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FACULTY OF MEDICINE II
STUDY PROGRAM 0914.4 OPTOMETRY
DEPARTMENT OF FOREIGN LANGUAGES

APPROVED
at the meeting of the Committee for
Quality Assurance and Curriculum Evaluation,
Faculty of Medicine
Minutes no. 1 of 16.09.21
Chairman of the Committee,
MD PhD., associate 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
Beţiu Mircea

APPROVED
at the Meeting of the *Department of Foreign Languages*
Minutes no. 2 of 15.09.2021
Head of the Department MD, associate professor,
Eşanu-Dumnazev Daniela

CURRICULUM

FOREIGN LANGUAGES DISCIPLINE

Cycle I. License studies

Course type: **Compulsory**

Curriculum elaborated by: *Oala Viorica, university assistant*

Chişinău, 2021

I. PRELIMINARIES

Overview of the discipline: the role of discipline in formation of specific skills within the vocational/specialty training program

- The discipline of *Modern Languages* plays a significant role in the curriculum of *Nicolae Testemitanu* State University of Medicine and Pharmacy, whereas the modern languages (English and French) are considered as *lingua franca* and workplace languages among the EU institutions. Adjustment to the Bologna and European standards of language proficiency requires quality and skill assurance as a priority objective in the educational integration across Europe.
- According to these standards, *Modern Languages* is a practical course, designed for optometrist students in order to enable them to apply and actively use *medical terminology* within the practical training and workplace. The *Modern Languages* course (*medical terminology*) is oriented towards the formation of language skills, established by the Common European Framework of Reference for Languages (CECRL) and developed by the Council of Europe. The *Modern Languages course (medical terminology*) aims at acquiring essential medical terminology, forming solid linguistic skills for optometrists that are necessary for academic mobility, intercultural and professional integration.
- The formative orientation of higher education, as well as training of optometrist students represent a reference framework for the professional training of medical staff in order to use foreign languages in verbal communication, facilitate international communication, cooperate in the field of medicine and become competitive on the labor market.

- **Curriculum mission (purpose) of the professional training**

Studying a professional language contributes to the development of professional abilities, knowledge and attitudes by exploring other disciplines of various fields.

- Teaching language: **English.**

- Beneficiaries: students of the first year, faculty of Medicine I, Specialty of Optometry.

II. DISCIPLINE MANAGEMENT

Code of discipline		**G. 01.O.004**	
Name of discipline		**English for local students**	
Responsible for (i) discipline		**Viorica Oala**	
Year	**I**	Semestres	**I**
Total hours, including:			**120**
Course		Practical / laboratory work	
Seminars	**60**	Individual work	**60**

Assessment type	**E**	Number of credits	**4**

III. TRAINING OBJECTIVES OF THE DISCIPLINE

At the end of the course, the student will be able to

✓ ***at the level of knowledge and understanding:***

- to know the particularities of medical language and specialized terminology in a foreign language;
- to identify the specialty-specific symbols and the particularities of the medical language;
- to acquire an authentic specialized vocabulary for the current communication within the professional environment;
- to know the training mechanisms and the specificity of a professional message or content;
- to define the characteristics of the grammatical structures of a professional foreign language;
- to identify medical language for later use of linguistic and communication skills (oral and written expression);
- to get familiar with the basic principles and notions of general medicine necessary for further collaboration and attendance to international conferences / projects;

✓ ***at the level of application:***

- to distinguish and interpret some ideas, projects, processes, theoretical and practical contents of the discipline;
- to apply the reading (articles), cursive (comprehension of the content of a specialized text), selective (summarizing information) and total skills (full comprehension of text content);
- to render a foreign language text;
- to translate texts, articles, documents, prescriptions into a foreign language;
- to apply the written and oral language skills within the context of the doctor/patient communication, doctor/doctor;
- to develop skills of selection, synthesis and summarizing;
- to apply knowledge acquired in learning situations: dialogues, projects, local and international conferences, speeches, etc .;
- to develop communication skills in order to initiate discussions, dialogues, thematic debates within professional settings;

✓ ***at the level of integration:***

- to be able to assess the role of the foreign language within the professional context and in the professional training of the future physicians;
- to be able to use knowledge and skills of communication in a professional environment, using health-specific thopics in order to develop an intercultural or interdisciplinary dialogue;
- to be able to implement the knowledge acquired in the research / writing activity of specialized works using a foreign language;
- to implement the skills of analysing and synthetising the information from authentic sources

and perform an oral or written presention;

- to analyze and synthetize the information from authentic sources, presenting it orally or in written form.

IV. PRIOR CONDITIONS AND REQUIREMENTS

• to have minimum foreign languages mastering level A2-B1according to CECRL;
• to have the necessary digital competencies for tasks, projects and assessment fulfilment;
• to have communication and teamwork skills;
• to have autonomy in individual work realisation.

V.THEMES AND ORIENTATIVE DISTRIBUTION OF HOURS

Courses (lectures), practical / laboratory work /, seminars and individual work (Eng. Sem. I)

No.	THEME	Number of hours		
		Lectures	Practical lesson	Individual work
1.	Optometry. General facts. The specialty with great prospects for future medical students in Moldova.		2	2
2.	Eye anatomy. Visual System. The lacrimal system.		2	2
3.	The Iris: Anatomy, Function, and Treatment.		2	2
4.	Anatomy, Head and Neck, Eye Extraocular muscules.		2	2
5.	Optic nerve - Visual Pathway. Function, Anatomy and Definition.		2	2
6.	Blood vessels and nerves of the eye: Anatomy.		2	2
7.	Eyesight refraction and accommodation disorder.		2	2
8.	Refractive errors. Myopia. Hyperopia.Astigmatism. Presbyopia.		2	2
9.	Binocular vision and its disturbances. Amblyopia. Strabismus (squint).		2	3
10.	Ophthalmological examination. Optical aids. Blindness Visual acuity tests.The Snellen and logMAR systems.		2	2
11.	The orbit and lacrimal apparatus. Inflammatory conditions of the orbit.		2	3
12.	Tumours of the orbit. Diplopia.		2	2
13.	Disorders of the lids. Inflammatory conditions: Blepharitis.Sty. Meibomian glands, Chalazion; Herpes zoster (shingles).		2	2
14.	Malposition of the lids: Ectropion and Entropion; Blepharoptosis		2	2

No.	THEME	Number of hours		
		Lectures	Practical lesson	Individual work
15.	Benign and malignant eyelid tumors: hemangiomas ; papillomas; A nevus (birthmark); carcinomas.		2	2
16.	Diseases of the conjunctiva. Conjunctivitis. Trachoma. Degenerative conditions of the conjunctiva.		2	2
17.	Diseases of the cornea and sclera. Inflammation of the cornea. Inflammation of the sclera. Degenerative conditions of the cornea and sclera.		2	2
18.	Cataract. Congenial cataract. Acquired cataract.		2	2
19.	Glaucoma. Classification, pathogenesis and methods of diagnosis. Primary open-angle glaucoma. Acute glaucoma. Secondary glaucoma. Congenital glaucoma.		2	2
20.	The uveal tract. Uveitis. Tumours of the uveal tract.		2	2
21.	The retina. Retinal detachment.		2	2
22.	Inherited retinal degenerations and age-related macular degeneration		2	2
23.	Ocular injuries. Foreign bodies.		2	2
24.	Chemical and radiation injuries. First aid.		2	2
25.	The central nervous system. Arteriosclerosis and vascular hypertension. Diabetes.		2	2
26.	Thyroid disease. Rheumatoid arthritis		2	2
27.	Floaters, blind spots, and flashes. Night blindness and defects of colour perception. Eyestrain.		2	2
28.	Diet and nutrition.Smoking and eye diseases.		2	2
29.	How COVID-19 increased the need for eye removal.		2	2
30.	Achievement test.		2	
	Total		**60**	**60**
	Total		**120**	

VI. DISCIPLINE OUTCOMES DEVELOPED SKILLS

MANDATORY SKILLS ARE:

• to analyze and synthesize information from authentic sources and present it in oral or written form;

• to use knowledge and communication skills in a professional environment, using medical topics in order to promote an intercultural and interdisciplinary dialogue;
• to implement the knowledge acquired in the research/editing activity of some specialty works in the foreign language.

VII. REFERENCE OBJECTIVES AND CONTENT UNITS *(ENGLISH)*

Objectives	Content units
Module 1. Basics of Functional Optometry	
• to define the fundamental concepts of optometry; • to discuss upon some important historical background; • to assess the importance of medical English acquisition and learning; • to differentiate and apply new knowledge and terms in new statements and comments; • to initiate conversations on the studied topics.	➢ Optometry. General facts. The specialty with great prospects for future medical students in Moldova. *Grammar:* The Article *Video material:* Be a doctor of Optometry
Module 2. Human Anatomy and Physiology	
• to know the skull bones that form the orbit; • to define the notions in clinical semiology of the visual system; • to know the structure and functions of the eyeball and accessory structures of the eye; • to examine the function of the lacrimal gland and the permeability of the tear pathways; • to know the anatomy and function of Iris; • to be able to discuss the disorders that can affect the Iris; • to analyze eye movements and conditions eye from the studied material; • to compare and to differentiate the types of eye muscles; • to examine the types of optic nerve disorders; • to apply central artery and vein occlusion management.	➢ Eye anatomy. Visual System. The lacrimal system. *Grammar:* The Noun *Video material:* Eyeball Anatomy. Visual System ➢ The Iris: Anatomy, Function, and Treatment. *Grammar:* Adjective. *Video material:* Function of the iris in the eye. ➢ Anatomy, Head and Neck, Eye Extraocular muscules. *Video material:* Anatomy-muscles of the eye. ➢ Optic nerve - Visual Pathway. Function, Anatomy and Definition. *Video:* Optic nerve and visual pathway. ➢ Blood vessels and nerves of the eye: Anatomy. *Grammar:* Continuous Tenses *Video material*: Eyeball. Blood supply.

Objectives	Content units
Module 3. Clinical Optics. Refraction and Accommodation	
• to know the mechanism of ocular accommodation and its disorders; • to know the basic symptoms of the ocular refraction errors; • to detect refractive errors by the subjective method; • to know the basic principles of management of ocular refractive errors; • to know the mechanism of binocular vision development, its importance; • to know the basic methods of examination of binocular vision; • to know the major binocular and monocular vision disorders; • to apply monocular and binocular bandages.	➢ Eyesight refraction and accommodation disorder. *Grammar*: The Adverb ➢ Refractive errors. Myopia. Hyperopia Astigmatism. Presbyopia. *Grammar:* The Present and Past tenses *Video material:* Human eye refractive errors. Eye problems-what is astigmatism? ➢ Binocular vision and its disturbances. Amblyopia. Strabismus (squint) *Grammar:* The Preposition
Module 4. Ophthalmological examination and corrective devices	
• to know what is a standart ophthalmic/optometric exam; • to know how often an eye exam should be underwent; • to know how should a patient prepare for an ophthalmic exam; • to know the general principles of examining the retina, the pupils; • to understand the difference between optical aids and non optical aids; • to know how to explain and measure Visual Acuity; • to evaluate the degree of ocular deviation using the Snellen and LogMAR systems.	➢ Ophthalmological examination Optical aids. Blindness Visual acuity tests. The Snellen and logMAR systems. *Grammar*: The Relative Pronoun *Video material*: Optical and ophthalmic equipment. Modern equipment in optometric practice. *Video material:* How to Measure Visual Acuity (VA) Visual Acuity Test Explained | Snellen Eye Chart | Tumbling E Test | Random E Chart | 20/20 Vision
Module 5. Disorders of the outer eye and auxiliary structures. Diseases of the eyelid. Diseases of the cornea and sclera	
• to examine the function of the lacrimal gland and the permeability of the tear pathways; • to define the symptoms of "dry eye" and "wet eye"; • to know what cause the eyelid defects;	➢ The orbit and lacrimal apparatus. Inflammatory conditions of the orbit. *Grammar*: Modal Verbs ➢ Tumours of the orbit. Diplopia *Video material:*Diplopia and Double Vision What Causes It and How is it Treated ➢ Disorders of the lid.

• to know how is binocular diplopia diagnosed and treated; • to know the most important facts about binocular diplopia; • to know the etiology and classification of ectropion and entropion; • to know what is blepharoptosis; • to know the classification of Eyelid Tumors • to know how the tumors of the skin epithelium can be divided; • to know the most common benign tumors of the eyelid skin epithelium; • to differentiate the symptoms of bacterial conjunctivitis from viral and allergic conjunctivitis; • to know what is trachoma; • to know the particularities of corneal disease symptoms (corneal syndrome) based on clinical cases; • to examine corneal sensitivity with distinguishing of corneo-conjunctival lesions (fluorescein test). • to specify disease details in video and audio materials.	Inflammatory conditions: Blepharitis.Sty. Meibomian glands, Chalazion; Herpes zoster (shingles). *Grammar:* Future Tenses *Video material:*Why do we get an Eye Stye? Chalazion | Causes, Treatment and Surgery ➢ Malposition of the lids: Ectropion and Entropion; Blepharoptosis ➢ Benign and malignant eyelid tumors: hemangiomas ; papillomas; a nevus (birthmark); carcinomas *Grammar:* Direct and Indirect Speech ➢ Diseases of the conjunctiva. Conjunctivitis. Trachoma. Degenerative conditions of the conjunctiva. *Video material:* What Causes Conjunctivitis? Trachoma Preview ➢ Diseases of the cornea and sclera. Inflammation of the cornea. Inflammation of the sclera. Degenerative conditions of the cornea and sclera
Module 6. Diseases and disorders of the lens	
• to know the particularities of examining patients with lens diseases, based on clinical cases; • to know general principles of cataract treatment and indications for surgical; • to differentiate primary and secondary glaucoma; • to apply diagnostic methods to confirm or infirm glaucoma to provide emergency medical care in acute glaucoma; • to know the principles of complex glaucoma treatment; • to integrate the particularities of the conduct of glaucoma patients.	➢ Cataract. Congenial cataract. Acquired cataract. *Grammar:* Complex Object *Video material:* CATARACT, Causes, Signs and Symptoms, Diagnosis and Treatment. What Causes Cataracts. Symptoms Treatments. ➢ Glaucoma. Classification, pathogenesis and methods of diagnosis. Primary open-angle glaucoma. Acute glaucoma. Secondary glaucoma. Congenital glaucoma. *Grammar:* Infinitive. *Video material:*Development of Glaucoma Open Angle vs Angle Closure Glaucoma.

Module 7. Diseases of the inner eye	
• to examine the uveal tract and the posterior pole: optic nerve, macular region, retinal vessels, retinal periphery (principles of ophthalmoscopy); • to know the particularities of the symptoms of inflammatory diseases at different levels of the uveal tract; • to integrate acute iridocyclitis management into differential diagnosis; • to know the particularities of retinal disease symptomatology based on clinical cases; • to apply central artery and vein occlusion management; • to perform the differential diagnosis of primary and secondary retinal detachment.	➢ The uveal tract. Uveitis. Tumours of the uveal tract. *Grammar:* Conditional *Video material:* Uveitis, Causes, Signs and Symptoms, Diagnosis and Treatment. *Video material:* Classification of Uveal Tumors ➢ The retina. Retinal detachment. *Grammar:* Mixed Conditional *Video material:* Retinal Detachment Causes, Symptoms and Treatments ➢ Inherited retinal degenerations and age-related macular degeneration *Video material:* Diagnosing Inherited Retinal Degeneration (IRD) / A clear view on age-related macular degeneration
Module 8. Disorders of the optic nerve.	
• to know the particularities of pediatric ocular trauma; • to know the methods of detection of intraocular foreign bodies; • to know the particularities of symptomatology and medical care in ocular contusion; • to perform lavage of the conjunctival sac; • to know and to possess the first aid (emergency medical care).	➢ Ocular injuries. Foreign bodies *Grammar:* Special Questions *Video material:* Ocular Injuries : Classification and Blunt Trauma Injuries - For Medical Students ➢ Chemical and radiation injuries. First aid. *Grammar:* Indirect Questions. *Video material:* First Aid - Eye Injuries Training
Module 9. Complications of systemic disease. Visual disorders.	
• to determine the intraocular pressure; • to know the particularities of the symptoms of inflammatory diseases; • to know the types of diabetic eye disease; • to know the characteristics of Thyroid	➢ The central nervous system. Arteriosclerosis and vascular hypertension. Diabetes. *Grammar:* The Sequence of Tenses. ➢ Thyroid disease. Rheumatoid arthritis *Grammar:* The Indicative and Subjunctive Mood.

disease; • to know general principles of colour blindness; • to know what can cause the ocular complications of rheumatoid arthritis; • to know the common eye symptoms: floaters, eye strain; • to know what causes floaters; • to know what is PVD (posterior vitreous detachment); • to express opinions using verbs in the Subjunctive Mood.	➢ Floaters, blind spots, and flashes. Night blindness and defects of colour perception. Eyestrain. *Video material:* Common Eye Symptoms (Part 4): Floaters, Eye Strain & More Eye Floaters and Flashes, Animation. *Video material:* Eye Strain and Fatigue | Causes, Symptoms and Treatments
Module 10. Aspects of Modern Medicine and Diseases of the Current Century	
• to illustrate the importance of healthy nutrition and rational use of medicines; • to describe diseases of the current century using medical metalanguage; • to illustrate the importance of the evolution of medicine and medical technology; • to express hypotheses, conditions and consequences of medical science evolution; • to analyze video and audio materials about current medical achievements.	➢ Diet and nutrition. Smoking and eye diseases. *Video material:* Eye Nutrition. Smoking and Eye Disease Discussed By Dr. Brent Reed of Griffin and Reed Eyecare *Grammar:* Passive voice ➢ How COVID-19 increased the need for eye removal. *Video material:* Eyes Of 3 Children Infected With Black Fungus Removed In Mumbai

VIII. TRANSVERSAL COMPETENCES (TC)) AND LEARNING OUTCOMES

✓ **Transversal competences (TC)**

CT2. Managerial skills / social interaction. Carries out the activities and exercises the specific roles of teamwork; shares the tasks between members at subordinate levels; promotes the spirit of initiative, dialogue, cooperation, positive attitude and respect for others, empathy, altruism and continuously improves their own activities.
CT3. Personal and professional development. Identifies the training needs according to the development of optometry; determines the priorities in continuous professional training; Appreciates the changes in the optical system as a condition of its functionality.
CT4. Decision making. Applies critical thinking skills to solve problems and make prompt decisions in a variety of situations; Evaluates and identifies the preliminary problems, facilitating the finding of the best solution for the risky situations, achieving the objectives, improving the results and the quality of the work performed.

✓ **Learning outcomes**

- Formation of written and oral language skills in doctor/patient, physician/physician communication context;
- Developing the ability to understand a written text /speech / oral message;
- Initiation and acquisition of basic lexicon and basic pharmaceutical terminology;
- Skills formation and development of authentic sources, information analysis/synthesis and oral or written form presentation;
- Familiarization of students with topics specific to the medical field in order to promote an intercultural and interdisciplinary dialogue;
- Ability to make a presentation or a description highlighting the important points and details relevant to the professional field;
- Drafting texts on medical topics summarizing and evaluating the information and arguments borrowed from different sources.

IX. STUDENT'S INDIVIDUAL WORK

Nr.	The expected product	Achievement strategies	Evaluation criteria	Deadline
1.	Elaboration of thematic lexicographic glossaries	Compilation of lists with terminological lexical units; Translation of terminological lexical units; Use of transcriptional signs; Indication of semantic and polysemantical valences of terminological lexical units; Contextualization of terminological lexical units.	Presentation and translation correctness of terminological lexical units	During the semester
2.	Thematic projects	Elaboration of reports and thematic communications; Work with terminological lexicon; Synthesis and summaries elaboration.	Ability to extract the essence from the articles. Correctness of information presentation.	During the semester
3.	Video thematic projects	Watching video documents Compilation of lists with terminological lexical units; Filling in the audio comprehension verification	Developing interpretive ability in video document contents exposure.	During the semester

		sheets.		
4.	Individual portofolios	Completing individual portfolios with informational, lexical, grammatical resources.	Self-fulfillment and self-employment activity degree	During the semester
5.	Work with specialized journals	Elaboration of synthesis articles and reviews.	Degree of understanding and synthesis of scientific information.	During the semester

X. TEACHING-LEARNING-EVALUATION METHODOLOGICAL SUGGESTIONS

Used teaching and learning methods

- Exposure, conversation, exercise, demonstration, problem-solving, heuristic conversation, brainstorming, experiment;
- Interactive methods with communication and creative exploration pragmatic aspect emphasis (brainstorming, free associations, starburst, value line, SINELG, T chart, cube, Venn diagram, cinquain);

✓ ***Applied teaching strategies /technologies***

- ***inductive strategies*** (from general to particular);
- ***deductive strategies*** (from general to particular);
- ***analogic strategies*** (using models);
- ***mixed strategies:*** inductive-deductive and deductive-inductive;
- ***algorithmic strategies:*** explicative-demonstrative, intuitive, expositive, imitative, programmed and algorithmic;
- ***heuristic strategies*** - to develop knowledge through self thinking effort, using problem-solving, discovery, modeling, hypothesis formulation, heuristic dialogue, investigative experiment, brainsorming, creativity stimulation.

- ***Assessment methods*** *(including the indication of final mark calculation method)*

Current*:* formative or/and individual control through

- testing
- solving problems/exercises,
- case study analysis
- role play on discussed subjects;
- project (summative assessment method);
- portofolio (longitudinal evaluation method)

Final*:* Sem. I – Annual average - 50%, Final test- 20%, Oral exam- 30%.

Ways to round up marks at assessement stages

Intermediate marks grid (annual average, marks from exam stages)	National grading 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**	
6,01-6,50	**6,5**	**D**
6,51-7,00	**7**	
7,01-7,50	**7,5**	**C**
7,51-8,00	**8**	
8,01-8,50	**8,5**	**B**
8,51-8,00	**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.

V. Recommended bibliography:

A. Compulsory:

1. *English course support for optometrists, author: Viorica Oala, 2022 (being edited)*

B. Supplimentary:

1. *English in Medicine*. V. Dobrovici, I. Bostaca, 1999.
2. *ABC of eyes*. Fourth edition Khaw P., Shah P., Elkington A..
3. *Making sense of clinical examination of the adult patient.* Hodder Arnold. Douglas Model 2006. Oxford University Press.

4. *Practical Ophthalmology.* Fred M. Wilson.
5. *Ophthalmology. Faculty of medicine.* Cristina Nicula. Cluj-Napoca, 2011.
6. *An Optometrist's Guide to Clinical Ethics.* R. Norman Bailey. New York, 1998
7. *Professional English in use*. Eric H. Glendinning, Cambridge University Press, 2007.
8. *Suplimentară*
9. *Medical terminology simplified.* Barbara A. Gylys, Regina M. Masters, DavisPlus, 2010.
10. *The language of medicine*. Davi-Ellen Chabner; Saunders Comp.,1981.
11. *Melodie Hull , Changing The Paradigm For Medical English Language Teaching https://www.usingenglish.com/articles/changing-paradigm-for-medical-english-language-teaching.html*
12. *The human body an illustrated guide to its structure, function and disorders. Dr. Tony Smith London, Dorling Kindersley.*
13. *Structure and function of the human body. Barbara Janson Cohen, Lippincott Williams and Wilkins. USA: Lippinkott Williams & Wilkins, 2005. 390 p.*
14. *Subjective Refraction and Prescribing Glasses. Richard J. Kolker, MD. Richard J. Kolker, MD 2015. 81 p.*
15. *Essentials of Medical Terminology. Juanita J. Davies. 3rd edition. USA: Delmar Cengage Learning, 2008. 518 p.*

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http://www.theeyedocs.us/testing-equipment.html
http://www.ophthalmologyweb.com/Optometry/
https://www.verywell.com/eye-refraction-342182