**SYLLABUS**

1. **Programme Details**

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| **1.1.** | **GRIGORE T. POPA UNIVERSITY OF MEDICINE AND PHARMACY IASI** | | | | | | | |
| **1.2.** | **FACULTY : MEDICINE / DEPARTMENT: PREVENTIVE MEDICINE AND INTERDISCIPLINARITY** | | | | | | | |
| **1.3.** | **DISCIPLINE: HISTORY OF MEDICINE** | | | | | | | |
| **1.4.** | **FIELD of STUDY:** **MEDICINE** | | | | | | | |
| **1.5.** | **STUDY CYCLE: BACHELOR** | | | | | | | |
| **1.6.** | **PROGRAMME of STUDY: Medicine - English** | | | | | | | |
| 1. **Discipline Details** | | | | | | | | |
| **2.1.** | **Name of the Discipline: HISTORY OF MEDICINE** | | | | | | | |
| **2.2.** | **Teaching staff in charge with lectures: Lecturer dr. Richard CONSTANTINESCU** | | | | | | | |
| **2.3.** | **Teaching staff in charge with seminar activities: Lecturer dr. Richard CONSTANTINESCU** | | | | | | | |
| **2.4. Year** | |  | **2.5. Semester** | **II** | **2.6. Type of evaluation** | **C2** | **2.7. Discipline regimen** | **Compulsory** |

1. **Overall Time Estimates (hours/semester of didactic activity)**

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| * 1. **Number of hours per week** | 4 | **Of which:**  **3.2. lectures** | | 2 | * 1. **seminar** | 2 |
| * 1. **Total hours in the curriculum** | 28 | **Of which:**  **3.5. lectures** | | 14 | **3.6. seminar** | 14 |
| **Distribution of time** |  |  | |  |  | Hours |
| **Study time using coursebook materials, bibliography and notes** | | | | | | 6 |
| **Further study time in the libray, online and in the field** | | | | | | 7 |
| **Preparation time for seminars / laboratories, homework, reports, portfolios and essays** | | | | | | 3 |
| **Tutoring** | | | | | |  |
| **Examinations** | | | | | | 4 |
| **Other activities** | | | | | | 2 |
| **3.7. Total hours of individual study** | | |  | | | 22 |
| **3.8. Total hours / semester** | | |  | | | 50 |
| **3.9. Number of credits** | | |  | | | 2 |

1. **Prerequisites (where applicable)**

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| **4.1. curriculum** | Not needed |
| **4.2. competences** | Not needed |

1. **Conditions (where applicable)**

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| **5.1. for lecture delivery** | Not needed |
| **5.2. for seminar / laboratory delivery** | Not needed |

1. **Specific Competences Acquired**

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| **Professional Competences (knowledge and skills)** | The course surveys the history of medical knowledge and practice from antiquity to the present. A basic premise of the course is that the history of medicine can only be understood in the context of the society of which it is a part. The course will increase students’ ability to assess critically the different ways of writing history and different interpretations of the past. Various perspectives on the writing of medical history will be discussed and analysed.  This course aims to build on students’ skills of historical understanding and communication. These include:  1. an awareness of historiographical debates, an ability to assess them critically in relation to the sources on which they are based;  2. an ability to access information and use it constructively to formulate arguments in a logical way;  3. ability to engage in scholarly debate and communicate effectively on historical issues in small group discussions. |
| **Transversal Competences (roles, personal and professional development)** | Required readings consist largely of primary sources, from elite medical texts to patient diaries. Short research assignments will encourage students to adopt the perspectives of a range of actors in various historical eras. |

1. **Obiectives of the Discipline (related to the acquired competences)**

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| **7.1. General Obiective** | The study of medical history aims to enhance understanding of past societies. The course has two principal goals:  1. to give students a practical introduction to the fundamental questions and methods of the history of medicine;  2. to foster a nuanced, critical understanding of medicine’s complex role in contemporary society. |
| **7.2. Specific Obiectives** | The lectures takes a broadly approach, blending the perspectives of the physician, the patient and society as a whole; sets its sights on history from the inside out. The discussions will take the long-discredited knowledge and treatments of the past seriously, on their own terms, rather than judging them by today’s standards. |

1. **Contents**

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| **8.1. Lecture** | **Teaching methods** | **Comments** |
| 1. Ancient wisdom to 700: Healers and Herbalists; Early Surgery; Shamanism; Medicine in Ancient Egypt; early Chinese Medicine; Acupuncture; Ayurveda; Medicine in Ancient Greece; The Four Humors; Hippocrates; Medicine in Ancient Rome; Galen | Presentation;  discussion and argumentation | Power point;  video |
| 2. Revival and Renaissance – 700-1800: The Golden Age of Islamic Medicine; The First School of Medicine; Medieval Medicine; Anatomy Restored; The Black Death; The Anatomy Revolution; Barber-surgeons; Discovering the Circulation; Early Microscopists; The First Vaccination; The Modern Hospital | *idem* | *idem* |
| 3. Science take charge – 1800-1900: The First Stethoscope; Diagnostic Instruments; Miasma Theory; Cholera; Epidemiology and Public Health; Anaesthetics; Microbiology and Germ Theory; Cell Theory; The First Antiseptics; X-rays; Transfusion BreakThrough | *idem* | *idem* |
| 4. Era of Specialisation – 1900-1960: Sigmund Freud; The Development of ECG; A Cure for Syphilis; Diabetes and Insulin; The Discovery of Penicilin; Polio: A Global Battle; The Structure of DNA; Scanning Machines | *idem* | *idem* |
| 5. Promises old and new – 1960-Present: The Constracepitive Pill; Cancers; Advanced Imaging; The First Heart Transplant; Implants and Prostheses; HIV and AIDS; Genetic Revolution; | *idem* | *idem* |
| 6. Grigore T. Popa – Doctor Writer and Journalist | *idem* | *idem* |
| 7. Romanian Pioneers in Science and Medicine | *idem* | *idem* |
| **Bibliography**  Ray Porter, *The Cambridge History of Medicine*, Cambridge University Press, 2006  Paul Strathern, *A Brief History of Medicine: From Hippocrates to Gene Therapy*, London, 2005  Dorothy Porter, *Health, Civilisation and The State. A History of Public Health from Ancient to Modern Times*, Routledge, London, 1999  Frank Huisman & John Harley Warner, *Locating Medical History. The Stories and Their Meanings*, The Johns Hopkins University Press, Baltimore and London, 2006  Ronald E. Doel &Thomas Söderqvist, *The Historiography of Contemporary Science, Technology, and Medicine*, Routledge, 2006 | | |
| **8.2. Seminar / Laboratory** | **Teaching methods** | **Comments** |
| 1. Sickness and Health. The Gifts of Civilization. How Culture Affects Health | Interactive debate;  students’ projects | Power point;  video |
| 2. Medicine and War | *idem* | *idem* |
| 3. Women in Medicine; Women’s Health | *idem* | *idem* |
| 4. Medical Writing | *idem* | *idem* |
| 5. Mental Health and Talking Therapies; Alzheimer’s Disease and Dementias | *idem* | *idem* |
| 6. Robots and Telemedicine | *idem* | *idem* |
| 7. Health consumerism | *idem* | *idem* |
| **Bibliography**  Steven Pinker, *The Sense of Style: The Thinking Person’s Guide to writing in the 21st century*, 2014  David Lodge, *How Far Can You Go?*, 1980  Andrew Scull, *Madness in Civilisation: A Cultural History of Insanity from the Bible to Freud, from the Madhouse to Modern Medicine*, Thames and Hudson Ltd., London, 2015  Ed Young, *Contain Multitudes: The Microbes Within Us and a Grander View of Life*, 2016  Siddhartha Mukherjee, *The Emperor of All Maladies: A Biography of Cancer*, 2010  Marius Barnard, Simon Norval, *Defining Moments. An Autobiography*, Zebra Press, 2011 Damon Tweedy, *Black Man in a White Coat: A Doctor’s Reflections on Race and Medicine*, 2016 Corina Wagner, *A Body of Work: An Anthology of Poetry and Medicine*, 2016 | | |

1. **Correlations between the contents of the discipline and the expectations of the epistemic community, of profesional associations and of employers in the field**

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| Knowledge and skills are set as teaching objectives. After analysis within the discipline, these aspects are discussed and approved at the Bureau of Curriculum, to harmonize with other disciplines. Throughout this systematical evaluation possible direct correlation is assessed between content and expectations of the academic community, representatives of the community, professional associations and employers. As a primary goal, the discipline aims to give students optimal prerequisites for the next years of study in the program of Degree in Medicine in anticipation of successful employment immediately after graduation in residency programs in Romania and other EU countries. |

1. **Evaluation**

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| **Type of activity** | **10.1. Evaluation criteria:** | **10.2.**  **Methods of evaluation** | **10.3.**  **Percentage of final grade** |
| **10.4. Lecture** | Grade for multiple choice test | Portfolio | 50% |
| **10.5. Seminar** | Average grade of ongoing examinations | Written project | 10% |
| Grade for practical examination | Individual presentation | 40% |
| **Minimum standard of performance: at least grade 5 to pass the discipline** | | | |

**Date: Signiture of Didactic Co-ordinator**

**Sef lucr. dr. Richard CONSTANTINESCU**

**01.10.2019**

**Signiture of Department Director**

**Conf. Dr. Florin PETRARIU**