**FACULTY OF MEDICINE I**

**STUDY PROGRAM 0914.3 OPTOMETRY**

**CHAIR OF FOREIGN LANGUAGES**

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| |  |  | | --- | --- | | APPROVED at the meeting of the Commission for  Quality Assurance and Evaluation  of the Curriculum in Medicine  Minutes no. \_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Chairman of the Committee,  MD PhD., associate professor  Pădure Andrei\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | APPROVED at the meeting of Faculty Council, Faculty of Medicine (I or II)  Minutes no.\_\_\_ from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Dean of the faculty, PhD., associate professor  Plăcintă Gh. (or Beţiu M.)\_\_\_\_\_\_\_\_\_\_\_\_\_ | | APPROVED at the Council meeting of the Faculty of Medicine I  Minutes no.\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Dean of the Faculty,  MD PhD., associate professor  Plăcintă Gheorghe \_\_\_\_\_\_\_\_\_\_\_\_\_ |

## APPROVED

approved at the Meeting of the *Department of Foreign Languages*

Minutes no.6 of 13.02.2025

Head of chair, associate professor,

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

**SYLLABUS**

DISCIPLINE : **FOREIGN LANGUAGES**

**Cycle I, Licence studies**

Type of course: **Compulsory**

The syllabus was developed by:

*Oala Viorica, university assistant*

Chisinau 2025

1. **INTRODUCTION**

* **General presentation of the discipline: place and the role of discipline in the formation of specific competences of the professional /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.
* **Mission of the syllabus (aim) in professional training**

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

* **Language of the discipline:** English.
* **Beneficiaries:** students of the first year, first and second semesters, faculty of Medicine I, Specialty of Optometry.

1. **MANAGEMENT OF THE DISCIPLINE**

|  |  |  |  |
| --- | --- | --- | --- |
| Code of discipline | | **G.01.O.004** | |
| Name of discipline | | **English for local students** | |
| Person (i) in charge of the discipline | | **Viorica Oala** | |
| Year | **I** | Semester | **I** |
| Total numbers of hours, including: | | | **30/30** |
| Lectures |  | Practical / laboratory hours |  |
| Seminars | **30** | Self-study | **30** |
| Form of assessment | **E\*** | Number of credits | **2** |

**III. 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 know the terminology in the field of optometry in a foreign language;
* to clarify the principles, concepts, theories related to optometry;
* to cover and illustrate events and processes in the field of optometry in a foreign language;
* to acquire an authentic specialized vocabulary related to the discipline of Optometry;
* 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 the language of optometry for later use of linguistic and communication skills (oral and written expression);
* to get familiar with the basic principles and notions in the field of optometry, necessary for further collaboration and attendance to international conferences / projects;

# *at the application level:*

* 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 integration level:***
* 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. TERMS AND preCONDITIONS**

**•** to haveminimum 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 possess qualities such as: tolerance, compassion, independence.

**V.THEMES AND ESTIMATEd ALLOCATION OF HOURS**

***Lectures, practical hours / laboratory hours /, seminars and self-training ( Sem. I)***

| No. | THEME | Number of hours | | |
| --- | --- | --- | --- | --- |
| Lectures | Practical hours | Self-study |
|  | History of Optometry and Ophthalmology. |  | 2 | 2 |
|  | Eye Care Specialists. Subspecialties of Ophthalmology. |  | 2 | 2 |
|  | Eye Health Care Staff. |  | 2 | 2 |
|  | Optometry Tools. |  | 2 | 2 |
|  | Patient Scheduling. |  | 2 | 2 |
|  | Eye anatomy. Visual System. The lacrimal system. |  | 2 | 2 |
|  | The Iris: Anatomy, Function, and Treatment. |  | 2 | 2 |
|  | Eye Extraocular muscules. |  | 2 | 2 |
|  | Optic nerve - Visual Pathway. |  | 2 | 3 |
|  | Blood vessels and nerves of the eye. |  | 2 | 2 |
|  | Eyesight refraction and accommodation disorder. |  | 2 | 3 |
|  | Refractive errors. Myopia. Hyperopia.Astigmatism. Presbyopia. |  | 2 | 2 |
|  | Binocular vision and its disturbances. Amblyopia. Strabismus (squint). |  | 2 | 2 |
|  | Ophthalmological examination. Visual acuity tests. |  | 2 | 2 |
|  | Achievement test. |  | 2 |  |
|  | **Total** |  | **30** | **30** |

***Courses (lectures), practical / laboratory work /, seminars and individual work ( sem.II)***

| No. | THEME | Number of hours | | |
| --- | --- | --- | --- | --- |
| Lectures | Practical lesson | Individual work |
|  | The orbit and lacrimal apparatus. Inflammatory conditions of the orbit. |  | 2 | 2 |
|  | Tumours of the orbit. Diplopia. |  | 2 | 2 |
|  | Disorders of the lids. Inflammatory conditions: Blepharitis.Sty. Meibomian glands, Chalazion; Herpes zoster (shingles). |  | 2 | 2 |
|  | Malposition of the lids: Ectropion and Entropion; Blepharoptosis. |  | 2 | 2 |
|  | Benign and malignant eyelid tumors: Hemangiomas ; Papillomas; A nevus (birthmark); Carcinomas. |  | 2 | 3 |
|  | Diseases of the conjunctiva. Conjunctivitis. Trachoma. Degenerative conditions of the conjunctiva. |  | 2 | 2 |
|  | Diseases of the cornea and sclera. Inflammation of the cornea. Inflammation of the sclera. Degenerative conditions of the cornea and sclera. |  | 2 | 2 |
|  | Cataract. Congenial cataract. Acquired cataract. |  | 2 | 2 |
|  | Glaucoma. Classification, pathogenesis and methods of diagnosis. Primary open-angle glaucoma. Acute glaucoma. Secondary glaucoma. Congenital glaucoma. |  | 2 | 2 |
|  | The uveal tract. Uveitis. Tumours of the uveal tract. |  | 2 | 2 |
|  | The retina. Retinal detachment. |  | 2 | 3 |
|  | Inherited retinal degenerations and age-related macular degeneration. |  | 2 | 2 |
|  | Ocular injuries. Foreign bodies. |  | 2 | 2 |
|  | Diet, Nutrition and Good Eye Health. |  | 2 | 2 |
|  | Achievement test. |  | 2 |  |
|  | **Total** |  | **30** | **30** |

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

Mandatory essential practical tools are:

* Conducting a complete and accurate anamnesis in English through simulations with fictional patients.
* Drafting and explaining optical prescriptions in English, including the recommendation of contact lenses.
* Effectively communicating with patients in English in ocular emergency situations, simulating clinical cases.
* Practicing empathetic communication techniques and clearly explaining optometric treatments for different categories of patients (pediatric, geriatric, and special needs patients).
* Creating and presenting educational brochures in English about preventive eye health and the impact of digital technology on vision.

*Note: the essential practical tools characteristic of the discipline, obligatory to be acquired by each student during the module, will be listed. These will serve as a basis for the stage of evaluating practical skills and will constitute their portfolio per study program.*

1. **OBJECTIVES AND CONTENT UNITS *(ENGLISH)***

| **Objectives** | **Content units** | |
| --- | --- | --- |
| **Theme (chapter) 1. History of Optometry and Ophthalmology** | | |
| * To define the fundamental concepts and historical milestones in optometry and ophthalmology. * To know the key figures and events that shaped the development of these fields. * To demonstrate an understanding of how optometry and ophthalmology have evolved over time. * To apply historical knowledge in explaining the differences between optometry and ophthalmology today. * To integrate this historical context into modern practices in eye care. | 1. Historical milestones in the development of optometry and ophthalmology. 2. Key figures and innovations that shaped the evolution of eye care. 3. Comparative study of optometry and ophthalmology over time, highlighting differences and similarities. 4. The role of language and communication in the advancement of optometry and ophthalmology practices. | |
| **Theme (chapter) 2. Eye Care Specialists. Subspecialties of Ophthalmology** | | |
| * To define the roles of different eye care specialists, including optometrists and ophthalmologists. * To know the main subspecialties within ophthalmology (e.g., retina, cornea, glaucoma). * To demonstrate an understanding of the responsibilities and skills required in various subspecialties. * To apply this knowledge in identifying when to refer patients to different specialists. * To integrate knowledge of subspecialties into patient management and referral practices. | 1. Roles and responsibilities of different eye care specialists (optometrists, ophthalmologists, orthoptists). 2. Subspecialties within ophthalmology (e.g., retina, glaucoma, pediatric ophthalmology). 3. Communication and collaboration between different eye care specialists in clinical settings. 4. Language of referral and patient handovers between specialists | |
| **Theme (chapter) 3. Eye Health Care Staff** | | |
| * To define the roles and responsibilities of the various members of the eye care team. * To know the importance of each team member, from technicians to nurses, in providing comprehensive care. * To demonstrate how teamwork contributes to successful patient outcomes in eye health care. * To apply understanding of staff roles in managing patient care efficiently. * To integrate knowledge of team dynamics into improving patient communication and workflow in clinical settings. | 1. Roles of the support staff in optometry and ophthalmology clinics (technicians, nurses, assistants). 2. Effective communication within the eye care team. 3. The importance of interdisciplinary collaboration for patient care. 4. Vocabulary and terminology related to clinical tasks and responsibilities of eye health care staff. | |
| **Theme (chapter) 4. Optometry Tools** | | |
| * To define the key diagnostic tools used in optometry (e.g., ophthalmoscope, retinoscope). * To know the specific uses of each tool in the examination and treatment process. * To demonstrate the correct handling and operation of optometric instruments. * To apply these tools in practical clinical scenarios to diagnose and assess vision problems. * To integrate the use of modern diagnostic technology into routine optometric practice. | | 1. Introduction to key diagnostic tools used in optometry (e.g., ophthalmoscope, retinoscope). 2. Describing the function and application of optometry instruments. 3. Language for explaining tool usage to patients during examinations. 4. Writing technical descriptions and instructions for the maintenance of optometry tools. |
| **Theme (chapter) 5. Patient Scheduling** | | |
| * To define the principles of effective patient scheduling and time management in an optometric practice. * To know how to organize and manage appointments for optimal patient flow. * To demonstrate proficiency in setting up and managing patient schedules in different clinical settings. * To apply scheduling techniques to improve patient satisfaction and clinic efficiency. * To integrate electronic scheduling systems into the overall workflow of a practice. | | 1. Terminology and expressions for organizing patient appointments. 2. Effective strategies for scheduling patients to optimize clinic workflow. 3. Communicating with patients about scheduling, follow-ups, and cancellations. 4. Using digital tools and systems for patient scheduling and reminders (writing emails, setting up automated systems). |
| **Theme (chapter) 6. Eye Anatomy. Visual System. Lacrimal System** | | |
| * To define the anatomical structures of the eye and the visual system. * To know the function of each component, including the lacrimal system. * To demonstrate an understanding of how these structures work together to support vision and eye health. * To apply anatomical knowledge to clinical situations, such as diagnosing structural eye issues. * To integrate this understanding into patient education on eye health. | | 1. Anatomy of the eye and its components, with a focus on medical terminology. 2. Functions of the visual system and the lacrimal apparatus. 3. Describing the anatomy and functions to patients in simple terms. 4. Understanding and using diagrams and anatomical models in patient education. |
| **Theme (chapter) 7. The Iris: Anatomy, Function, and Treatment** | | |
| * To define the anatomy and physiological function of the iris. * To know the common disorders affecting the iris and their treatments. * To demonstrate the ability to explain the role of the iris in regulating light entering the eye. * To apply knowledge of iris function in diagnosing related disorders. * To integrate treatment options for iris conditions into comprehensive patient care. | | 1. Anatomy and function of the iris, using precise medical language. 2. Common iris disorders and their treatment options. 3. Explaining iris conditions and treatments to patients in non-technical language. 4. Case study analysis and role-playing: describing iris-related procedures to patients |
| **Theme (chapter) 8. Eye Extraocular Muscles** | | |
| * To define the anatomy of the head and neck, particularly the extraocular muscles. * To know the role of each extraocular muscle in eye movement and coordination. * To demonstrate the ability to assess extraocular muscle function during a clinical exam. * To apply anatomical knowledge of the head and neck to cases involving eye movement disorders. * To integrate an understanding of extraocular muscles into comprehensive vision assessments. | | 1. Detailed anatomical terminology related to the head, neck, and extraocular muscles. 2. Function of extraocular muscles in eye movements. 3. Describing eye movement disorders to patients and colleagues. 4. Diagnostic vocabulary for assessing muscle function and movement issues. |
| **Theme (chapter) 9. Optic Nerve – Visual Pathway** | | |
| * To define the structure and function of the optic nerve and visual pathway. * To know the role of the optic nerve in transmitting visual information to the brain. * To demonstrate knowledge of optic nerve anatomy in clinical evaluations. * To apply understanding of the visual pathway in diagnosing optic nerve disorders. * To integrate visual pathway assessments into overall neurological evaluations of vision. | | 1. Anatomy and function of the optic nerve and visual pathway. 2. Medical terminology for diagnosing and explaining optic nerve conditions. 3. Communicating optic nerve-related diagnoses and treatment options to patients. 4. Written reports on optic nerve examination findings (clinical documentation). |
| **Theme (chapter) 10. Blood Vessels and Nerves of the Eye.** | | |
| * To define the vascular and nervous systems of the eye. * To know the key blood vessels and nerves that maintain ocular health. * To demonstrate an understanding of how blood flow and nerve function affect vision. * To apply this knowledge in diagnosing vascular or neurological issues affecting the eye. * To integrate vascular and nerve assessments into comprehensive eye exams. | | 1. Anatomy and function of blood vessels and nerves supplying the eye. 2. Terminology related to vascular and neurological eye conditions. 3. Explaining blood vessel and nerve disorders to patients. 4. Case studies: writing reports and explanations on ocular vascular or nerve issues. |
| **Theme (chapter) 11. Eyesight Refraction and Accommodation Disorder** | | |
| * To define the processes of refraction and accommodation in vision. * To know the common disorders that affect these processes and their implications for vision. * To demonstrate understanding of how the eye adjusts focus and how this can go wrong. * To apply knowledge of refraction and accommodation in diagnosing visual disorders. * To integrate treatment strategies for accommodation disorders into patient management. | | 1. Refraction and accommodation: medical terminology and concepts. 2. Common disorders of refraction and accommodation and their diagnosis. 3. Communicating with patients about refraction and accommodation disorders. 4. Writing patient instructions and treatment plans for refractive and accommodation disorders. |
| **Theme (chapter) 12. Refractive Errors: Myopia, Hyperopia, Astigmatism, Presbyopia** | | |
| * To define the main types of refractive errors and their causes. * To know the symptoms and diagnostic techniques for myopia, hyperopia, astigmatism, and presbyopia. * To demonstrate the ability to distinguish between these refractive errors in clinical practice. * To apply corrective measures, such as glasses or contact lenses, to treat refractive errors. * To integrate patient education on refractive errors into consultations. | | 1. Medical definitions and causes of myopia, hyperopia, astigmatism, and presbyopia. 2. Describing symptoms and diagnostic methods for refractive errors. 3. Treatment options for refractive errors: vocabulary and communication strategies. 4. Writing patient education materials on refractive errors and corrective options. |
| **Theme (chapter) 13. Binocular Vision and its Disturbances: Amblyopia, Strabismus (Squint)** | | |
| * To define the principles of binocular vision and its importance for depth perception. * To know the causes and symptoms of amblyopia and strabismus. * To demonstrate the ability to assess binocular vision in patients. * To apply appropriate treatment strategies for binocular vision disorders. * To integrate vision therapy or surgical options into treatment plans for affected patients. | | 1. Terminology and anatomy related to binocular vision and its disturbances. 2. Diagnostic procedures for amblyopia and strabismus. 3. Explaining binocular vision disorders and treatments to patients. 4. Developing patient care plans for managing binocular vision disorders. |
| **Theme (chapter) 14. Ophthalmological Examination. Visual Acquity Tests** | | |
| * To define the key components of an ophthalmological examination. * To know how to conduct and interpret visual acuity tests such as the Snellen chart and LogMAR. * To demonstrate proficiency in performing basic eye exams. * To apply knowledge of ophthalmological testing in real-world clinical scenarios. * To integrate visual acuity tests into routine patient evaluations. | | 1. Overview of ophthalmological examination techniques. 2. Vocabulary and language used in visual acuity testing (e.g., Snellen chart, LogMAR). 3. Communicating results of visual acuity tests to patients. 4. Writing examination reports and documenting visual acuity test outcomes. |
| **Theme (chapter) 15. The Orbit and Lacrimal Apparatus. Inflammatory Conditions of the Orbit** | | |
| * To define the anatomy of the orbit and the lacrimal apparatus. * To know the common inflammatory conditions affecting the orbit. * To demonstrate understanding of orbital anatomy and inflammation in clinical diagnosis. * To apply knowledge in identifying and managing orbital inflammatory disorders. * To integrate treatment strategies for orbital inflammation into patient care plans. | | 1. Anatomy and function of the orbit and lacrimal system. 2. Pathophysiology and clinical features of inflammatory conditions of the orbit (e.g., orbital cellulitis, dacryocystitis). 3. Diagnostic tools and imaging techniques for orbital and lacrimal conditions. 4. Treatment strategies and management of inflammatory orbital conditions. |
| **Theme (chapter) 16. Tumours of the Orbit. Diplopia** | | |
| * To define the types of orbital tumors and their impact on vision. * To know the causes and symptoms of diplopia (double vision) associated with orbital tumors. * To demonstrate diagnostic skills in identifying orbital tumors and diplopia. * To apply appropriate treatment options for orbital tumors and manage diplopia effectively. * To integrate surgical and medical management into the care of patients with orbital tumors and diplopia. | | 1. Classification and types of orbital tumors (benign vs. malignant). 2. Diplopia: causes, types (monocular, binocular), and relation to orbital tumors. 3. Diagnostic and imaging approaches for orbital tumors and diplopia. 4. Surgical and non-surgical treatment options for orbital tumors and diplopia. |
| **Theme (chapter) 17. Disorders of the Lids. Inflammatory Conditions: Blepharitis, Sty, Meibomian Glands, Chalazion; Herpes Zoster (Shingles)** | | |
| * To define the common inflammatory conditions affecting the eyelids, including blepharitis, sty, and herpes zoster. * To know the function of the Meibomian glands and how their dysfunction leads to chalazion. * To demonstrate the ability to diagnose and treat eyelid inflammatory conditions. * To apply treatments for lid conditions such as blepharitis, sty, and chalazion in clinical practice. * To integrate patient education on prevention and management of these conditions into routine consultations. | | 1. Anatomy of the eyelids and function of the Meibomian glands. 2. Pathophysiology of common inflammatory lid conditions (e.g., blepharitis, sty, chalazion). 3. Diagnostic criteria for inflammatory lid conditions. 4. Treatment approaches for blepharitis, chalazion, and herpes zoster (shingles). |
| **Theme (chapter) 18. Malposition of the Lids: Ectropion, Entropion; Blepharoptosis** | | |
| * To define the conditions of ectropion, entropion, and blepharoptosis. * To know the causes and consequences of malposition of the eyelids. * To demonstrate understanding of how these conditions affect eye health and vision. * To apply treatment strategies for correcting lid malposition, including surgical interventions. * To integrate both non-surgical and surgical management into patient care for lid malposition. | | 1. Anatomical causes and classifications of ectropion and entropion. 2. Clinical features and symptoms of blepharoptosis. 3. Diagnostic methods for malposition of the eyelids. 4. Surgical and non-surgical treatments for ectropion, entropion, and blepharoptosis. |
| **Theme (chapter) 19. Benign and Malignant Eyelid Tumors: Hemangiomas, Papillomas, A Nevus (Birthmark), Carcinomas** | | |
| * To define benign and malignant tumors of the eyelids. * To know the distinguishing features of hemangiomas, papillomas, nevi, and carcinomas. * To demonstrate diagnostic skills in differentiating between benign and malignant eyelid tumors. * To apply appropriate treatment strategies for each type of eyelid tumor. * To integrate ongoing monitoring and follow-up care for patients with eyelid tumors into clinical practice. | | 1. Classification and clinical presentation of benign eyelid tumors (e.g., hemangiomas, papillomas). 2. Characteristics and clinical manifestations of malignant eyelid tumors (e.g., basal cell carcinoma, squamous cell carcinoma). 3. Diagnostic techniques for differentiating benign from malignant eyelid tumors. 4. Treatment and management options for benign and malignant tumors of the eyelids. |
| **Theme (chapter) 20. Diseases of the Conjunctiva: Conjunctivitis, Trachoma, Degenerative Conditions** | | |
| * To define the diseases affecting the conjunctiva, including conjunctivitis and trachoma. * To know the symptoms and causes of degenerative conditions of the conjunctiva. * To demonstrate the ability to diagnose and treat conjunctival diseases. * To apply treatment plans for managing conditions such as conjunctivitis and trachoma. * To integrate preventive strategies and patient education on conjunctival diseases into care. | | 1. Anatomy and function of the conjunctiva. 2. Classification and causes of conjunctivitis (bacterial, viral, allergic). 3. Clinical presentation and management of trachoma. 4. Degenerative conditions of the conjunctiva (e.g., pterygium) and their management. |
| **Theme (chapter) 21. Diseases of the Cornea and Sclera: Inflammation of the Cornea, Inflammation of the Sclera, Degenerative Conditions** | | |
| * To define the common diseases affecting the cornea and sclera, including inflammation and degeneration. * To know the clinical features of keratitis (inflammation of the cornea) and scleritis (inflammation of the sclera). * To demonstrate diagnostic proficiency in identifying corneal and scleral diseases. * To apply treatment protocols for managing inflammatory and degenerative conditions of the cornea and sclera. * To integrate corneal and scleral disease management into comprehensive eye care. | | 1. Anatomy and function of the cornea and sclera. 2. Causes and clinical features of corneal inflammation (keratitis). 3. Causes and clinical features of scleral inflammation (scleritis). 4. Degenerative conditions of the cornea and sclera (e.g., keratoconus, scleromalacia) and their management. |
| **Theme (chapter) 22. Cataract: Congenital Cataract, Acquired Cataract** | | |
| * To define cataracts and differentiate between congenital and acquired types. * To know the pathophysiology and symptoms of cataracts. * To demonstrate the ability to diagnose cataracts in different age groups. * To apply treatment options, including cataract surgery, to restore vision. * To integrate postoperative care and long-term follow-up for cataract patients into clinical practice. | | 1. Pathophysiology and classification of cataracts (congenital vs. acquired). 2. Clinical presentation and risk factors for cataracts. 3. Diagnostic methods for assessing cataracts. 4. Surgical techniques and post-operative care for cataract removal |
| **Theme (chapter) 23. Glaucoma: Classification, Pathogenesis, and Methods of Diagnosis. Primary Open-Angle Glaucoma, Acute Glaucoma, Secondary Glaucoma, Congenital Glaucoma** | | |
| * To define glaucoma and understand its classification, including primary open-angle and acute glaucoma. * To know the pathogenesis of glaucoma and the risk factors associated with each type. * To demonstrate proficiency in diagnosing glaucoma through clinical examinations and diagnostic tools. * To apply medical and surgical interventions for the management of glaucoma. * To integrate glaucoma screening and monitoring into routine patient care for high-risk groups. | | 1. Pathogenesis and classification of glaucoma (primary open-angle, acute, secondary, congenital). 2. Clinical signs and symptoms of each type of glaucoma. 3. Diagnostic techniques (e.g., tonometry, visual field testing, optic disc imaging). 4. Treatment options for glaucoma (medical management, surgical intervention). |
| **Theme (chapter) 24. The Uveal Tract: Uveitis, Tumors of the Uveal Tract** | | |
| * To define the anatomy of the uveal tract and the conditions that affect it, including uveitis and tumors. * To know the symptoms and causes of uveitis and its classification. * To demonstrate an understanding of the diagnostic procedures for uveal tract disorders. * To apply appropriate treatments for uveitis and uveal tract tumors. * To integrate long-term management strategies for chronic uveitis into patient care plans. | | 1. Anatomy and function of the uveal tract (iris, ciliary body, choroid). 2. Causes, symptoms, and classification of uveitis. 3. Diagnostic approaches for uveitis and uveal tumors. 4. Management and treatment options for uveitis and uveal tract tumors. |
| **Theme (chapter) 25. The Retina: Retinal Detachment** | | |
| * To define the structure and function of the retina. * To know the causes, symptoms, and risk factors of retinal detachment. * To demonstrate the ability to diagnose retinal detachment using appropriate diagnostic tools. * To apply emergency treatment and surgical options for retinal detachment. * To integrate preventive care and regular monitoring for high-risk patients into practice. | | 1. Anatomy and function of the retina. 2. Pathophysiology and risk factors for retinal detachment. 3. Clinical presentation and diagnostic methods for retinal detachment. 4. Surgical treatment and post-operative care for retinal detachment. |
| **Theme (chapter) 26. Inherited Retinal Degenerations and Age-Related Macular Degeneration** | | |
| * To define inherited retinal degenerations and age-related macular degeneration (AMD). * To know the genetic and environmental factors contributing to these conditions. * To demonstrate proficiency in identifying signs of retinal degeneration and AMD during an eye exam. * To apply management techniques for slowing the progression of retinal degenerations and AMD. * To integrate genetic counseling and lifestyle recommendations into patient care for inherited retinal conditions. | | 1. Genetic and environmental factors contributing to retinal degenerations. 2. Clinical features of inherited retinal degenerations. 3. Diagnosis and classification of age-related macular degeneration (AMD). 4. Treatment and management strategies for retinal degenerations and AMD. |
| **Theme (chapter) 27. Ocular Injuries: Foreign Bodies** | | |
| * To define the types of ocular injuries, including foreign bodies in the eye. * To know the steps for safely removing foreign bodies and managing ocular trauma. * To demonstrate the ability to assess and treat various eye injuries in an emergency setting. * To apply protective measures and patient education to prevent ocular injuries. * To integrate emergency care protocols for managing ocular trauma in clinical practice. | | 1. Classification and types of ocular injuries (blunt trauma, penetrating injuries, chemical burns). 2. Diagnostic techniques for detecting and assessing ocular injuries. 3. Management and treatment of foreign bodies in the eye. 4. Prevention strategies and patient education for avoiding ocular injuries. |
| **Theme (chapter) 28. Diet, Nutrition, and Good Eye Health** | | |
| * To define the role of diet and nutrition in maintaining good eye health. * To know the essential vitamins and nutrients that support healthy vision. * To demonstrate understanding of the relationship between nutrition and the prevention of ocular diseases. * To apply dietary recommendations to promote good eye health in patients. * To integrate nutritional counseling into routine patient education for eye care. | | 1. Role of essential nutrients (e.g., vitamin A, lutein, omega-3) in maintaining eye health. 2. Impact of diet on preventing common eye diseases (e.g., cataracts, AMD). 3. Dietary recommendations for promoting long-term ocular health. 4. Integrating nutrition counseling into patient education and care plans for maintaining good eye health. |

1. **TRANSVERSAL COMPETENCES (Tc)) AND LEARNING OUTCOMES**

* **Transversal competences (tC)**

**TC1. Autonomy and responsibility in the activity.** Responsible execution of professional tasks in promoting logical reasoning, practical applicability, evaluation and self-evaluation in decision-making in conditions of autonomy; the application of the rules of rigorous and efficient work, the manifestation of a responsible attitude towards the accomplishment of the professional tasks with the observance of the provisions of the legislation in force.

**TC2. Effective communication and digital skills.** Ability to understand written / spoken texts, to express concepts, feelings, facts and opinions both orally and in writing (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of social and cultural contexts. Ability to interact across a variety of digital devices / appliances, to understand digital communication, the way in which it is best viewed, analyzed and used for its own needs. Ability to enter data into the computer, process information, print specific documents. Ability to use the content of the found information appropriate to the situation.

**CT3. Interaction skills and social responsibility.** Carrying out activities and exercising the specific roles of teamwork; distribution of tasks among members at subordinate levels; promoting the spirit of initiative, dialogue, cooperation, positive attitude and respect for others, empathy, altruism and continuous improvement of one's activity. The ability to support and promote an environment that provides opportunities for all, regardless of race, gender, culture and age.

**TC4. The compliance of the ethics and deontology norms.** Ensuring the compliance of the

ethical-deontological norms based on the provisions of the code of medical ethics; promotion

collegial relations at work; ensuring free and independent activity according to the profession’s

oath.

* **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 medical 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.

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

1. **STUDENT'S SELF-STUDY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Nr. | Expected product | Implementation strategies | Assessement criteria | Implementation terms |
| 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 sheets. | Developing interpretive ability in video document contents exposure. | During the semester |
| 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 |

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

* 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);

1. **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.

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

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

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

**Ways of rounding marks at assessement stages**

|  |  |  |
| --- | --- | --- |
| Intermediate grading scale (annual average marks and examination scores) | 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**  **9,51-10,0** | **9,5**  **10** | **A** |

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:**
2. *Compulsory:*
3. English course book: *The Language of Optometry*, author: Viorica Oala, 2024 ( being edited)

*B. Additional*

1. *ABC of eyes.* Fourth edition Khaw P., Shah P., Elkington A..
2. *Practical Ophthalmology.* Fred M. Wilson.
3. *Ophthalmology. Faculty of medicine.* Cristina Nicula. Cluj-Napoca, 2011.
4. *An Optometrist’s Guide to Clinical Ethics.* R. Norman Bailey. New York, 1998
5. *Medical terminology simplified.* Barbara A. Gylys, Regina M. Masters, DavisPlus, 2010.
6. *Subjective Refraction and Prescribing Glasses. Richard J. Kolker, MD. Richard J. Kolker, MD 2015. 81 p.*

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[*www.britannica.com*](http://www.britannica.com)

[*http://www.theeyedocs.us/testing-equipment.html*](http://www.theeyedocs.us/testing-equipment.html)

[*http://www.ophthalmologyweb.com/Optometry/*](http://www.ophthalmologyweb.com/Optometry/)

[*https://www.verywell.com/eye-refraction-342182*](https://www.verywell.com/eye-refraction-342182)