



PSYCHOLOGICAL FACTORS OF STUDENTS' ADAPTATION IN HIGHER MEDICAL EDUCATION

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The adaptation process in students is influenced by psychological variables such as motivation, perceived stress level, self-confidence, resilience and support from others. Understanding these factors will contribute to the development of supportive measures in the academic adaptation of students. Analysis of psychological factors that influence the adaptation of students in higher medical education and how these factors can influence academic integration, in a demanding educational context. Sample - 980 students of the "Nicolae Testemitanu" State University of Medicine and Pharmacy. Methods used - theoretical (analysis and synthesis of literature), applicative (questionnaire to identify the degree of adaptation to the study process) and statistical (data processing and interpretation, graphical representation of the results). More than half of the students (52.6%) experience difficulties related to the large volume of information and the organization of personal time (48.07%). The main support in the adaptation process comes from older colleagues (70.5%), followed by teachers and parents. The average level of satisfaction with academic achievements is 3.38, and adaptation to the study process is assessed with 3.68, indicating a generally positive trend. Over 10% of the respondents present a low level of adaptation and satisfaction, which underlines the need for institutional interventions to support the integration of students into the university environment. In their path of adaptation to the university academic environment, students encounter various difficulties and challenges, relying especially on older colleagues. Frequent difficulties concern the volume of information and time management. Mentoring measures and institutional support are necessary.

NEURODEVELOPMENTAL DISORDERS IN CHILDHOOD: FROM EARLY DIAGNOSIS TO INDIVIDUALIZED INTERVENTION

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Neurodevelopmental disorders in children are a significant public health problem with a major impact on cognitive, social and adaptive functioning. Early identification and personalized intervention, initiated at an early stage, have been shown to be essential in managing functional prognosis. It aimed to study the specialised literature on neurodevelopment mental disorders in terms of early diagnosis and individualised interventions for children at risk of such disorders. A total of 76 scientific papers published in the last 10 years (ncbi, pubmed, nih.gov, sciencedirect, app, onlinelibrary) were analysed, focusing on neurodevelopment disorders—particularly autism spectrum disorders—which highlighted the importance of both early diagnosis and individualised interventions for this category of patients. Data from the last five years literature highlight the importance of early diagnosis and individualized interventions for improving cognitive and adaptive development scores 12 months after initiation of individualized therapy in patients who received early diagnosis and intervention. In some studies, the incidence of symptoms suggestive of autism was reduced by 42% compared with the control group, and early intervention was associated with a superior response in children under 18 months. There was also an increase in social interactions and communicative initiative, along with a decrease in stereotypic compartmentalisation. The reviewed scientific publications have highlighted the importance of early diagnosis and individualized therapeutic interventions in patients with autism spectrum disorder for optimizing cognitive and behavioral development in children with neurodevelopmental disorders.