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**RAISA PACALO CENTER OF EXCELLENCE IN MEDICINE AND PHARMACY**

**APPROVED**

First Vice-Rector, Vice-Rector for  
Academic Activity Management,  
Dr. hab. MSc, Professor

\_\_\_\_\_ **Olga CERNETCHI**  
" \_\_\_\_\_ " \_\_\_\_\_ **2025**

**APPROVED**

Deputy Director  
for practical training,  
administrator Raisa Pacalo CEMPh

\_\_\_\_\_ **Tatiana CRITCHI**  
" \_\_\_\_\_ " \_\_\_\_\_ **2025**

**CURRICULUM**

**MANAGEMENT AND PLANNING  
IN HEALTHCARE INSTITUTIONS**

**Chisinau, 2025**

**Approved:**

At the Quality Management Board meeting of  
Nicolae Testemitanu University

Minutes no. \_\_\_\_\_

" \_\_\_\_\_ " \_\_\_\_\_ 2025

**CERNETCHI Olga**, First Vice-Rector, Vice-Rector  
for academic activity management,  
Dr. hab. MSc, Professor

\_\_\_\_\_

At the meeting of the Methodological Scientific Council of  
**COBILEANSCHI Svetlana** , deputy director  
for educational, didactic and methodological activity

" \_\_\_\_\_ " \_\_\_\_\_ 2025

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At the meeting of the Department of Paraclinical and Hygienic Disciplines of

" \_\_\_\_\_ " \_\_\_\_\_ 2025

**PREGUZA Olga** ,  
head of department

\_\_\_\_\_

**Authors:**

**CRITCHI Tatiana**, deputy director for practical training, managerial level one, teacher of  
hygiene subjects, higher teaching degree

**HORNET Nadejda**, Head of Quality Assurance Section, managerial level one, professor in  
the discipline of Communication and Medical Psychology, higher teaching  
degree

**CRECIUN Galina**, teacher of the subject Internal medicine and geriatrics with specific  
nursing, higher teaching degree

**Reviewers:**

**ADAUJI Stela** , habilitated doctor of pharmaceutical sciences, associate professor, head of  
Vasile Procopisin Department of Social Pharmacy, head of the Department of  
Continuing Medical Education, Nicolae Testemitanu University

" \_\_\_\_\_ " \_\_\_\_\_ 2025

\_\_\_\_\_

**GHERGHELEGIU Evelina** , doctor of medical sciences, Department of Neurology no. 1,  
head of the Department of Foreign Relations and European Integration, Nicolae  
Testemitanu University

" \_\_\_\_\_ " \_\_\_\_\_ 2025

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## **I. PRELIMINARY**

In a constantly changing work environment, the ability to plan, coordinate and optimize resources is an indispensable skill for any employee in a public or private healthcare institution. Course Unit of *Management and Planning in healthcare institutions* (HI) provides trainees with the necessary foundation to understand and apply the essential principles of effective organization of activities in a professional context. This module aims to develop structured thinking and the ability to make informed decisions, oriented towards the objectives of the healthcare institution.

The course unit addresses the main functions of management – planning, organizing, coordinating and controlling – providing trainees with practical tools for structuring tasks, allocating resources and setting realistic objectives. Through applied activities, case studies and practical exercises, trainees will learn to use modern planning methods, such as prioritization techniques, risk analysis and digital management tools.

This module contributes to the formation of a coherent perspective on the managerial process, highlighting the importance of collaboration, effective communication and continuous monitoring in the conduct of projects or routine activities. The acquisition of these skills facilitates adaptation to the demands of the workplace, increases individual efficiency and allows for responsible involvement within the team.

By completing the course unit, trainees will develop both fundamental theoretical knowledge and practical skills necessary to professionally manage activities and projects specific to their field of activity. The course unit represents an essential component in professional training, preparing trainees to approach tasks with rigor, objectivity and results orientation.

The purpose of the curriculum is to train and develop skills that allow trainees to identify objectives, develop activity plans, allocate adequate resources and monitor progress in order to achieve desired results. The curriculum aims to facilitate the transfer of knowledge and practical skills necessary to manage tasks, projects and processes specific to the field of activity, contributing to the professionalization and empowerment of trainees.

Through interactive activities, case studies and practical applications, the course unit supports participants in developing analytical thinking, decision-making skills and a spirit of initiative. Completing this module contributes to increasing professional autonomy and effectively adapting to the demands and challenges of the contemporary work environment.

## **II. MOTIVATION, USEFULNESS OF THE COURSE UNIT FOR PROFESSIONAL TRAINING**

The course unit *Management and Planning in healthcare institutions* is motivated by the need to develop essential skills in a professional environment characterized by complexity, dynamism and increasing efficiency requirements. Regardless of the field of activity, the ability to organize tasks, plan resources and coordinate activities is the foundation of high professional performance. In this context, the development of basic managerial skills becomes a priority for any training program.

The curriculum responds to the need to prepare trainees for varied responsibilities, which involve decision-making, time management, problem-solving and rapid adaptation to change. At the same time, the course unit contributes to increasing the level of professional autonomy,

improving collaboration within teams and strengthening the ability to pursue short- and long-term goals.

The curriculum is also motivated by the current demands of the labor market, where employers value skills such as planning activities, prioritizing tasks, using modern management tools, and evaluating progress. By promoting these skills, the program aims to facilitate the integration of trainees into organizational activity and support the operational efficiency of medical institutions.

Also, the inclusion of the course unit *Management and Planning in healthcare institutions* within professional training offers trainees the opportunity to better understand the internal processes of medical institutions and the role of each employee in achieving results. The main motivation is to ensure complete, relevant and applicable training, allowing trainees to develop transferable skills in different professional situations.

This curriculum aims to create the premises for sustainable professional development, support the increase in work quality, and contribute to the formation of an organizational culture oriented towards efficiency, responsibility, and results.

*The course unit Management and Planning in healthcare institutions* is of particular importance in the training of personnel working in medical institutions, because clinical and administrative processes require rigorous coordination, efficient use of resources and a permanent orientation towards quality and patient safety. In medical institutions, correct planning of activities and the implementation of efficient management are essential prerequisites for the provision of quality medical services and for the sustainable functioning of the institution.

The course unit is useful because it develops the ability of trainees to understand and apply management principles in real work contexts, to integrate planning into clinical and administrative activities and to optimize the way in which the resources of the medical institution are used - human, material, financial and informational resources. By acquiring this knowledge and skills, trainees become able to contribute to increasing operational efficiency, reducing waste and improving workflows.

Another major benefit of this course unit is its support in understanding and implementing quality assurance and improvement mechanisms. In the context of accreditation of healthcare institutions and increasingly complex requirements regarding patient safety, staff must understand how strategic planning, risk analysis and quality standards are integrated into daily work. This unit helps trainees to correlate improvement plans with the strategic objectives of the healthcare institution, to analyze critical control points and to actively participate in internal structures dedicated to quality.

*The course unit Management and Planning in healthcare institutions* also has an immediate practical utility: trainees can apply the tools and methods learned in their current activity, contributing to the organization of medical and administrative activities, monitoring performance indicators and implementing optimization measures. By developing coordination, monitoring and evaluation skills, trainees can support internal audit processes, participate in the development of compliance plans.

By integrating these aspects, the course unit contributes both to the professional development of trainees and to the organizational performance of medical institutions.

### **III. PROFESSIONAL COMPETENCES SPECIFIC TO THE COURSE UNIT**

At the end of the course unit, the trainee will be able to:

**SC1.** Plan activities and manage resources.

**SC2.** Coordinate , monitor and evaluate the activities of the field.

**SC3.** Apply the stages and principles of planning and quality assurance in medical institutions.

**SC4.** Develop , correlate and implement quality and safety improvement plans in relation to the strategic objectives of the medical institution.

#### IV. COURSE UNIT ADMINISTRATION

Course unit status	Number of hours					Assessment form	No. of credits
	Total hours	Direct contact	Individual study/ Practical activities	Direct contact			
				notional	Practicals/ Seminars		
compulsory	180	60	12	40	20	T/P	6

#### V. CONTENT/LEARNING UNITS

Unit competences	Content/learning units	Study goals/skills
<b>Learning Unit 1. Strategic and Organizational Management</b>		
<b>UC 1.1</b> Strategic analysis and definition of organizational direction.	1.1.1. General concepts of strategic management and operational management. 1.1.2. Mission, vision, values. 1.1.3. Analysis of the external and internal environment of medical institutions. 1.1.4. Stakeholder analysis.	<ul style="list-style-type: none"> <li>Explain the fundamental concepts of strategic management, operational management and their role in the development of medical institutions.</li> <li>Define and interpret the mission, vision, and values of the medical institution, highlighting their impact on institutional culture and performance.</li> <li>Perform analysis of the internal and external environment of medical institutions.</li> <li>Identify and assess stakeholder groups and their influence on decision-making and strategic direction.</li> </ul>
<b>UC 1.2</b> Development and implementation of the medical institution's strategy in the context of quality management	1.2.1. Development strategy. 1.2.2. Strategic and operational objectives. 1.2.3. The role of the manager and the management of the medical and healthcare unit in quality management. 1.2.4. Practical applications – Conducting a SWOT analysis.	<ul style="list-style-type: none"> <li>Explain the principles and stages of the strategic development process, as well as its connection to organizational performance.</li> <li>Develop strategic and operational objectives, in correlation with the mission, vision and values of the medical institution.</li> <li>Apply quality management tools in the design and implementation of organizational strategy.</li> <li>Evaluate the role of the manager and the leadership of the medical and healthcare unit in coordinating strategic processes and promoting a culture of quality.</li> <li>Conduct a SWOT analysis for a subdivision of a medical institution.</li> </ul>
<b>Learning Unit 2. The process of planning, implementation, evaluation and quality control in a hospital</b>		
<b>UC 2.1.</b> Planning and ensuring the quality of medical services in medical and	2.1.1. Alignment of the quality and safety improvement plan with the strategic objectives of the	<ul style="list-style-type: none"> <li>Explain the stages of the quality planning process within medical institutions and its role in increasing the performance of the services provided.</li> <li>Identify and describe the fundamental elements of</li> </ul>

Unit competences	Content/learning units	Study goals/skills
healthcare institutions.	<p>medical institution.</p> <p>2.1.2. Quality planning - implementation/development plan.</p> <p>2.1.3. Planning and control.</p> <p>2.1.4. Identification of critical control points.</p> <p>2.1.5. Elements of quality assurance and improvement.</p>	<p>quality assurance, according to healthcare standards and regulations.</p> <ul style="list-style-type: none"> <li>Recognize and analyze critical control points in clinical and administrative flows to prevent risks and errors.</li> <li>Apply principles and methods of planning and quality control in the institution's medical and support processes.</li> <li>Assess quality improvement needs and argue for the importance of implementing standardized patient safety practices.</li> <li>Integrate the concept of continuous improvement into internal activities and procedures, as part of the quality management system.</li> <li>Explain the principles and steps of developing a quality and safety improvement plan, according to the requirements of the standards in the medical system.</li> <li>Correlate the improvement plan with the strategic objectives, policies and priorities of the medical institution.</li> <li>Identifies critical areas that require improvement interventions, based on performance indicators and process analysis.</li> <li>Apply the stages of implementing accreditation standards, integrating their requirements into the plans and activities of the medical institution.</li> <li>Develop concrete, measurable and achievable actions to increase quality and patient safety.</li> <li>Monitor and evaluate the implementation of interventions, using specific indicators and control mechanisms.</li> <li>Proposes continuous improvement measures, adapted to the evaluated results and the evolving needs of the medical institution.</li> </ul>
<b>UC 2.2</b> Developing and implementing quality and safety improvement plans in correlation with the strategic objectives of the medical institution.	<p>2.2.1. Plan to improve the quality and safety of medical services provided by medical institutions.</p> <p>2.2.2. Accreditation standards and their implementation.</p> <p>2.2.3. Practical applications. Developing a quality improvement plan.</p>	

## VI. INDICATIVE DISTRIBUTION OF HOURS BY CONTENT/LEARNING UNITS

No. crt.	Content/learning units	Number of hours				
		Total	Direct contact	Individual study/Practical activities	Direct contact	
					notional	Practicals/seminars
1.	Strategic and organizational management.	108	24	48	16	8
2.	The process of planning, implementation, evaluation and quality control in a hospital.	72	36	72	24	12
<b>Total</b>		<b>180</b>	<b>60</b>	<b>120</b>	<b>40</b>	<b>20</b>

## VII. TEACHING-LEARNING SUGGESTIONS



The teaching-learning process for the course unit *Management and planning in healthcare institutions* must combine the presentation of theoretical concepts with applied activities that allow trainees to understand and apply management principles in real contexts of medical institutions. The main recommendation is that the trainer adopt an active, learner-centered approach that facilitates the gradual building of the targeted competencies.

Teaching can begin with interactive presentations that introduce the fundamentals of management, planning and efficient use of resources in the hospital environment. These should be accompanied by relevant clinical and administrative examples so that trainees can make connections between theory and practice. In addition to the presentation, it is important for the trainer to stimulate dialogue through questions, discussions and clarifications to ensure understanding of the concepts.

An essential role is played by the use of case studies, preferably inspired by real situations in medical institutions, such as dysfunctions in resource planning, delays in processes or non-conformities identified in quality activities. The analysis of these situations allows trainees to practice identifying problems, formulating solutions and applying effective management strategies. Also, the application of problem-based or project-based learning methods favors the development of critical thinking and decision-making capacity.

Practical activities should be central to the learning process. Trainees can be involved in activity planning exercises using tools such as diagrams, planning sheets, monitoring charts or responsibility matrices. Simulations can also be organised that reproduce situations from the daily work of healthcare institutions, such as managing resources under limiting conditions or reorganising tasks within a team.

Collaborative learning is another important element, as it allows for the active participation of trainees and the exchange of experience between people from different departments and roles. Group work encourages the discussion of solutions, the comparative analysis of different approaches and the development of coordination and communication skills. This can be complemented with role-playing exercises, in which operational meetings, quality review meetings or crisis situations that require quick and effective decisions are simulated.

It is also recommended to integrate personal reflection as a method of consolidating learning. Trainees can be invited to analyze their own planning and coordination practices, identify difficulties encountered in their work and propose applicable solutions or improvements. This approach supports the transfer of knowledge into professional activity.

To support the teaching-learning process, the course can use various resources, such as: theoretical materials, internal procedures, protocols, sample plans, accreditation documents or digital planning and monitoring applications. The trainer's role is to guide the trainees in the use of these resources, to formulate questions that stimulate reflection and to provide constructive feedback during the activities.

Overall, the teaching of the course unit *Management and Planning in Healthcare Institutions* must facilitate active learning, collaboration and practical applicability, so that trainees can use the skills acquired in planning and managing activities in medical institutions, contributing to improving the efficiency, quality and safety of the services provided .

## VIII. ASSESSMENT SUGGESTIONS

Assessment within the course unit *Management and Planning in healthcare institutions* aims to measure the progress of trainees, identify the level of understanding of the concepts presented and verify their ability to apply them in situations specific to medical institutions. The assessment must be continuous, integrated into the learning process and oriented towards the development of professional skills. The methodology includes both current (formative) assessment and summative assessment, which together provide a complete picture of the trainees' evolution.

The course unit *Management and Planning in healthcare institutions* has the role of supporting the development of trainees in real time. The purpose of this form of assessment is not to finally grade or certify performances, but to guide learning, identify difficulties and adjust pedagogical interventions so that each trainee can improve their skills.

Formative assessment is carried out through a variety of methods and activities, carried out systematically throughout the course. One of the main assessment methods is the observation of the active participation of the trainees in the teaching-learning activities. The trainer monitors the degree of involvement, the willingness to respond, the capacity for analysis and the way of collaboration in the group, providing immediate feedback to encourage the consolidation of knowledge and the correction of possible misunderstandings.

Another important tool of formative evaluation is the practical activities carried out during the course. When trainees analyze a medical or administrative process, draw up a Gantt chart, identify resources or develop a mini-improvement plan, the trainer can observe how they apply the theoretical concepts and can intervene to clarify or correct. Through concrete examples and additional explanations, the trainer helps trainees to better understand the principles of management and planning.

Case studies are also a valuable tool for ongoing assessment. Trainees are invited to analyze real or simulated situations in healthcare institutions and identify problems, risks, causes and solutions. During discussions and presentation of conclusions, the trainer assesses their ability to think critically, to argue and to apply management tools. Feedback provided at this stage contributes to deepening understanding and correcting misinterpretations.

Formative assessment can also be carried out through oral questions or guided discussions, which allow for a quick check of the level of understanding of key concepts. By asking open-ended questions, the trainer can identify gaps, stimulate reflection, and adapt the content and pace of teaching to the needs of the group.

Another useful component is worksheets and short exercises. These can include classifications, identification of process steps, definition of SMART objectives or analysis of a quality indicator. These exercises provide the trainer with immediate information on understanding of the content and allow for quick remediation of clarification needs.

In formative assessment, feedback plays a central role. The trainer must provide trainees with constructive, specific and progress-oriented feedback, highlighting both the elements that have been well achieved and the aspects that require improvement. Feedback can be individual or collective, oral or written, and aims to encourage trainees, clarify expectations and support the learning process.

Last but not least, the ongoing assessment can include moments of self-assessment and reflection , in which trainees are invited to analyze what they have learned, the difficulties they encountered, and how they can improve. These moments contribute to the development of autonomy and professional responsibility.

Overall, formative assessment is a continuous, flexible and adapted process to the needs of the trainees, contributing to the consolidation of the skills necessary for management and planning in medical institutions. It is an integral part of the teaching act and ensures an efficient educational path, oriented towards active learning and professional development.

*Summative assessment* represents the final stage of the evaluation process within the *Management and Planning course unit. in medical and healthcare institutions* and aims to verify the level of competence acquired by trainees at the end of training activities. Unlike formative assessment, which is oriented towards supporting progress, summative assessment has an integrative and certifying character, with the role of determining to what extent the trainee has achieved the learning objectives and developed the competencies established in the curriculum.

Summative assessment is carried out through theoretical and/or practical tests, which reflect the real applicability of management and planning concepts in the context of medical institutions. One of the frequently used methods is the written test , which can include grid-type items, short-answer questions or open-ended items. The written test assesses the understanding of fundamental concepts, such as management functions, planning stages, organizational tools, quality assurance principles or methods for monitoring and evaluating activities. Through the diversity of items, both memorized knowledge and the ability to apply concepts in concrete contexts can be assessed.

Another form of summative assessment is the completion of an applied project , individually or in a group. The project may consist of developing an activity plan in a medical department, analyzing an operational process, proposing a quality improvement plan or simulating a resource allocation in a specific situation. This test allows the assessment of analysis, planning, organization and professional argumentation skills. The project also offers trainees the opportunity to demonstrate how they can integrate theory with practice, using management tools and applying relevant standards in the medical field.

The oral presentation of the project is an important component of the summative assessment, as it allows the assessment of the trainee's ability to communicate effectively, to justify decisions made and to answer questions from the trainer or colleagues. This type of assessment highlights both technical competencies and presentation, negotiation and argumentation skills, essential in the management and coordination activity in medical institutions.

To test practical skills, the trainer can use practical tests , such as solving a simulated operational situation. For example, trainees can be asked to reorganize activities in a busy shift, identify the resources needed in a critical situation, or propose corrective measures for a non-conformity identified in an audit. These exercises assess the ability to quickly apply management concepts, make appropriate decisions, and act responsibly in real-world situations.

Another useful tool in summative assessment is the learning portfolio , which includes exercises, worksheets, projects and reflections carried out by trainees during the modules. The portfolio allows for a global, long-term assessment of the trainees' progress and professional

maturation. This form of assessment is particularly relevant in the medical field, where responsibility, critical analysis and documentation are essential skills.

Summative assessment must be carried out on the basis of clear, transparent criteria and correlated with the competencies established in the curriculum. Tests must allow trainees to demonstrate both conceptual knowledge and their practical applicability. At the same time, summative assessment is a moment of synthesis and reflection, in which trainees can analyze their performance and identify directions for professional development.

By combining theoretical and practical tests, summative assessment provides a complete and objective picture of the level of competence acquired, contributing to ensuring the quality of the training process and preparing trainees for specific management responsibilities in medical institutions.

## IX. SUGGESTIONS FOR INDIVIDUAL STUDY

Subjects for individual study	Products to be developed	Assessment methods	Completion time, hours
Management functions and planning stages in medical institutions.	Written summary (1–2 pages) regarding management functions and how to apply them in your department/service.	Verification by evaluation sheet; individual feedback	16
Planning activities and using tools (diagrams, task lists, responsibility matrices).	Activity plan	Analysis of the product made	16
Resource management (human, material, informational).	Resource identification and allocation table for a real activity.	Checking consistency and completeness	16
Analysis of a medical or administrative process.	Describing a process and identifying 2–3 critical points.	Evaluation based on criteria: clarity, relevance, correctness of analysis	16
Quality improvement plans.	Mini-improvement plan (objective, actions, responsible parties, deadlines).	Evaluation according to criteria: clarity, feasibility, correlation with the objective	24
Team coordination and communication techniques.	Brief reflection on a coordination situation encountered at work.	Evaluation through reflection on practice.	16
Relevant legislation and internal documents (procedures, protocols, policies).	Identify a relevant procedure and summarize its role in the activity.	Checking structure and understanding	16
<b>Total</b>			<b>120</b>

## X. SUGGESTIONS FOR PRACTICAL ACTIVITIES

Practical activities are an essential component of the training process within the course unit *Management and Planning in Healthcare Institutions*, as they allow trainees to directly apply theoretical knowledge in specific situations in the medical environment. Practical activities must be designed to reflect the realities of medical institutions as closely as

possible, to be progressive and to allow the development of solution-oriented thinking and continuous improvement.

A first set of practical activities can be dedicated to the analysis of medical and administrative processes . Trainees can be asked to describe in detail a specific process within the medical unit, such as patient admission, treatment administration, preparation for interventions, biological sample flow, medical supplies management or the process of completing clinical documents. In this exercise, trainees identify the stages of the process, critical control points, possible bottlenecks and operational risks. They analyze how each stage influences the final result and propose optimization solutions. This activity strengthens the understanding of the internal mechanisms of the medical institution and the ability to identify opportunities for improvement.

A second major practical activity may consist of developing a complete activity plan , starting from a real or simulated situation, such as reorganizing the program in a ward, planning an operational event, updating a procedure, preparing for an external audit, or managing an increased patient volume. Trainees formulate clear, measurable objectives, develop a list of activities, establish the logical stages and sequences of the plan, identify the necessary resources, and build a Gantt chart or other visual planning tool. This activity allows for practice of a complete planning process and improves the trainees' ability to coherently structure a project.

Resource management can be practiced through dynamic simulations , in which the trainer proposes complex scenarios, often encountered in the medical environment: staff shortage on a certain shift, temporary lack of sanitary materials, influx of patients in the emergency room, disruption of activities due to a technical failure or the introduction of a new process that requires team adaptation. Trainees must identify available resources, establish priorities, redistribute tasks and make quick decisions that minimize risks and maintain the quality of the medical act. These simulations develop coordination, adaptability, leadership and pressure management skills.

Performance analysis can be practiced by monitoring and interpreting a quality indicator , chosen either from the institution's practice or proposed by the trainer. For example, trainees can analyze the evolution of waiting times in the outpatient department, the rate of correct completion of observation sheets, compliance with hygiene procedures or the frequency of reported incidents. They calculate the indicator, build an evolution graph, identify trends, analyze the causes of variations and propose improvement measures. Through this activity, trainees learn to use data as a management tool, developing an evidence-based analytical approach.

Another particularly useful practical activity is the simulation of team coordination , carried out in the form of a role-play. The trainer can assign the trainees different roles in the medical team (for example: head nurse, specialist doctor, medical registrar, nurse, resource manager) and can create a scenario with an unpredictable situation that requires rapid reorganization of the activity. The trainees must communicate effectively, coordinate their actions and make decisions adapted to the situation. This activity develops communication skills, interdisciplinary cooperation, flexibility and leadership.

To familiarize oneself with quality standards, a simplified internal audit practice exercise can be conducted . Trainees are given a quality procedure or standard and must

verify compliance in a simulated process. They identify deviations, document observations, formulate recommendations, and write an audit report. This exercise develops the ability to critically analyze processes and understand the role of auditing in ensuring quality and patient safety.

Finally, trainees can participate in the development of a mini-improvement plan, starting from an identified non-compliance: delayed discharges, lack of traceability of a process, difficulties in interdepartmental communication or negative feedback from patients. They analyze the causes, establish improvement objectives, formulate concrete actions, allocate resources, establish responsibilities and monitoring methods.

Through their applicative, progressive and diversified nature, these practical activities provide trainees with a solid framework for practicing managerial skills and contribute to the training of professionals capable of efficiently managing activities in medical institutions, optimizing processes and actively participating in initiatives to improve quality and patient safety.

## **XI. TEACHING RESOURCES RECOMMENDED FOR TRAINEES**

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4. Florentina Ligia Furtunescu, Dana Galieta Mincă, *Health services management – project approach — "Carol Davila" University of Medicine and Pharmacy*, Bucharest.