**Faculty of Medicine I**

**Study Program 0912.1 Medicine**

**ChaIR of Foreign Languages**

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| APPROVED at the meeting of the Committee for Quality Assurance and Curriculum Evaluation in MedicineMinutes No. \_\_\_ of\_\_\_\_\_\_\_\_\_\_\_\_Chairman, Dr. Hab. in Medicine, Associate. Prof.,Pădure Andrei \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | APPROVEDat the Council meeting of the Faculty of Medicine IMinutes No. \_\_\_ dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dean of Faculty, Dr. Hab. in Medicine, Associate. Prof.,Plăcintă Gheorghe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## APPROVED

at the meeting of the Chair of Foreign Languages

Minutes No. 6 dated 13.02.2025

Head of Chair, PhD in Pedagogy, Associate Professor,

Daniela Eșanu-Dumnazev \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SYLLABUS**

**English/French**

**Integrated studies**

Course type: **Compulsory**

Syllabus was developed by the team of authors:

Viorica Cazac, PhD in Education, university lecturer.

Ala David, university assistant.

Chişinău, 2025

1. **INTRODUCTION**

-General presentation of the discipline: place and role of the discipline in the

formation of the specific competences of the professional / specialty training

program

The Modern Languages course plays a significant role in the curriculum at the "Nicolae Testemițanu" State University of Medicine and Pharmacy, where modern languages (English/French) are recognized as lingua franca and serve as working languages within EU institutions. Aligning with the Bologna Process and European standards, ensuring quality and linguistic proficiency is a key objective for integrating the educational system into the European framework. In line with these standards, the Modern Languages course (focused on medical terminology) is a practical course tailored for AMG students, emphasizing the practical application and active use of language in both academic and professional contexts. The course is designed to develop the linguistic skills outlined in the Common European Framework of Reference for Languages (CEFR), as established by the Council of Europe. It aims to provide students with essential medical terminology, equipping them with strong language skills necessary for academic mobility, intercultural engagement, and professional integration. This focus on professional education serves as a foundation for training healthcare professionals, fostering effective communication in foreign languages, promoting international collaboration in medicine, and enhancing competitiveness in the global job market.

-Mission of the syllabus (aim) in professional training

Studying a foreign language with a professional emphasis helps develop your skills, knowledge, and professional attitudes by introducing into various disciplines and their diverse content.

* Language (s) of the discipline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; English/French.
* Beneficiaries: students of the 1st year, Faculty of Nursing.
1. **MANAGEMENT OF THE DISCIPLINE**

|  |  |
| --- | --- |
| Code of discipline | **G.01.O.005 / G.01.O.014** |
| Name of discipline | **English/French for specific purposes** |
| Person(s) in charge of thediscipline | **V.Cazac, A.David** |
| Year  | **I** | Semester/Semesters | **I/II** |
| Total number of hours, including: | **240** |
| Lectures | **60+60** | Practical/laboratory hours | **60+60** |
| Seminars | **-** | Self-study | **-** |
| Form ofassessment | **E\*/ E\*** | Number of credits | **4+4** |

1. **LEARNING OBJECTIVES WITHIN THE DISCIPLINE**

# *By the end of the course, the student will be able to:*

# at the level of knowledge and understanding:

-To understand and recognize terminology and vocabulary specific to the Nursing specialty in English/French.

-To memorize and grasp concepts related to the AMG discipline.

-To comprehend and interpret medical information presented orally or in writing in English/French.

-To summarize and synthesize medical messages and texts in English/French.

-To be familiar with commonly used words and phrases in patient interactions, including questions about symptoms, medical prescriptions, care recommendations, etc.

-To translate and interpret medical documents and instructions in English/French.

* at the application level:

-To use vocabulary and grammatical structures specific to healthcare in authentic communication contexts in English/French.

-To demonstrate the ability to communicate with patients and colleagues in English/French coherently and efficiently in real medical situations.

-To interview and assess patients in English/French using relevant questions tailored to the clinical situation.

-To draft and use standard medical documents, such as observation charts or care reports, in English, while adhering to the specific terms and expressions of the field.

-To participate actively in simulations and role-playing that involve communication in English/French in medical contexts, such as developing treatment plans or counseling patients.

-To write professional letters and correspondence in English/French, such as recommendation -letters or complaints, using appropriate and precise language.

-To apply rules and protocols of medical ethics in communication and interaction with patients, respecting their confidentiality and rights in English/French.

-To demonstrate empathetic communication skills in English/French, adapting speech and language according to the needs and level of understanding of patients.

-To deliver presentations and speeches in English/French during academic activities or conferences, addressing topics relevant to healthcare.

* at the integration level:

-To integrate knowledge and skills into creating action plans and strategies to address specific issues and challenges within the Moldovan healthcare system, within the global context of medical development.

-To combine knowledge of the Moldovan healthcare system with international perspectives, identifying a coherent and viable concept for developing the healthcare system in the country.

-To actively participate in national and international congresses, conferences, and seminars to stay informed, share knowledge, and collaborate with healthcare professionals.

-To identify and evaluate the role of personality in promoting and developing a specialist model in Medical Assistance and Healthcare (AMG), including qualities such as empathy, effective communication, leadership skills, and professional ethics.

1. **TERMS AND Preconditions**

-To understand the general concepts of the language of instruction;

-To possess digital skills;

-To have communication and teamwork skills;

-To demonstrate qualities such as tolerance, compassion, and autonomy.

1. **THEMES AND ESTIMATED ALLOCATION OF HOURS**

***Lectures, practical hours/ laboratory hours/seminars and self-training, semester I (English/French)***

| No.d/o | ТHEME | Number of hours |
| --- | --- | --- |
| Lectures | Practical hours | Self-study |
|  | Introduction. General Definitions of the Human Body. |  | 4 | 6 |
|  | The Skeletal System. |  | 4 | 4 |
|  | The Muscular System. |  | 4 | 4 |
|  | The Nervous System. |  | 4 | 4 |
|  | What is Blood?  |  | 4 | 4 |
|  | Cardiovascular System. |  | 4 | 4 |
|  | Respiratory System.  |  | 4 | 4 |
|  | Digestive System.  |  | 4 | 4 |
|  | Microorganisms. |  | 4 | 4 |
|  | The Immune System. |  | 4 | 4 |
|  | In and out patient care |  | 4 | 6 |
|  | Hospital admission |  | 4 | 4 |
|  | Monitoring patient’s vital signs |  | 4 | 4 |
|  | Pain Management |  | 2 | 6 |
|  | Knowledge assessment test |  | 2 |  |
|  | Examen |  | 4 |  |
| **Total**  |  | **60** | **60** |
| **Total 120 hours** |  |  |  |

***Lectures, practical hours/ laboratory hours/seminars and self-training, semester II (English/French)***

| Nr.d/o | ТHEME | Number of hours |
| --- | --- | --- |
| Lectures | Practical hours | Self-study |
|  | Signs and symptoms. |  | 4 | 6 |
|  | First Aid. |  | 4 | 4 |
|  | Mental Health. |  | 4 | 4 |
|  | Cerebral Stroke |  | 4 | 4 |
|  | Heart diseases. |  | 4 | 4 |
|  | Diabetes Mellitus. |  | 4 | 4 |
|  | Allergies. |  | 4 | 4 |
|  | Respiratory diseases. |  | 4 | 4 |
|  | Osteoarthritis. |  | 4 | 4 |
|  | HIV/AIDS |  | 4 | 4 |
|  | Drug administration |  | 4 | 6 |
|  | Hygiene rules. MRSA. |  | 4 | 4 |
|  | Alternative therapy. |  | 4 | 4 |
|  | Epidemics and Pandemics.  |  | 2 | 6 |
|  | Knowledge assessment test |  | 2 |  |
|  | Examen |  | 4 |  |
| **Total**  |  | **60** | **60** |
| **Total 120 hours** |  |  |  |

1. **PRACTICAL SKILLS ACQUIRED AT THE END OF THE COURSE**

Mandatory essential practical tools are:

* **...**
* **...**
1. **OBJECTIVES AND CONTENT UNITS**

| **Objectives** | **Content units** |
| --- | --- |
| **Theme(chapter) 1. Human Anatomy** |
| * To define the specific terminology for each system of the human body and explain key terms associated with their structures and functions.
* To understand the structure, function, and pathologies of each system, identifying relevant information from scientific sources and medical articles.
* To demonstrate the ability to differentiate and correctly use specific terms in coherent sentences and statements, both in writing and speaking.
* To correctly apply medical terminology and knowledge in discussions and various contexts, as well as in presenting conclusions about the functioning of body systems.
* To integrate information about each system to conceptualize their interconnections and highlight the importance of medical English in scientific communication and international collaboration.
 | 1. **Introduction to the Human Body.** Defining the concept of the human body and its major structures. Description of the general functions of the human organism.*Grammar: Article (I)*
2. **The Skeletal System.** Bones, joints, and cartilages. Functions of the skeletal system. Types of bones and their roles in the body.*Grammar: Article (II)*
3. **The Muscular System.** Types of muscles. Functions of the muscular system.*Grammar: Countable Nouns*
4. **The Human Nervous System.** Structure of the central and peripheral nervous systems. Functions of the nervous system in impulse transmission and control of bodily functions. Types of nerve cells and their roles.*Grammar: Uncountable Nouns*
5. **What is Blood?** Cells, plasma, and platelets. Functions of blood in substance transport, coagulation, and immune defense.*Grammar: There is/There are (I)*
6. **The Cardiovascular System.** Structure of the heart. Types of blood vessels. Blood circulation. Main components of the cardiovascular system and their roles.*Grammar: There is/There are (II)*
7. **The Respiratory System.** Description of structures involved in respiration: lungs, trachea, bronchi. Gas exchange in the lungs. Factors regulating respiration.*Grammar: Verb to be*
8. **The Digestive System.** Presentation of the organs involved in digestion: stomach, small and large intestines, liver, pancreas. Description of digestion and nutrient absorption processes. Identification of the digestive system’s functions in breaking down and absorbing food.*Grammar: Giving instructions*
9. **Microorganisms.** Definition and classification of microorganisms. Description of their role in the environment and the human body. Identification of the benefits and risks associated with microorganisms.*Grammar: Present Simple*
10. **The Immune System.** Presentation of immune system structures: lymphocytes, antibodies, lymphatic organs. Description of defense mechanisms against infections. Identification of the immune system’s role in maintaining health and fighting diseases.*Grammar: Present Continuous*
 |
| **Theme(chapter) 2.**  **Healthcare management** |
| * To define vital signs and hospital admission procedures.
* To be familiar with specific medical terms and new terminology used in the context of patient care.
* To demonstrate the ability to interpret and translate medical information into accessible language.
* To correctly apply medical vocabulary in discussions about treatment and patient monitoring.
* To integrate acquired knowledge to propose solutions in patient care and communicate effectively both in writing and verbally.
 | 1. **Outpatient and Inpatient Care.** Differences Between Outpatient and Hospital Care. Initial Assessment and Care Planning. Effective Communication with the Patient. **Grammar:** Past Simple
 |
| 1. **Hospital Admission.** The Admission Process and Documentation. Coordination of Care within the Medical Team. **Grammar:** Can / Could
 |
| 1. **Monitoring the Patient’s Vital Signs.** Vital Signs and Their Importance. Correct Measurement Techniques. Interpretation and Reporting of Vital Signs. **Grammar:** Must / Should / Shouldn’t
 |
| 1. **Pain Management.** Pain Assessment and Documentation. Planning and Implementing Pain Control Measures. Patient Education and Empathic Communication. **Grammar:** Grammar Revision
 |
| **Theme(chapter) 3. Conditions, symptoms, investigations, and treatments** |
| -To define the procedures for patient admission and evaluation, the importance of personalized care, and the criteria for hospitalization and discharge.-To know the types of accidents and emergency cases, and the methods for managing them.-To demonstrate the correct use of prepositions and adjectives specific to the medical context.-To apply the correct procedures for documenting and monitoring patients, including after discharge.-To integrate information from video materials with theory and practice regarding admission, discharge, and emergency management. | 1. **Medical Signs and Symptoms. Identification and Description of Vital Signs:** Studying vital signs such as pulse, blood pressure, temperature, and respiration in the context of patient assessment. Recognizing and Interpreting Common Signs and Symptoms.**Grammar:** Prepositions of time (1)
2. **First Aid Provision. Cardiopulmonary Resuscitation Techniques. Emergency Situations.****Grammar:** Prepositions of time (2)
3. **Mental Health. Anxiety Disorders and Depression:** Studying the symptoms, risk factors, and treatment options for anxiety disorders and depression. **Stress Management Strategies.****Grammar:** Prepositions of place
4. **Stroke. Types and Causes:** Investigating types of strokes and associated risk factors. The Importance of Immediate Intervention.**Grammar:** Adjectives –ed and –ing
5. **Heart Diseases. Risk Factors and Prevention:** Assessing risk factors for heart diseases and implementing preventive measures.**Grammar:** Comparative adjectives
6. **Diabetes Mellitus. Types of Diabetes:** Understanding the differences between type 1 and type 2 diabetes. Studying methods for monitoring and controlling blood glucose levels.**Grammar:** Superlative adjectives
7. **Allergies. Types of Allergies and Allergic Reactions:** Identifying common allergies and associated allergic reactions. Allergy Management.**Grammar:** Future tenses (1)
8. **Respiratory Diseases. Common Respiratory Conditions:** Studying conditions such as asthma, bronchitis, and pneumonia. Diagnostic and Treatment Methods.**Grammar:** Future tenses (2)
9. **Osteoarthritis. Pain and Mobility Management:** Examining strategies for pain management and maintaining mobility in osteoarthritis.**Grammar:** Zero and first conditionals
10. **HIV/AIDS. Modes of Transmission and Prevention:** Studying the transmission routes of HIV and prevention measures. Investigating antiretroviral treatment options and support services for people affected by HIV/AIDS.
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|  |
| **Theme(chapter) 4. Drug administration** |
| * To define vocabulary and terminology related to medications, antimicrobial resistance, and alternative medicine.
* To understand standard procedures for medication administration and specific terms for epidemics and pandemics.
* To demonstrate the description of steps in medication administration and techniques for preventing antimicrobial resistance.
* To apply knowledge in practical contexts and evaluate alternative medicine practices.
* To integrate learned concepts to manage risks and epidemic or pandemic situations.
 | 1. **Administration of Medications** – Definition and importance of correct medication administration. Types of medications and routes of administration.**Grammar:** Connectors
 |
| 1. **Antimicrobial Resistance / MRSA** – The concept of antibiotic resistance. Impact on the treatment of bacterial infections. Characteristics of MRSA (Methicillin-Resistant Staphylococcus aureus). Modes of transmission and prevention of MRSA infections.**Grammar:** Active and passive (1)
 |
| 1. **Alternative and Complementary Medicine** – Exploring the differences between traditional and alternative/complementary medicine. Main approaches: acupuncture, homeopathy, herbal therapy, chiropractic care, etc.**Grammar:** Active and passive (2)
 |
| 1. **Epidemics and Pandemics** – Defining epidemics and pandemics. Analysis of historical epidemics/pandemics (e.g., the Spanish flu, the COVID-19 pandemic). Key factors that contributed to the rapid spread of diseases.**Grammar:** Grammar revision
 |

1. **PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND LEARNING OUTCOMES**
* **Professional (specific) (SC) competences**
* SC1. Students carry out their professional duties responsibly, adhering to the values and standards of professional ethics, as well as current legal requirements. They apply legal and regulatory frameworks in practice, ensuring compliance with ethical and deontological principles according to the medical code of ethics. Students foster collegial relationships with peers and operate independently in accordance with the medical oath. They understand and follow sanitary and anti-epidemic regulations in various socio-medical contexts, as required by law. They comply with the collective labor agreement and workplace safety and health standards. Students ensure the accurate and diligent performance of duties when providing care in public, private, and community healthcare settings. They promote informed ethical decision-making and respect patient autonomy.
* SC5. Interdisciplinary integration of the physician’s role within a team, making efficient use of all available resources. Students communicate, interact, and collaborate effectively within teams, alongside inter-professional staff, individuals, families, and groups. They engage productively with other professionals involved in patient care, showing respect for colleagues and healthcare providers. Students build positive, collaborative relationships with team members and demonstrate the ability to adapt to changing circumstances. They offer timely and appropriate support to service users, helping them navigate the healthcare system, including access to services, care, and available resources. Additionally, students effectively utilize language skills, information technology, and communication abilities.
* **Transversal competences (TC)**
* TC1. Autonomy and responsibility in activity. Students are expected to apply principles of rigorous and efficient work, demonstrate responsibility in fulfilling professional tasks, and uphold the values and standards of professional ethics as well as comply with applicable laws. They should promote logical reasoning, practical application, and engage in both evaluation and self-evaluation when making decisions.
* TC2. Effective communication and digital skills. Effective use of language knowledge, information technology skills, research skills and information sources (Internet portals, e-mail, databases, software applications, online platforms, etc.) both in Romanian and in a international circulation language.
* TC4. Personal and Professional Development. Students’ objective self-assessment of continuous professional training needs to ensure high-quality service delivery and adaptation to the evolving demands of health policies, as well as for their personal and professional growth. Identifying continuous training opportunities and effectively leveraging resources and learning techniques for personal development.
* **Learning outcomes**
* Developing written and oral communication skills in the context of physician-patient and physician-physician interactions.
* Enhancing the ability to comprehend written texts, speeches, and oral messages.
* Introducing and mastering basic medical vocabulary and terminology.
* Cultivating skills in analyzing and synthesizing information from authentic sources and presenting it either orally or in writing.
* Familiarizing students with specific medical topics to foster intercultural and interdisciplinary dialogue.
* Developing the ability to deliver presentations or descriptions, emphasizing key points and relevant details within the professional field.

**Note. Learning outcomes (are deduced from the professional competences and the formative valences of the informational content of the discipline).**

1. **STUDENT’S SELF-Study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Expectedproduct | Implementation strategies | Assessment criteria | Implementation terms |
| 1. | Development of thematic lexicographic glossaries | Compiling lists of terminological lexical unitsTranslating terminological lexical unitsUsing transcription symbolsIndicating the semantic and polysemic valencies of terminological lexical unitsContextualizing terminological lexical units | The accuracy of presenting and translating terminological lexical units | Throughout the semester |
| 2. | Thematic Projects | Preparing reports and thematic presentations;Working with specialized terminology;Creating summaries and syntheses. | Ability to extract key information from articles. Accuracy in presenting information. | Throughout the semester |
| 3. | Video Projects | Reviewing video documents;Compiling lists of specialized terminology;Completing audio comprehension checklists. | Developing interpretative skills for presenting the content of video documents. | Throughout the semester |
| 4.  | Individual portfolios | Completing individual portfolios with informational, lexical, and grammatical resources. | Level of completion and independent activity. | Throughout the semester |
| 5. | Working with specialized journals | Developing synthesis articles and reviews.  | The extent to which scientific information is understood and synthesized. | Throughout the semester |

1. **METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT**
* **Teaching and learning methods used.**

-Exposure, conversation, exercises, demonstrations, problem-solving, brainstorming, case studies, debates, and discussions

-Interactive methods focusing on the practical aspects of communication and creative exploration (free associations, T-charts, Venn diagrams, role-playing, word games and puzzles, listening and comprehension activities, mind mapping, projects, exhibitions and presentations, online games such as horse racing, millionaire, etc.)

* **Applied teaching strategies / technologies** (specific to the discipline)

-Designing teaching strategies for Modern Languages involves the specifics of teaching, learning, and assessing foreign languages with a medical focus. The strategies used include: inductive, deductive, analogical, mixed, and algorithmic strategies—such as explanatory-demonstrative, intuitive, expository, imitative, programmed, and specific algorithmic approaches. Heuristic strategies are also employed to develop knowledge through independent thought, involving problematization, discovery, modeling, hypothesis formulation, heuristic dialogue, investigative experimentation, and brainstorming, all aimed at stimulating creativity.

* **Methods of assessment** (including the method of final mark calculation)

**Current assessment:** through frontal and/or individual methods by

* administering tests
* solving problems/exercises
* analyzing case studies
* conducting role-playing on the discussed topics
* Project (summative assessment method)
* Portfolio (longitudinal assessment method)

**Final assessment: 1st sem. –** **Annual average mark- 50%, Written test - 20%, Exam- 30%.**

 ***2nd sem.* – *Annual average mark - 50%, Written test - 20%, Exam- 30%.***

**Method of rounding marks at different assessment stages**

|  |  |  |
| --- | --- | --- |
| Intermediate grading scale (annual average marks and examination scores) | National AssessmentSystem | 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** |
| **8,51-9,00**  | **9**  |
| **9,01-9,50**  | **9,5**  | **A** |
| **9,51-10,0**  | **10**  |

The average annual mark and the marks for all stages of the final examination (computer assisted, test, oral) - are expressed numerically according to the grading scale (see the table). The final mark obtained is expressed as a number with two decimals and is recorded in the student’s record book.

Absence from the examination without a valid reason is recorded as "absent" and is equivalent to a score of 0 (zero). The student is allowed up to two re-examinations for the failed exam.

1. **RECOMMENDED LITERATURE:**

***A. Compulsory:***

1. Viorica Cazac, English for Medicine. Course Book for Medical Students. Chisinau, 2023, 255 p. ISBN 978-9975-162-53-1.
2. Viorica Cazac, Ludmila Armaşu-Canţîr, Galina Grădinari Medical English, Video-based workbook,Part 1, Suport de curs elaborat pentru studenţii medicinişti, Chisinau, 2020 , p. 76, ISBN 978-9975-3432-4-4
3. Viorica Cazac, Ludmila Armaşu-Canţîr, Galina Grădinari Medical English, Video-based workbook,Part 2, Suport de curs elaborat pentru studenţii medicinişti, Chisinau, 2020 , p. 138, ISBN 978-9975-3446-6-1
4. Suport de curs la limba franceză pentru mediciniști, autori: D. Eșanu-Dumnazev, A. David, R. Scutelnic, 2021( în curs de editare)
5. Manuel de français pour les étudiants en Médecine I. Ababii-Lupu L., N. Cunitchi, Bejenaru G.,2000.
6. Santé médecine.com. Florence Mourlhon-Dallies CLE International, 2004.
7. Le français des médecins. Thomas Fassier, Solange Talavera-Goy PUG, 2008.

**B. Additional**

* 1. The language of medicine. Davi-Ellen Chabner; Saunders Comp.,1981.
	2. Melodie Hull , Changing The Paradigm For Medical English Language Teaching [https://www.usingenglish.com/articles/changing-paradigm-for-medical-english-language-teaching.html 3](https://www.usingenglish.com/articles/changing-paradigm-for-medical-english-language-teaching.html%203). [www.britannica.com](http://www.britannica.com)
	3. Manuel de langue française pour les sciences et les métiers de la santé. Sous la direction de Ana Coiug, Sophie Le Gal. Editura Medicală Universitară Iuliu Hatieganu, Cluj-Napoca ,2014.
	4. Les 500 exercices de grammaire.Marie –Pierre Caquineau-Gunduz, Yvonne Delatour, Hachette Livre ,2005.
	5. Grammaire progressive de Français. Michèle Boularès, Jean-Louis Frérot, CLE-International, 2012.
	6. http://www.doctissimo.fr