define and explain the basic concepts of philosophy (ontology, epistemology, ethics, philosophical anthropology). ▪ To identify the main philosophical orientations (e.g., rationalism, empiricism, existentialism) and their implications for scientific and medical thinking. ▪ To critically analyze the concepts of illness, health, death, life, and suffering from a philosophical perspective. ▪ To apply fundamental ethical principles (autonomy, beneficence, non-maleficence, justice) in the analysis of concrete medical cases. ▪ To develop the ability to argue a well-supported viewpoint regarding ethical dilemmas encountered in medical practice. ▪ To recognize the importance of the spiritual, cultural, and psychological dimensions in patient care. ▪ To understand the role of philosophy in shaping a responsible and empathetic professional conscience.
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8.-Contents

8.1-Course (homework, number of hours, bibliography)	hours /2 week	Teaching methods
<p>1-2.- Introduction to the Philosophy of Medicine and the History of Medical Thought</p> <ul style="list-style-type: none"> • Hippocrates' philosophy and the concept of medical ethics • The impact of philosophical thought on historical medical theories (humoral theory, medieval medicine, etc.) • Renaissance thought and the development of modern medical science 	2	Lecture, case study
<p>3-4. Medical Ethics: Fundamental Principles</p> <ul style="list-style-type: none"> • Autonomy, beneficence, non-maleficence, and justice • Deontological ethics vs. utilitarian ethics • Ethical dilemmas in medicine: autonomy vs. patient protection • Ethics in clinical decision-making: applying ethical principles in daily practice 	2	
<p>5-6. Critical Thinking in Medicine</p> <ul style="list-style-type: none"> • What is critical thinking and why it matters in medicine • Applying critical thinking to the analysis of clinical studies and interpretation of medical data • Cognitive errors in medical decision-making 	2	



<ul style="list-style-type: none"> • Argument analysis and evaluation of evidence in evidence-based medicine (EBM) 		
<p>7-8. Ethical Issues in Medical Research</p> <ul style="list-style-type: none"> • Informed consent and participant protection in research • Human subject research: ethical dilemmas (drug trials, placebo use, etc.) • Experimental studies and the ethics of data manipulation • Animal research ethics and its role in biomedical investigation 	2	
<p>9-10. Philosophy of the Human Body and Illness</p> <ul style="list-style-type: none"> • The human body as both a subject of science and object of care • Definitions and understandings of illness in various philosophical traditions • Chronic vs. acute illness: philosophical perspectives on suffering and treatment • The philosophy of suffering and death 	2	
<p>11-12. Philosophy of Mind and Consciousness in the Medical Context</p> <ul style="list-style-type: none"> • Philosophy of mind and the mind-body problem (dualism vs. monism) • Consciousness and patient perception: how awareness shapes medical decisions • Neuroscience and philosophy: what is "personal identity" from a medical viewpoint? • Ethical challenges in neuroscience and the manipulation of consciousness 	2	
<p>13-14.-Medicine and the Role of the Physician in Society</p> <ul style="list-style-type: none"> • Medicine as both a scientific and humanistic practice • Physicians as agents of social change: involvement in social and political issues • The physician's responsibility for public health • Medicine in the context of health inequalities and access to care 	2	
<p>Bibliography :</p> <p>1.- Jerrold H. Zar – <i>Biostatistical Analysis</i> (5th Edition) ,Ed. Pearson, 2018</p> <p>2.- Eric Vittinghoff, David V. Glidden, Stephen C. Shiboski, Charles E. McCulloch – <i>Regression Methods in Biostatistics: Linear, Logistic, Survival, and Repeated Measures Models</i> (2nd Edition),Springer,2012</p> <p>3.- Rizzo, L. – <i>Statistical Methods in Epidemiology: A Practical Guide for Students and Researchers</i>,Springer,2012</p>		



8. 2- Seminar (themes, number of hours, bibliography	Hours / week	Teaching methods
1. Ethics and Medical Dilemmas <ul style="list-style-type: none"> • Discussions on ethical dilemmas arising in difficult clinical situations (e.g., end-of-life care). • Analysis of real-life cases or simulated clinical ethical scenarios 	1	Problem-Based Learning (PBL)
2. Critical Thinking in Medicine <ul style="list-style-type: none"> • Critical thinking exercises, case study analysis, and identifying reasoning errors. • Discussions on current issues with a focus on critical analysis of medical studies. 	1	
3. Informed Consent and Medical Research <ul style="list-style-type: none"> • Case studies on informed consent in medical research. • Discussions on the protection of patients and researchers in clinical trials. 	1	
4. Philosophy of the Body and Illness <ul style="list-style-type: none"> • Philosophical discussions on the nature of illness and suffering. • Analysis of various concepts of illness across different cultures and historical periods 	1	
5. Ethics in Medical Research <ul style="list-style-type: none"> • Group discussions on ethical dilemmas in clinical studies and biomedical experiments. • Analysis of famous cases in medical research ethics. 	1	
6. The Role of Physicians in Society <ul style="list-style-type: none"> • Debates on the physician's role in modern society and their impact on the community. • Reflections on the responsibilities of doctors within political and social contexts. 	1	
7. Philosophy of Mind and Consciousness <ul style="list-style-type: none"> • Analysis of the mind–body relationship in medical practice. • Discussions on ethical and philosophical implications in treating conscious or unconscious patients. 	1	
8. Medical Decision-Making and Ethical Reasoning <ul style="list-style-type: none"> • Application of ethical principles to decision-making in complex cases. • Discussions on ethical responsibilities in the medical profession. 	1	
9. Ethics in Clinical Practice	1	



<ul style="list-style-type: none"> • Analysis of fundamental ethical principles in the daily work of physicians. • Case study on common ethical dilemmas in hospitals or clinics. 		
10. The Medicalization of Society <ul style="list-style-type: none"> • Discussions on the phenomenon of medicalization and its societal impact. • Debates about the role of doctors in addressing conditions that are not strictly "medical." 	1	
11. Ethics of Genomics <ul style="list-style-type: none"> • Reflections on ethical issues in genetics and biotechnology research. • The impact of advanced technologies on medical ethics. 	1	
12. The Philosophy of Healing and Suffering <ul style="list-style-type: none"> • Reflections on the role of philosophy in understanding and treating human suffering. • Discussions on the nature of healing and the limitations of medicine. 	1	
13. Medicine and Patients' Rights <ul style="list-style-type: none"> • Discussions on patient rights and how they intersect with ethics and the law. <p>Case studies on conflicts between physicians and patients' rights</p>	1	
14. Medicine and Social Justice <ul style="list-style-type: none"> • Analysis of health inequalities and the physician's role in promoting social justice. • Discussions on equitable access to medical care. 	1	
<p>Bibliography :</p> <p>1.- Jerrold H. Zar – <i>Biostatistical Analysis</i> (5th Edition) ,Ed. Pearson, 2018</p> <p>2.- Eric Vittinghoff, David V. Glidden, Stephen C. Shiboski, Charles E. McCulloch – <i>Regression Methods in Biostatistics: Linear, Logistic, Survival, and Repeated Measures Models</i> (2nd Edition),Springer,2012</p> <p>3.- Rizzo, L. – <i>Statistical Methods in Epidemiology: A Practical Guide for Students and Researchers</i>,Springer,2012</p>		

9.-Corroborating/validating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and employers representative of the field related to the program

The contents of the discipline are in accordance with the RNCIS standards.

10.-Evaluation



Activity Type	10.1-Evaluation criteria	10.2-Evaluation methods	10.3- Weight of the final grade
10.4-Curse	-	-	-
10.5- -Seminary		Final assessment: 50-question grid test	100%
10.6 -Minimum Performance Requirement			
Obtaining a grade of 5			

Date:	Signature of the discipline coordinator:	Holder of the seminar activities:
15.05.2025	Assoc. Prof. Dr. DASCALU Cristina-Emanuela , MAs, PhD <i>Cristina E. Dascalu</i>	Assoc. Prof. Dr. DASCALU Cristina-Emanuela , MAs, PhD <i>Cristina E. Dascalu</i>
Date of approval in the Department		
Signature of the Director of Department		

Reprezentant legal F.D.M.
Presedinte
Prof. Univ. Dr. POSTĂVARU Nicolae