**Faculty of Medicine I**

**Study Program: 0913.1 Nursing**

**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. Habil. in Medicine, Associate Professor.Padure Andrei \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | APPROVEDat the Council meeting of the Faculty of Medicine IMinutes No. \_\_\_ dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dean of Faculty, Dr. Habil. in Medicine, Associate ProfessorPlăcintă 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**

**Foreign LANGUAGES COURSE**

**License Studies**

Course type: **Compulsory**

Curriculum developed by the team of authors:

Viorica Cazac, PhD in Education, university lecturer.

Veronica Voloșciuc, 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 curriculum (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, specialty 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, V.Volosciuc** |
| Year  | **I** | Semesters | **I/II** |
| Total number of hours, including: | **150** |
| Practical hours | **30+30** | Individual work | **60+30** |
| Assessment | **E\*/ E\*** | Number of credits | **3+2** |

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. Concepts of Patient Health and Well-being. Nursing Profile and Competencies. |  | 4 | 6 |
|  | General Definitions of the Human Body: Structure, Functions, and Organ System Concepts. |  | 2 | 6 |
|  | The Skeletal System: Its Functions, Components (Bones, Joints, and Bone Tissue), and How to Maintain Bone Health. |  | 2 | 5 |
|  | The Muscular System: General Structure of Muscles, Types of Muscles, and Maintaining Muscular Health. |  | 2 | 5 |
|  | The Nervous System: Structure and Organization. Central and Peripheral Nervous Systems. The Impact of a Healthy Lifestyle on the Nervous System. |  | 2 | 5 |
|  | What is Blood? Functions, Composition, and Blood Types. |  | 2 | 5 |
|  | Cardiovascular System: Heart Structure, Types of Blood Vessels, and Their Characteristics. |  | 2 | 6 |
|  | Respiratory System. Breathing Physiology. Caring for and Maintaining Respiratory Health. |  | 2 | 5 |
|  | Digestive System. Components of the Digestive System. The Importance of Nutrition and Healthy Eating. |  | 2 | 5 |
|  | Microorganisms: Classification, Environmental Interactions, and Their Impact. Classification of microorganisms. The effects of microorganisms on living organisms and the environment |  | 2 | 6 |
|  | The Immune System. Innate and Adaptive Immune System. Immune Tolerance and Autoimmunity. The Immune System and Health |  | 4 | 6 |
|  | Knowledge assessment test |  | 2 |  |
|  | Examen |  | 2 |  |
| **Total**  |  | **30** | **60** |
| **Total**  |  | **90** |

***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 |
|  | Inpatient and outpatient care: Admission and evaluation procedures. The significance of providing high-quality, personalized care for patients. |  | 4 | 4 |
|  | Hospital and clinical staff: Their role in patient care and the operation of medical facilities, along with ethical and professional responsibilities |  | 2 | 2 |
|  | Patient Admission and Discharge: Criteria for patient admission. Recording relevant data and documenting admission. Criteria for patient discharge. Monitoring the patient after discharge. |  | 2 | 2 |
|  | Types of Accidents and Emergency Cases. Managing Emergency Situations and Setting Priorities. |  | 2 | 2 |
|  | Semiology: The Role of Clinical Signs and Symptoms in Diagnosis. Paraclinical Investigations (e.g., blood tests, medical imaging). Differential Diagnosis and Result Interpretation. |  | 2 | 2 |
|  | Monitoring of the patient's vital signs. The role of vital signs in assessing the patient's condition. Equipment and monitoring techniques. Interpretation and evaluation of vital signs. |  | 2 | 2 |
|  | Pain Management. Types of Pain and Their Assessment. Evaluation of the Impact of Pain on Quality of Life. Approaches and Strategies in Pain Management. |  | 2 | 2 |
|  | Diet and Nutrition. Nutrition and the Prevention of Chronic Diseases (obesity, diabetes, cardiovascular diseases, etc.). Strategies for Dietary Modification and Adopting a Healthy Lifestyle. |  | 2 | 2 |
|  | Care of Patients with Psychiatric and Mental Disorders: Definitions and Fundamental Concepts. Therapeutic Approaches in the Care of Patients with Psychiatric and Mental Disorders. |  | 2 | 4 |
|  | Geriatric and Palliative Care. Physiological and Psychological Aspects of Aging. Assessment and Planning of Geriatric Care. Home Care and Community Care Services. |  | 2 | 4 |
|  | Hygiene Rules. The Importance of Hygiene Rules in the Medical Environment. Personal Protective Equipment (PPE). Prevention of Infection Spread. |  | 4 | 4 |
|  | Knowledge assessment test |  | 2 |  |
|  | Examen |  | 2 |  |
| **Total**  |  | **30** | **30** |
| **Total**  |  | **60** |

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

Mandatory essential practical tools are:

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

| **Objectives** | **Content units** |
| --- | --- |
| **Theme(chapter) 1. Health Concepts and Principles of Health Promotion** |
| -To define the concepts and principles of health promotion.-To know the responsibilities and mission of the nurse.-To demonstrate skills in analyzing and systematizing knowledge.-To apply knowledge of ethical considerations in everyday life.-To integrate grammatical aspects through diverse exercises (completion, association, identification). | 1. Introduction. Concepts of Patient Health and Well-being. Nursing Profile and Competencies. Grammar. The Article/The Present Indicative. Audio-video material.
 |
| **Theme(chapter) 2.** **Human Anatomy** |
| -To define the fundamental concepts about the structure and functions of the human body systems, including the relevant terminology for each system (e.g., skeletal, muscular, nervous systems, etc.).-To know the components and functions of each organ system, as well as the importance of caring for and maintaining the health of each system, using appropriate medical vocabulary.-To demonstrate an understanding and correct application of the relevant grammar rules for describing the human body systems, including the use of nouns, reflexive verbs, and other grammatical structures.-To apply acquired knowledge in analyzing and interpreting video materials, formulating questions, and participating in group activities that integrate information about the human body systems.-To integrate information from various sources (text, video) and grammar into a coherent context, creating oral or written texts that reflect a deep understanding of the studied topics. | 1. General Definitions of the Human Body: Structure, Functions, and Organ System Concepts. Grammar. Nouns (I). Pronominal Verbs. Video Material.
 |
| 1. The Skeletal System: Its Functions, Components (Bones, Joints, and Bone Tissue), and How to Maintain Bone Health. Grammar. Noun (II). Specificity of Medical Verbs. Video Material.
 |
| 1. The Muscular System: General Structure of Muscles, Types of Muscles, and Maintaining Muscular Health. Grammar. Construction - There is/There are (1)/ Negative and interrogative forms of verbs. Video material.
 |
| 1. The Nervous System: Structure and Organization. Central and Peripheral Nervous Systems. The Impact of a Healthy Lifestyle on the Nervous System. Grammar. Construction - There is/There are (II) Video material.
 |
| 1. What is Blood? Functions, Composition, and Blood Types. Grammar. Verb "to be" / Imperative Mood of Verbs. Video Material.
 |
| 1. Cardiovascular System: Heart Structure, Types of Blood Vessels, and Their Characteristics. Grammar. Giving Instructions/Ordinal Numbers. Video Material.
 |
| 1. Respiratory System. Breathing Physiology. Caring for and Maintaining Respiratory Health. Grammar. Present Tense. Active and Passive Voice. Video material.
 |
| 1. Digestive System. Components of the Digestive System. The Importance of Nutrition and Healthy Eating. Grammar. Present Continuous / Present Perfect. Video material.
 |
| 1. Microorganisms: Classification, Environmental Interactions, and Their Impact. Classification of microorganisms. The effects of microorganisms on living organisms and the environment. Grammar. Past Tense. Video material.
 |
| 1. The Immune System. Innate and Adaptive Immune System. Immune Tolerance and Autoimmunity. The Immune System and Health. Grammar. Modal Verbs (Can/Could/Should/Shouldn’t)/ Simple and Compound Relative Pronouns. Video Material
 |
| **Theme(chapter) 3. Medical team. Patient care.** |
| -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. Inpatient and outpatient care: Admission and evaluation procedures. The significance of providing high-quality, personalized care for patients. Grammar. Prepositions of time, place, and movement. Video material.
 |
| 1. Hospital and clinical staff: Their role in patient care and the operation of medical facilities, along with ethical and professional responsibilities.
 |
| 1. Patient Admission and Discharge: Criteria for patient admission. Recording relevant data and documenting admission. Criteria for patient discharge. Monitoring the patient after discharge. Grammar. Adjectives –ed/-ing (I)/ Adjectives –ique, -iste, -isant, -able. Video material.
 |
| 1. Types of Accidents and Emergency Cases. Managing Emergency Situations and Setting Priorities.

Grammar. Adjectives –ed/-ing(II)/ Adjective –age, - ien, -ne, -âtre. Video Material. |
| **Theme(chapter) 4. General Medical Assistance Service: Roles and Responsibilities** |
| - To define the key concepts in semiology, paraclinical investigations, and pain management.-To know the importance of vital signs and strategies for the prevention of chronic diseases.-To demonstrate the use of equipment for monitoring vital signs.-To apply the concepts in clinical scenarios and pain management strategies.-To integrate information from video materials into the assessment of health status. | 1. Semiology: The Role of Clinical Signs and Symptoms in Diagnosis. Paraclinical Investigations (e.g., blood tests, medical imaging). Differential Diagnosis and Result Interpretation. Grammar. Comparative degrees of adjectives. Video material.
 |
| 1. Monitoring of the patient's vital signs. The role of vital signs in assessing the patient's condition. Equipment and monitoring techniques. Interpretation and evaluation of vital signs. Grammar. Comparative Degrees of Adjectives (II). Video Material.
 |
| 1. Pain Management. Types of Pain and Their Assessment. Evaluation of the Impact of Pain on Quality of Life. Approaches and Strategies in Pain Management.
 |
| 1. Diet and Nutrition. Nutrition and the Prevention of Chronic Diseases (obesity, diabetes, cardiovascular diseases, etc.). Strategies for Dietary Modification and Adopting a Healthy Lifestyle. Grammar. Future Tenses(I). Video material.
 |
| **Theme(chapter) 5. Types of medical assistance and patient monitoring.** |
| -To define the fundamental concepts in the care of patients with psychiatric and mental disorders, as well as geriatric and palliative care.-To know the importance of hygiene rules, personal protective equipment, and the physiological aspects of aging.-To demonstrate skills in evaluating geriatric care, pain management, and monitoring vital signs using audio-visual aids.-To apply therapeutic approaches, techniques for monitoring vital signs, and strategies for diet and nutrition.-To integrate audio-visual information into care and prevention strategies. | 1. Care of Patients with Psychiatric and Mental Disorders: Definitions and Fundamental Concepts. Therapeutic Approaches in the Care of Patients with Psychiatric and Mental Disorders. Grammar. Future Tenses(II). Video material.
 |
| 1. Geriatric and Palliative Care. Physiological and Psychological Aspects of Aging. Assessment and Planning of Geriatric Care. Home Care and Community Care Services. Grammar. Conditional (0/1). Subjunctive Mood. Audio-Video Material.
 |
| 1. Hygiene Rules. The Importance of Hygiene Rules in the Medical Environment. Personal Protective Equipment (PPE). Prevention of Infection Spread. Grammar. Questions (Wh-questions). Types of questions: simple, closed, open. Audio-Visual Material.
 |

1. **PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND LEARNING OUTCOMES**
* **Transversal competences (TC)**
* TC2. Effective communication and digital skills. To understand written and spoken texts, to express concepts, thoughts, feelings, facts, and opinions both in writing and orally (listening, writing, reading, speaking). To interact linguistically in an appropriate and creative manner across a wide range of social and cultural contexts. To use various digital devices and applications, to comprehend digital communication, and to determine how to best visualize, analyze, and apply it for personal needs. To input data into a computer, process information, and print specific documents. To apply the content of information found appropriately to different situations.
* TC3. To develop interaction skills and social responsibility. To carry out activities and practice roles specific to teamwork, to distribute tasks among members at subordinate levels, to foster initiative, dialogue, cooperation, a positive attitude, and respect for others, to demonstrate empathy and altruism, and to continually improve one's own work. To support and promote an environment that provides opportunities for everyone, regardless of race, gender, culture, ethnicity, or age.
* **Learning outcomes**

Upon completing the course unit, students will be able to:

* Develop skills to understand and define specialized medical terminology and integrate acquired knowledge into professional communication.
* Demonstrate a correct understanding and appropriate use of specialized vocabulary in English/French within medical contexts, including medical terms, procedures, equipment, and medications.
* Recognize the importance of using precise and appropriate specialized vocabulary in English/French to ensure clear and unambiguous communication in healthcare.
* Acquire solid linguistic skills, including the ability to understand and produce texts, and communicate orally and in writing in English/French.
* Develop the ability to identify, interpret, and translate medical terminology from English/French to Romanian and vice versa.
* Utilize information and communication technology effectively to enhance linguistic skills in English/French and access relevant resources in these languages.
* Adapt and communicate effectively in Anglophone/Francophone contexts, including interacting with patients and colleagues in the medical team.
* Participate actively in continuing education programs to improve knowledge and skills in general healthcare.

**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)

-Inductive strategies (moving from specific to general);

-Deductive strategies (moving from general to specific);

-Analogical strategies (using models);

-Transductive strategies;

-Mixed strategies: both inductive-deductive and deductive-inductive;

-Algorithmic strategies: including explanatory-demonstrative, intuitive, expository, imitative, programmed, and purely algorithmic approaches;

-Heuristic strategies focused on generating knowledge through independent thought processes, employing problematization, discovery, modeling, hypothesis formulation, heuristic dialogue, investigative experiments, brainstorming, and aiming to stimulate 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:***

* Viorica Cazac, Ludmila Armașu –Canțîr, Galina Grădinari, Medical English, Video-based workbook, Part 1, Chisinau 2020, p. 76
* Viorica Cazac, English for Nursing, suport de curs, Chisinau, p.108 (în curs de editare)
* Veronica Voloșciuc, Français pour les étudiants en AMG, suport de curs, Chișinău ( în curs de editare)

***B. Additional***

* Tony Grice , Oxford English for Careers: Nursing 1 Student's Book ( with audio files), Oxford University Press 2011
* Tony Grice , Oxford English for Careers: Nursing Practice File, Oxford University Press 2011
* Tony Grice . Oxford Emglish for Carees: Nursing 2 Student’s Book, Oxford University Press 2011
* Virginia Allum, Patricia McGarr, Cambridge English for Nursing
* Virginia Allum „Teaching English for Medical Purposes”,2012,p.
* https:// doctissimo.fr
* [www.vulgaris.medical.fr](http://www.vulgaris.medical.fr)
* https://sante.vip
* <http://www.who.int/topics/nursing/en/>
* [www.agam-ge.ch](http://www.agam-ge.ch)
* [www.aram-vd.ch](http://www.aram-vd.ch)
* Ordre ds infirmiers en France
* [www.passeportsante.fr](http://www.passeportsante.fr)
* Le francais des médecins.Thomas Fassier.2008.
* 500 exercices de grammaire. Ivonne Delatour, 2012
* Santé-médecine.com,CLE International. 2004