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
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FACULTY OF MEDICINE II SYLLABUS 0910.1 PUBLIC HEALTH THE FOREIGN LANGUAGES DEPARTMENT

APPROVED

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

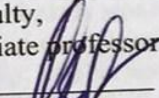
Minutes no. 1 of 16.09.21

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

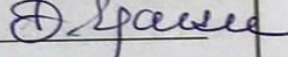
Dean of the Faculty,
MD PhD., associate professor
Bețiu Mircea 

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-Dumnazev Daniela 

CURRICULUM

FOREIGN LANGUAGES

Cycle 1, Licence studies

Course type: compulsory

Curriculum developed by the team of authors:

Olga Tumuruc, university assistant

Ala David, university assistant

Chișinău, 2021



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I. PRELIMINARY

- **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 working 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 medical students in order to enable them to actively use *medical/public health terminology* within the practical training and workplace. The *Modern Languages* course (*medical/public health 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/public health terminology, developing solid linguistic skills in medical students that are necessary for academic mobility, intercultural and professional integration.
- The formative orientation of higher education, as well as training of medical students represent a reference framework for the professional training of public health professionals in order to use foreign languages in professional communication, facilitating international communication and cooperation in the field of Public Health, becoming competitive on the labour market.

- **Curriculum purpose in professional training**

Studying medical/public health terminology in a foreign language contributes to the development of professional abilities, knowledge and attitudes enabling the public health students to explore a wide range of medical/public health subjects.

- Teaching languages: **English, French.**
- Beneficiaries: first year students, faculty of Medicine I, Public Health integrated studies.

I. SUBJECT MANAGEMENT

Subject code	G.01.O.005/ G.02. O.014		
Subject name	English/ French		
Subject leaders	O.Tumuruc/A.David		
Year	I	Semesters	I/II
Total number of hours, including:			90+90
Course		Laboratory /practical work	
Seminars	45+45	Individual work	45+45
Assessment form	E	Number of credits	3+3

II. LEARNING OBJECTIVES

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

- ✓ *at the level of knowledge and understanding:*
- to know medical language, public health terminology particularities in a foreign language;



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- to identify the specialty-specific symbols and the particularities of the public health terminology;
- to acquire an authentic specialized vocabulary for the current communication within the professional activity;
- 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 use 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 use 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 use 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 topics 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 synthesizing the information from authentic sources and perform an oral or written presentation;
- to be able to self-study, which will contribute to further professional development;

III. PRELIMINARY REQUIREMENTS

- to know the general concepts of learning language;
- to have digital competencies (Internet skills);
- to have communication and teamwork skills;
- to have qualities such as: tolerance, compassion, autonomy, etc.

IV. TOPICS AND APPROXIMATE HOURS DISTRIBUTION

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

No.	TOPIC	Number of hours
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		Lecture s	Semina rs	Indepen dent work
1.	Introduction to Public health.		3	3
2.	History of Public health.		3	3
3.	Faculty of Public Health. Public health professionals (multidisciplinary teams).		3	3
4.	Water. Sanitation. Hygiene.		3	3
5.	Environmental health and safety. Food safety. Occupational health.		3	3
6.	Health statistics. Information for health.		3	3
7.	International health cooperation. World health organizations.		3	3
8.	Immunity. Body defence mechanisms.		3	3
9.	Immunization. Concept. Characteristics.		3	3
10.	Antibiotics. Antibiotic resistance.		3	3
11.	Epidemiology. Characteristics.		3	3
12.	Public health risks and hazards.		3	4
13.	Health promotion and education. Models of behaviour change.		3	4
14.	Public health ethics.		3	4
15.	Test		3	
Total			45	45
Total			90	

Lectures, practical / laboratory work/seminars and individual work (Eng. Sem. II)

No.	TOPIC	Number of hours		
		Lecture s	Seminar s	Indepen dent work
1	Concepts of health and disease.		3	3
2.	Communicable diseases.		3	3
3.	Infections through gastrointestinal tracts.		3	3
4.	Infections through skin and mucous membranes.		3	3
5.	Infections through respiratory tract.		3	3
6.	Arthropod- borne infections.		3	3
7.	Non-communicable (genetic and acquired diseases).		3	3
8.	Cardiovascular diseases.		3	3



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No.	TOPIC	Number of hours		
		Lectures	Seminars	Independent work
9.	Cancer.		3	3
10.	Chronic respiratory diseases.		3	3
11.	Diabetes.		3	3
12.	Nutritional disorders.		3	4
13.	Mental health issues.		3	4
14.	Medical Sociology. Social Policy. Health Economics.		3	4
15.	Test		3	
Total			45	45
Total			90	

Lectures, practical works/ laboratory works/seminars and individual work (Fr. Sem. I)

No.	TOPIC	Number of hours		
		Lectures	Seminars	Independent work
1.	History of Public health.		3	3
2.	Faculty of Public Health. Public health professionals (multidisciplinary teams).		3	3
3.	Water. Sanitation. Hygiene.		3	3
4.	Environmental health and safety. Food safety. Occupational health.		3	3
5.	Health statistics. Information for health.		3	3
6.	International health cooperation. World health organizations.		3	3
7.	Immunity. Body defence mechanisms.		3	3
8.	Immunization. Concept. Characteristics.		3	3
9.	Antibiotics. Antibiotic resistance.		3	3
10.	Epidemiology. Characteristics.		3	3
11.	Public health risks and hazards.		3	3
12.	Health promotion and education. Models of behaviour change.		3	4
13.	Public health ethics.		3	4
14.	Health promotion and education. Models of behaviour change.		3	4
15.	Test		3	
	Total		45	45



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Total	90
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Lectures, practical / laboratory work/seminars and individual work ((Fr. Sem. II)

No.	TOPIC	Number of hours		
		Lectures	Seminars	Independent work
1	Concepts of health and disease.		3	3
2.	Communicable diseases.		3	3
3.	Infections through gastrointestinal tracts.		3	3
4.	Infections through skin and mucous membranes.		3	3
5.	Infections through respiratory tract.		3	3
6.	Arthropod- borne infections.		3	3
7.	Non-communicable (genetic and acquired diseases).		3	3
8.	Cardiovascular diseases.		3	3
9.	Cancer.		3	3
10.	Chronic respiratory diseases.		3	3
11.	Diabetes.		3	3
12.	Nutritional disorders.		3	4
13.	Mental health issues.		3	4
14.	Medical Sociology. Social Policy. Health Economics.		3	4
15.	Test		3	
Total			45	45
Total			90	

V. INSTRUCTIONAL OBJECTIVES AND UNITS CONTENTS (ENG./ FR.)

Objectives	Unit content
Chapter 1. Introduction into Public Health education.	
<ul style="list-style-type: none"> • to understand texts/video in English / French that provide facts about public health studies, introduction to public health: individual and population health; • to define the terminology related to the field of public health, the principles of 	<ol style="list-style-type: none"> 1. Introduction to Public Health. 2. History of Public Health. 3. Faculty of Public Health. Public health specialists (multidisciplinary teams). <p><i>Grammar:</i> Derivation. Prefixes. Suffixes. Word Family.</p>



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Objectives	Unit content
<p>the scientific method; the evolution of concepts in public health, and the assessment of the health status of the population;</p> <ul style="list-style-type: none"> • to understand the audio / video material in English / French for the given subject; • to communicate fluently, express and support opinions in English / French on general aspects of public health, its history and multidisciplinary teams involved in this field; 	
<p>Chapter 2. Water. Sanitation. Hygiene.</p>	
<ul style="list-style-type: none"> • to learn the basic English / French terms used in the field of public health such as: sanitation, hygiene, safety and environment, food safety, occupational health; • to express fluently in English / French the opinions regarding the importance of hygiene, food safety for the health of a community; • to write an essay / report on Occupational Health; • to state in English / French the point of view about the environment and its impact on the health of the population. 	<p>4. Water. Sanitation. Hygiene. 5. Health, safety and the environment. 6. Food safety. 7. Occupational health.</p>
	<p><i>Grammar:</i> Definite and indefinite article.</p>
<p>Chapter 3. Statistics and informatics in health. World health organizations.</p>	
<ul style="list-style-type: none"> • to learn English/ French anatomical public health terminology; • to be able to translate the anatomical public health terminology into / from English/ French; • to render the content of English audio / video material; • to use English public health anatomical terminology in a context; • to understand English audio / video material on the given topic. 	<p>9. Statistics and informatics in health. 10. International cooperation in the field of health. 11. World health organizations.</p>
	<p><i>Grammar:</i> Noun. Plural form of nouns. Irregular nouns. The adjective. Degrees of comparison of adjectives. The adverb.</p>
<p>Chapter 4. Immunity. Immunization.</p>	
<ul style="list-style-type: none"> • to define the terms used in English / French regarding: immunity, defence mechanisms of the human body and immunization. • to express the point of view on 	<p>12. Immunity. The defence mechanisms of the human body. 4 hours 13. Immunization. Concept. Features. 14. Antibiotics. Antibiotic resistance.</p>



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Objectives	Unit content
<p>vaccination in English / French; its importance and risks;</p> <ul style="list-style-type: none">• to render the content of the audio / video content in English / French on the given subject;• to paraphrase the content of the information presented in a specialized article;	<p>Grammar: Indefinite Times. Present simple. Past simple. Simple future. Continuous times. The Continuous Present. The Continuous Past. The Continuous Future.</p>
Chapter 5. Epidemiology. Characteristics. Risks factors in public health.	
<ul style="list-style-type: none">• to define the terms on the topic related to epidemiology, risks and risk factors in public health used in English / French.• to use the studied terms in conversation in English / French;• to understand the audio / video material in English / French on the given subject;	<p>15. Epidemiology. Characteristics. 16. Risks factors in public health.</p> <p>Grammar: Perfect Times. The Perfect Present. The perfect past. The Perfect Future. The preposition. Types of prepositions. The relative pronoun.</p>
Chapter 6. Health promotion and health education.	
<ul style="list-style-type: none">• to define the terms used in English / French on health education and public health ethics;• to use the learned terms in speech in English / French;• to understand the audio / video material in English / French on the given subject;• state opinions in English / French regarding patterns of behaviour change;• to paraphrase the content of the information in English / French;• to present in English / French clear and detailed descriptions of aspects of public health ethics.	<p>17. Health promotion and health education. 18. Models of behaviour change. 19. Public health ethics.</p> <p>Grammar: Modal verbs. Suffixes. Prefixes. Derivation. Word families.</p>
Chapter 7. Concepts of health and disease.	
<ul style="list-style-type: none">• to define the terms used in English / French on communicable diseases, types of communicable diseases, routes of infection, methods of prevention and treatment;• to understand the audio / video material in English / French on the given subject;• to state opinions in English / French about behaviour patterns;	<p>20. Concepts of health and disease. 21. Communicable diseases. 22. Infections of the gastrointestinal tract. 23. Skin and mucosal infections. 24. Respiratory tract infections. 25. Diseases transmitted by arthropods.</p>



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Objectives	Unit content
Chapter 8. Noncommunicable diseases	
<ul style="list-style-type: none">• to define the terms used in English / French on non-communicable diseases, types of non-communicable diseases, assessment of diseases, methods of prevention and treatment;• to integrate the terms studied in speech in English / French;• to understand the audio / video material in English / French on the given subject;• to state opinions in English / French about behaviour patterns;	<ol style="list-style-type: none">26. Noncommunicable diseases27. Cardiovascular diseases.28. Cancer.29. Chronic diseases of the respiratory system.30. Diabetes.31. Eating Disorders32. Mental health.
Chapter 9. Medical sociology. Social and economic policies in public health field.	
<ul style="list-style-type: none">• to define the terms used in English / French regarding medical sociology and social and economic policies in public health field;• to understand the audio / video material in English / French on the given subject;	<ol style="list-style-type: none">33. Medical sociology.34. Social and economic policies in public health.

VI. INSTRUCTIONAL (SPECIFIC (SS) AND TRANSVERSAL (TS) SKILLS AND LEARNING OUTCOMES

✓ Transversal skills (TS)

TS2. Effective communication and digital skills. Efficient use of information and communication resources, professional language interaction in a full range of social and cultural contexts; identification of roles and responsibilities in the multidisciplinary team; application of relationship techniques and effective teamwork and relationships with colleagues;

TS4. Interaction skills and social responsibility. Identification of objectives to be achieved, available resources, stages and working hours, terms of performance and related risks; provision of efficient conduct and responsible involvement in the carried out activities.

✓ Learning outcomes

- to train oral and written expression skills within doctor/patient, patient/doctor communication;
- developing skills to understand a written text/speech/oral message;
- to initiate and acquire the lexis and basic pharmaceutical terminology;
- to train and develop skills for analysing and summarizing information from authentic sources and its presentation in oral or written form;
- to familiarize students with subjects specific to the medical field in view of promoting



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intercultural and interdisciplinary dialogue;

- to be able to develop a presentation or description methodically highlighting significant points and proper details within professional field;
- to be able to write clear and detailed texts on subjects concerning medical field, summarizing and evaluating information and arguments taken from different sources;
- to be able to attentively follow an operation of a certain duration and a complex justification provided that the subject is familiar with it, and the overall exposure of the general plan is shown by explicit indicators.

VII. STUDENTS' INDIVIDUAL WORK

No.	The expected product	Achievement strategies	Assessment criteria	Period of accomplishment
1.	Development of thematic lexicographic glossaries	Compilation of lists with terminological lexical units; Translation of terminological lexical units; Use of transcriptional signs; Indication of semantic and polysemantic meanings 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 medical terminology Information synthesis and summary.	Ability to extract the essence from articles. Correctness of information presentation.	During the semester
3.	Video thematic projects	Watching videos Compilation of lists with terminological lexical units; Filling in the video comprehension-check sheets.	Developing interpretive/translation skills in video exposure.	During the semester
4.	Individual portfolios	Completing individual portfolios with information, lexical, grammatical resources.	Degree of independent work	During the semester
5.	Work with medical journals	Elaboration of synthesis articles and reviews.	Degree of understanding and synthesis of scientific information.	During the semester

VIII. TEACHING-LEARNING- ASSESSMENT METHODOLOGY

Teaching and learning methods



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

✓ **Teaching strategies /techniques**

- **inductive strategies** (from general to particular);
- **deductive strategies** (from general to particular);
- **analogic strategies** (using models);
- **transductive strategies**;
- **mixed strategies**: inductive-deductive and deductive-inductive;
- **algorithmic strategies**: explicative-demonstrative, intuitive, expositive, imitative, programmed and algorithmic;
- **heuristic strategies** - problem-solving, discovery, modelling, hypothesis formulation, heuristic dialogue, investigative experiment, brainstorming, creativity stimulation.

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

Current: formative assessment by

- tests
- solving problems/exercises,
- case study analysis
- role plays on discussed subjects;
- projects (summative assessment);
- portfolio (longitudinal assessment)

Final: Sem. I – Annual average mark - 50%, Multiple choice test- 20%, Exam- 30%.

Sem. II – Annual average mark - 50%, Multiple choice test- 20%, Exam- 30%.

Scaling of marks for assessments Method of mark rounding

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



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7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A

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.

IX. Recommended bibliography:

A. Mandatory literature

1. Course material for the discipline *English for the students of Public Health*, developed by O. Tumuruc. L. Panciuc, 2021 (editing process)
2. Course material for the discipline *French for the students of Public Health*, developed by A. David, 2021 (editing process)

B. Additional literature

1. L. S. Smirnova „English in Public Health”, 1990
2. *Professional English in use*. Eric H. Glendinning, Cambridge University Press, 2007.
3. Bernheim, Ruth Gaare, James F. Childress, Alan Melnick, and Richard J. Bonnie. *Essentials of Public Health*
4. Dawson, Angus and Marcel Verweij, eds. *Ethics, Prevention, and Public Health*. New York: Oxford University Press, 2007.
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1. Anand, Sudhir, Fabienne Peter, and Amartya Sen, eds. *Public Health, Ethics, and Equity*. New York: Oxford University Press, 2006. eds. *Public Health Ethics: Cases Spanning the Globe*. New York: Springer, 2016.
2. Bayer, Ronald, Lawrence O. Gostin, Bruce Jennings, and Bonnie Steinbock, eds. *Public Health Ethics: Theory, Policy, and Practice*. New York: Oxford University Press, 2007.
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5. Guest, Greg and Emily E. Namey. *Public Health Research Methods*. Los Angeles: SAGE Publications, 2015. Holland, Stephen. *Public Health Ethics*. Malden, MA: Polity Press, 200
6. Levy, Barry S. and Victor W. Sidel. *Social Injustice and Public Health*. 2nd ed. Oxford University Press