



CD 8.5.1 CURRICULUM DISCIPLINĂ

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FACULTY OF MEDICINE II SYLLABUS 0913.1 NURSING THE FOREIGN LANGUAGES DEPARTMENT

APPROVED

at the meeting of the Committee for Quality Assurance and Curriculum Evaluation, Faculty of Medicine I

Minutes no. 1 of 16.09.21

Committee Chairman, MD PhD., professor
Suman Serghei

APPROVED

at the meeting of the Faculty Council, Faculty of Medicine II

Minutes no. 1 of 21.09.2021

Dean of the Faculty,
MD PhD., associate professor
Bețiu Mircea

APPROVED

at the meeting of The Foreign Languages Department

Minutes no. 2 of 15.09.2021

Head of Discipline, PhD in Pedagogy, associate professor
Eșanu-Dumnazeu Daniela

CURRICULUM

FOREIGN LANGUAGES
Cycle 1, Licence studies

Course type: compulsory

Curriculum developed by the team of authors:

Cazac Viorica, university assistant

Veronica Volosciuc, university assistant

Chișinău, 2021



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I. PRELIMINARIES

- **Overview of the discipline: the importance of the discipline in the formation of specific skills within a vocational / specialty-training program.**
- The discipline *Modern Languages* plays a significant role in the curriculum of the Nicolae Testemitanu State University of Medicine and Pharmacy, the modern languages (namely English, French) having the status of lingua franca and becoming the working languages of the EU institutions. Under the Bologna Process, the European standards require providing language quality and competence as a primary objective for the integration of education into the European Education Area.
- According to these standards, the discipline *Modern Languages (specialized language)* is a practical course, designed for medical students for practical application and active use within their educational and professional activities. The *Modern Languages* course (*specialized language*) is aimed at developing linguistic skills, established by the Common European Framework of Reference for Languages / CEFR /, developed by the Council of Europe. The *Modern Languages* course (*specialized language*) aims at acquiring the essentials of English for Medical Purposes among students, thus developing solid linguistic skills, necessary for academic mobility, as well as intercultural and occupational integration.
- The formative orientation of university education and the professional training of medical students are a frame of reference for the system of professional training of medical for verbal communication in a foreign language, for facilitating communication in the international space, for cooperation in the field of medicine and to become competitive. on the labor market.
- The formative direction of higher education and the professional training of medical students are a benchmark of the professional development framework of medical staff in terms of effective oral communication in a foreign language, cross-cultural/international communication, cooperation in the field of medicine and becoming competitive in the labor market.
- **Curriculum mission/goal in vocational training**
- Studying a specialized foreign language contributes to the development of professional skills, knowledge and attitudes by exploring a range of academic disciplines.
- Teaching language: ***English/French***.
- Beneficiaries: first-year students, Faculty of Medicine 1, Nursing.

II. DISCIPLINE MANAGEMENT

Code of Discipline		G.01.O.005/G.01.O.014	
Name of Discipline		Medical English/French (mandatory course)	
Responsible for discipline		V.Cazac, V.Volosciuc	
Year	I	Semesters	I/II
Total hours, including:			120
Course	-	Practical/lab classes	-
Seminars	30	Individual work	30+30
Assessment type	E/E	Number of credits	2+2



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III. LEARNING OBJECTIVES

At the end of studying, the student will be able to:

- *at the level of knowledge and understanding:*

- to translate and explain notions and terms in a foreign language that refers to Nursing ;
- to clarify principles, concepts, theories related to Nursing;
- to retell events and processes in the field of Nursing ;
- to understand the medical terminology in a foreign language.

- *At the level of application:*

- to define notions and processes related to Nursing;
- to use medical terms correctly (pronunciation and spelling);
- to prove dexterities in formation of medical terms and to explain their meanings;
- to enrich the vocabulary;
- to act out correctly in various communication situations within the hospital settings;
- to make dialogues based on different health care situations;
- to appropriately use questions and answers for a medical interviewing;
- to complete and fill in medical documents;
- to apply correctly the abbreviations and symbols of medical terminology in the foreign language;
- to develop communication skills in order to initiate discussions, dialogues, thematic debates within professional settings;

- *at the level of integration:*

- to create situations and action plans in the reference context;
- to elaborate a conception of the medical system in Moldova and the perspectives of its development;
- to participate in national and international congresses and conferences.
- to understand the importance of studying medical terminology in the foreign language and the impact of medical advances on the evolution of human life;
- to determine the role of personality in promoting the model of a medical specialist.

IV. PRELIMINARY REQUIREMENTS

- to know general notions and concepts related to Nursing;
- digital skills (use of the internet);
- the ability to develop effective group and team communication skills;
- to possess the qualities of tolerance , empathy and self-learning ;

V. TOPICS AND HOUR DISTRIBUTION

Practical and individual work (English for Nursing, I semester)

No	TOPIC	Practical classes	Individual work
1.	Introduction. Concepts of patient health and well-being.	2	2



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No	TOPIC	Practical classes	Individual work
2.	Human body. Structure and functions. Concepts about the organ systems.	2	2
3.	Muscular and skeletal system. Types and characteristics of muscles.	2	2
4.	Cardiovascular system. The structure of the heart. Vessel types and characteristics.	2	2
5.	Respiratory system. Respiratory deficiencies.	2	2
6.	Digestive system. The importance of a healthy and balanced diet.	2	2
7.	Nervous system. Central and peripheral nervous system.	2	2
8.	The medical team. Practitioners and surgeons. Teamwork. General medical care. Student profile.	2	2
9.	Health care assistance. Duties and responsibilities.	2	2
10.	Patient admission and assessment. Hospital departments.	2	2
11.	Accidents and emergencies. Primary care assistance.	2	2
12.	Types of pain. Pain management.	2	2
13.	Major signs and symptoms. Telephone helpline.	2	2
14.	Palliative care.	2	2
15.	Final test.	2	2
Total		30 ore	30 ore
Total		60 ore	

Practical and individual work (II semester)

No	TOPIC	Practical Classes	Individual Work
1.	Signs and symptoms of the disease.	2	2
2.	Basic medical investigations: Endoscopy, Radiography, RMI, ECG.	2	2
3.	Laboratory tests.	2	2
4.	Medical treatment.	2	2
5.	Surgical treatment.	2	2
6.	Medication. Types and forms of medication. Doses. Side effects.	2	2
7.	Screening and immunization	2	2
8.	Mental health care. Schizophrenia and other mental disorders.	2	2
9.	Patient monitoring. The coma patient. General anesthesia.	2	2
10.	Medication. Types and forms of medication. Doses. Side effects.	2	2



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No	TOPIC	Practical Classes	Individual Work
11.	Rules on occupational safety, hygiene and safety.	2	2
12.	Ethical aspects in medical practice. Confidentiality and ethical principles.	2	2
13.	Anamnesis. Interviewing the patient.	2	2
14.	Data presentation. Reading tables, graphs, and test findings.	2	2
15.	Final Test	2	2
	Total	30	30
	Total	60 re	

VI. REFERENCE OBJECTIVES AND UNITS

Objectives	Unit content
Unit (chapter) 1. Concepts about health and principles of health promotion.	
<ul style="list-style-type: none"> to define the concepts and principles of health care awareness . to prove knowledge analysis and systematization skills. to integrate the ethical knowledge in daily life. <i>Grammatical objectives.</i> To explain grammar by providing various exercises (fill in the gaps, matching, association, paraphrasing). 	<p>Introduction. Concepts of patient health and well-being. Grammar. The article</p> <p>Audio-video material</p> <p>-</p>
Unit (Chapter) 2. Anatomy	
<ul style="list-style-type: none"> To paraphrase and explain the unknown vocabulary using the dictionary. To clear up the general meaning of the message in the text. To understand the message in the text via a variety of exercises, to redefine unknown words using synonyms, antonyms identified in dictionaries. <i>Grammatical objectives.</i> To apply and practice correct or incorrect grammatical structures through consolidation exercises <i>Video material.</i> To estimate the logical connection between the written and video text sequences by questioning and group activities. 	<p>General definitions of the human body. Structure and functions. Concepts about the organ system. Grammar. The noun. Video material.</p> <p>Musculoskeletal system. Notions and terms. Types of muscles. Characteristics. Grammar. The adjective. Video material.</p> <p>Cardiovascular system. Notions and terms. The structure of the heart. Vessel types and characteristics. Grammar. Verbs. Video material.</p> <p>Respiratory system. Notions and terms. Respiratory deficiencies. Grammar. Adverbs</p>



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Objectives	Unit content
	<i>Video material.</i>
	Gastrointestinal system. Notions and terms. The importance of a healthy and balanced diet. <i>Grammar. Present tenses. (I)</i> <i>Video material.</i>
	Nervous system. Notions and terms. Central and peripheral nervous system. <i>Grammar. Present tenses. (II)</i> <i>Video material.</i>
Unit (chapter) 3. Medical Team. Inpatient and outpatient care.	
<ul style="list-style-type: none">To analyse the text content.To outline the main ideas and give a detailed information about the text.To apply the explanatory notes and select essential information and details on the text content.<i>Grammatical objectives.</i> To apply the grammatical structures correctly by using oral and written grammar exercises.<i>Video material.</i>- To enrich the vocabulary through discussion, explanation, paraphrasing oral messages heard and viewed.- To render the content of the viewed video document.	The medical team. Practitioners and surgeons. Teamwork. General medical care. Student profile. <i>Grammar. Continuous tenses. (I)</i> <i>Video material.</i>
	Medical care. Functions and obligations. Hospitals. Hospital departments. Inpatient and outpatient care. <i>Grammar. Continuous tenses. (II)</i> <i>Video material.</i>
	Patient's admission, evaluation and discharge of the. Completing the patient's record file. <i>Grammar. Perfect tenses. (I)</i> <i>Video material.</i>
Unit (chapter) 4. General health care services. Functions and obligations.	
<ul style="list-style-type: none">To select the ideas and summarize the ideas from the text content.To explain and discuss the main ideas and give a detailed text information.To communicate the ideas and provide discussions, opinions and debates upon that.<i>Grammatical objectives.</i> To practice grammatical structures correctly through a variety exercises.<i>Video material.</i>- To implement the video content into group conversations, by asking questions and giving answers regarding the viewed video sequences, etc.	Types of accidents and emergencies. Primary care. <i>Grammar. Perfect tenses. (II)</i> <i>Video material.</i>
	Types of pain. The role of healthcare in pain management. <i>Grammar. Past Tenses. (I)</i> <i>Video material.</i>
	Signs and symptoms. Phone helpline. <i>Grammar. Past tenses. (II)</i> <i>Video material.</i>
	Palliative Care Service complicated. Patient care at home. <i>Grammar. Prepositions.</i> <i>Video material.</i>
Unit (chapter) 5. Medical investigations.	



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Objectives	Unit content
<ul style="list-style-type: none"> to define the concepts and principles of health care assistance to develop analysis and synthesis skills of the studied content. to integrate ethical considerations within daily life. <i>Grammatical objectives.</i> To explain grammar rules by using a variety of grammatical exercises (fill in the gap, association, matching). 	Nutrition and obesity. Diabetes. Diabetes management. <i>Grammar.</i> Adverbs of frequency (always, usually, often etc.) <i>Video material.</i>
	Laboratory investigations. <i>Grammar.</i> Polite questions (may I, could I and can I) <i>Video material.</i>
	Basic medical investigations: Endoscopy, Radiography, RMI, ECG. <i>Grammar.</i> More irregular verbs <i>Video material</i>
Unit (chapter) 6. Types of treatment and medical therapies	
<ul style="list-style-type: none"> To paraphrase and explain the unknown vocabulary. To understand the text message. To correctly interpret the message of the text by paraphrasing the unknown words/phrase. <i>Grammatical objectives.</i> To practice grammatical structures correctly and use them in their own sentences. <i>Video material.</i> To understand the video material and perform small group and individual activities to improve the learners' speaking performance. 	Medical treatment <i>Grammar.</i> Polite questions (could you, would you) <i>Video material.</i>
	Surgical treatment. <i>Grammar.</i> Wh-questions <i>Video material.</i>
	Types of alternative and complementary therapies, techniques and practices. <i>Grammar.</i> Modals (I) , ability, permission <i>Video material.</i>
	Screening and immunization. <i>Grammar.</i> Modals (II) Possibility, certainty, necessity. <i>Video material.</i>
Unit (chapter) 7. Healthcare services and patient monitoring.	
<ul style="list-style-type: none"> To analyse the text and give examples. To find the main idea and detailed information from the text. To read correctly, comprehensively and fluently. To apply the explanatory exercises and highlight some of the key elements of the text. To use a variety of structures and features to help organize key ideas and details to convey the central idea(s). <i>Grammatical objectives.</i> To apply the correct grammatical structures via oral and written grammar exercises. <i>Video material.</i> - To enrich the relevant vocabulary by 	Mental health care. Schizophrenia and other mental disorders. <i>Grammar.</i> Suggestions, offers and invitations <i>Video material.</i>
	Patient monitoring. The coma patient. General anaesthesia. <i>Grammar.</i> Phrasal verbs <i>Video material.</i>
	Medication. Types and forms of medication. Doses. Side effects. <i>Grammar.</i> Quite and rather <i>Video material.</i>



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Objectives	Unit content
<p>discussing, explaining and oral paraphrasing the video message. - To render the content of the viewed video document.</p>	
Unit (chapter) 8 . Ethical aspects in medical practice.	
<ul style="list-style-type: none"> To make the summary of the text. To explain and discuss the main ideas and detailed text information. <i>Grammatical objectives.</i> To practice correct grammatical structures via a range of exercises. <i>Video material.</i> - To implement the acquired knowledge through group conversations, by asking questions and giving answers regarding the watched material, etc. 	<p>Rules on occupational safety, hygiene and safety within the unit <i>Grammar.</i> Word formation Prefixes <i>Video material.</i></p>
	<p>Ethical aspects in medical practice. Confidentiality and ethical principles. <i>Grammar.</i> Word formation. Suffixes <i>Video material.</i></p>
	<p>Anamnesis. Interviewing the patient. <i>Grammar.</i> Compound words. <i>Video material.</i></p>
	<p>Data presentation. Reading tables, graphs, test results. <i>Grammar.</i> Grammar Revision. <i>Video material.</i></p>

VII. INSTRUCTIONAL (SPECIFIC (SC) AND TRANSVERSAL (TC)) COMPETENCES AND LEARNING OUTCOMES.

• Professional competences (specific) (PC)

- PC1. Ss will be able to perform their professional tasks using the values and norms of professional ethics, as well as the provisions of current legislature
- PC2. Ss will be able to implement their activities and carry out specific roles of joint work in various healthcare institutions, by developing their spirit of initiative, dialogue, skills, positive attitude and respect for others, empathy, altruism and ongoing self-improvement.
- PC3. Ss will be able to use modern evidence-based approaches, including research findings to guide practical work (the use and implementation of scientific research in this area). Ss will be able to select materials and scientific resources, research methods; develop and carry out speeches and presentations. During the scientific events, Ss will be able to demonstrate personal attitude, fluency and scientific correctness; to participate in discussions and debates.

• Transversal competences (TC)

- TC2. Ss will be able to understand short/colloquial texts, express concepts, thoughts, feelings, facts, opinions both orally and in written form (listening, speaking, reading and writing), as well as interact creatively within a range of various cultural and social settings.
- TC4. Ss will be able to maintain and promote an environment that provides opportunities for all, regardless of race, gender, and background, by interacting with all the employees and beneficiaries at all levels, as well as to respect the opinions and ideas of others.



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TC5. Ss will be able to determine the goals to be achieved, available resources, completion conditions, and associated timelines. They will also define roles and responsibilities within an interdisciplinary and community team; to apply interactive training methods within their teams and beneficiaries of the services; to provide an effective and motivating development and be responsible for organizing teamwork activities.

• Learning Outcomes

Upon completion of the study of the course unit the student will be able:

- To know and define specialized terminology and integrate the knowledge at their workplace
- To assess and practice the optimal skills and behavior for a successful integration in the field
- To speak English correctly and fluently in a wide range of general, educational, professional settings.
- To apply the methods studied in their professional activity and within their daily life.

Note. The goals of the discipline (they are deduced from the professional and formative competences based on the discipline content).

VIII. THE STUDENT'S INDIVIDUAL WORK

Nr.	Expected product	Implementation strategies	Assessment criteria	Timeliness
1.	Vocabulary glossary	To compile a list of terminological units; To translate specialized terms and vocabulary; To use the transcript signs; To analyse the semantic structure of the polysemantic word table; To apply the contextualization of terminological lexical units.	Correctness of presentation and translation of terminological lexical units	During the semester
2.	Thematic projects	To elaborate reports, thematic communications, discussions; To practice specialized vocabulary; To synthesize and summarise the content.	Ability to extract the main idea(s) from articles. Correct presentation of information.	During the semester
3.	Video projects	To select documents; To compile a list of terminological lexical units; To complete video comprehension check sheets.	The ability to expose the content of a video document.	During the semester
4.	Individual portfolios	To complete individual portfolios using informational, lexical, grammatical resources.	The accuracy of completion and independence.	During the semester



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5.	Working with specialized magazines, journals, brochures	To synthesise and review the studied material.	Correct understanding and synthesis of scientific information.	During the semester

IX. TEACHING – LEARNING-ASSESSMENT STRATEGIES

Teaching -learning methods used re as following:

- Exposure, conversation, exercise, demonstration, problem solving, case study, critical thinking, brainstorming, puzzling. Jigsaw.
- Interactive methods highlighting the pragmatic aspect of communication and creative exploration (brainstorming, free associations, starburst, SINELG, T-graph, cube, Venn diagram, cinquain);

✓ *Applied teaching strategies / techniques*

- *inductive strategies* (from particular to general);
- *deductive strategies* (from general to particular);
- *strategy analogue* (with the help of models) ;
- *transductive strategies* ;
- *mixed strategies* : inductive -deductive and deductive -inductive;
- *algorithmic strategies* : explanatory-demonstrative, intuitive, expository, imitative, programmed and algorithmic proper;
- *heuristic strategies* - problem-solving, discovery, modelling, hypothesis formulation, heuristic dialogue, investigative experiment, brainstorming, creativity stimulation.
- *Assessment methods* (including the final evaluation means)

Current assessment: frontal and / or individual assessment through:

- tests
- problem solving exercises/activities,
- case study analysis,
- role-playing on the topics discussed,
- the project (summative assessment),
- portfolio (long-term assessment) .

Final assessment: *Sem. I - Annual mean score - 50%, Test assessment - 20%, Exam - 30%.*
Sem. II - Annual mean score - 50%, Test assessment - 20%, Exam - 30%.

Rounding of the grades for the assessment

Grade of intermediate grades (annual average, grades from the exam stages)	National scoring system	ECTS Equivalent
1.00-3.00	2	F
3.01-4.99	4	FX
5.00	5	E
5.01-5.50	5.5	
5.51-6.0	6	

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6.51-7.00	7	
7.01-7.50	7.5	C
7.51-8.00	8	
8.01-8.50	8.5	B
8.51-9.00	9	
9.01-9.50	9.5	A
9.51-10.0	10	

The annual average mark and final examination marks (computer test, written test, oral test) will be expressed in numbers according to the grid of marks (see table above), while the final mark will be expressed in a number with two decimal digits, which will be recorded in the student's report card (gradebook).

Students' unexcused absence at the final examination is qualified with „absent” and is equivalent to „0” (zero). The students have the right to retake the failed examination twice.

X. RECOMMENDED BIBLIOGRAPHY:**A. Compulsory literature:**

- Viorica Cazac, *English for Nursing*, course support, Chișinău 2022, p. 134
- Viorica Cazac, Ludmila Armașu-Canțir, Galina Grădinari, *Medical English*, Video-based workbook, Part 1, Suport de curs elaborat pentru studenții mediciniști, Chisinau, 2020, p. 76, ISBN 978-9975-3432-4-4

B. Additional sources:

- Tony Grice, *Oxford English for Careers: Nursing 1 Student's Book* (with audio files), Oxford University Press 2011
- Tony Grice, *Oxford English for Careers: Nursing Practice File*, Oxford University Press 2011
- Tony Grice. *Oxford English for Careers: Nursing 2 Student's Book*, Oxford University Press 2011
- <http://www.theeyedocs.us/testing-equipment.html>
- https://www.dartmouth.edu/~humananatomy/part_8/chapter_46.html
- file:///D:/ALL/Medical%20University/Nursing/EPN%20Book%202.pdf
- <http://www.who.int/topics/nursing/en/>
- www.agam-ge.ch
- www.aram-va.ch
- Order of nurses in France
- Agam (Geneva)