**FacultY of medicine I**

**STUDY PROGRAM 0910.1 Public Health**

**CHAIR of Foreign Languages**

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| APPROVEDat the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum in Medicine 1Minutes No.\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_Chairman Md, PhD, associate professor Andrei Pădure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature) | APPROVEDat the Council meeting of the Faculty IMinutes No.\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_Dean of Faculty I Md, PhD, associate professorPlăcintă Gheorghe ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature) |
| APPROVEDapproved at the meeting of the chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Minutes No.6 from13. 02. 2025Head of chair PhD in Pedagogy, associate professor (academic degree, scientific title)Eșanu-Dumnazev Daniela \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature) |

**SYLLABUS**

**Modern Languages English/French**

**Licence studies**

Type of course: **Compulsory**

The syllabus was developed by the team of authors:

Olga Tumuruc, assistant lecturer

Ala David, assistant lecturer

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 discipline of *Modern Languages* plays a significant role in the curriculum of *Nicolae Testemitanu* State University of Medicine and Pharmacy, whereas the modern languages (English and French) are considered as *lingua franca* and working languages among the EU institutions. Adjustment to the Bologna and European standards of language proficiency requires quality and skill assurance as a priority objective in the educational integration across Europe.
* Mission of the syllabus (aim) in professional training:

According to these standards, *Modern Languages* is a practical course, designed for medical students in order to enable them to actively use *medical/public health terminology* within the practical training and workplace. The *Modern Languages* course (*medical/public health terminology*) is oriented towards the formation of language skills, established by the Common European Framework of Reference for Languages (CECRL) and developed by the Council of Europe. The *Modern Languages course (medical terminology*) aims at acquiring essential medical/public health terminology, developing solid linguistic skills in medical students that are necessary for academic mobility, intercultural and professional integration.

* Language (s) of the discipline: English, French;
* Beneficiaries: students of the 1st year, faculty Medicine I.

**II. MANAGEMENT OF THE DISCIPLINE**

|  |  |
| --- | --- |
| Code of discipline | G.01.0.005/G.02.O.015 |
| Name of the discipline | **English/ French** |
| Person(s) in charge of the discipline | **O.Tumuruc/A.David** |
| Year  | **I** | Semester/Semesters | **I/II** |
| Total number of hours, including: | **90+90** |
| Lectures | **-** | Practical/laboratory hours | **-** |
| Seminars | **45+45** | Self-study | **45+45** |
| Form of assessment | **E\*/ E\*** | Number of credits | **3+3** |

**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 identify specialty-specific symbols and features of public health terminology; to acquire an authentic specialized vocabulary for effective communication within the professional setting; to define the grammatical structures characteristic of a professional foreign language; to recognize medical language for the subsequent application of linguistic and communication skills in both oral and written forms.
* **at the application level**: to distinguish and interpret some ideas, projects, processes, theoretical and practical contents of the discipline; to translate texts, articles, documents, prescriptions into a foreign language; to use the written and oral language skills within the context of the doctor / patient communication, doctor / doctor;
* **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 topics in order to develop an intercultural or interdisciplinary dialogue; to be able to implement the knowledge acquired in the research / writing activity of specialized works using a foreign language; to implement the skills of analysing and synthetizing the information from authentic sources and perform an oral or written presentation.
1. **TERMS AND PRECONDITIONS**

**•** to know the general concepts of learning language;

• to have digital competencies (Internet skills);

• to have communication and teamwork skills;

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

***Lectures, practical hours/ laboratory hours/seminars and self-training* (Eng./ Fr. 1st Sem.)**

| No. | ТOPIC | Number of hours |
| --- | --- | --- |
| Lectures  | Practical hours | Self-study |
|  | Introduction to Public health. |  | 3 | 3 |
|  | History of Public health.  |  | 3 | 3 |
|  | Faculty of Public Health. Public health professionals (multidisciplinary teams). |  | 3 | 3 |
|  | Water. Sanitation. Hygiene. |  | 3 | 3 |
|  | Environmental health and safety. Food safety. Occupational health. |  | 3 | 3 |
|  | Health statistics. Information for health. |  | 3 | 3 |
|  | International health cooperation. World health organizations. |  | 3 | 3 |
| 8. | Immunity. Body defence mechanisms. |  | 3 | 3 |
| 9. | Immunization. Concept. Characteristics. |  | 3 | 3 |
| 10. | Antibiotics. Antibiotic resistance. |  | 3 | 3 |
| 11. | Epidemiology. Characteristics. |  | 3 | 3 |
| 12. | Public health risks and hazards. |  | 3 | 4 |
| 13. | Health promotion and education. Models of behaviour change. |  | 3 | 4 |
| 14. | **Public health ethics.** |  | 3 | 4 |
| 15. | Test |  | 3 |  |
| **Total**  |  | **45** | **45** |
| **Total** |  | **90** |

***Lectures, practical hours/ laboratory hours/seminars and self-training* (Eng./ Fr. 2nd Sem.)**

| No. | ТOPIC | Number of hours |
| --- | --- | --- |
| Lectures  | Practical hours | Self-study  |
|  | Concepts of health and disease. |  | 3 | 3 |
|  | Communicable diseases. |  | 3 | 3 |
|  | Infections through gastrointestinal tracts. |  | 3 | 3 |
|  | Infections through skin and mucous membranes. |  | 3 | 3 |
|  | Infections through respiratory tract. |  | 3 | 3 |
|  | Arthropod- borne infections. |  | 3 | 3 |
|  | Non-communicable (genetic and acquired diseases). |  | 3 | 3 |
|  8. | Cardiovascular diseases. |  | 3 | 3 |
|  9. | Cancer. |  | 3 | 3 |
|  10. | Chronic respiratory diseases. |  | 3 | 3 |
|  11. | Diabetes.  |  | 3 | 3 |
|  12. | Nutritional disorders. |  | 3 | 4 |
|  13. | Mental health issues. |  | 3 | 4 |
|  14. | [Medical Sociology. Social Policy. Health Economics](https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics). |  | 3 | 4 |
|  15. | Test |  | 3 |  |
| **Total**  |  | **45** | **45** |
| **Total** |  | **90** |

1. **OBJECTIVES AND CONTENT UNITS**

| **Objectives** | **Content units** |
| --- | --- |
| **Chapter 1. Introduction into Public Health education.** |
| • to understand texts/video in English / French that provide facts about public health studies, introduction to public health: individual and population health;• to define the terminology related to the field of public health, the principles of the scientific method; the evolution of concepts in public health, and the assesment of the health status of the population;• to understand the audio / video material in English / French for the given subject;• to communicate fluently, express and support opinions in English / French on general aspects of public health, its history and multidisciplinary teams involved in this field; | 1. Introduction to Public Health.2. History of Public Health.3. Faculty of Public Health. Public health specialists (multidisciplinary teams).*Grammar:* Derivation. Prefixes. Suffixes. Word Family. |
| **Chapter 2. Water. Sanitation. Hygiene.** |
| • to learn the basic English / French terms used in the field of public health such as: sanitation, hygiene, safety and environment, food safety, occupational health;• to express fluently in English / French the opinions regarding the importance of hygiene, food safety for the health of a community;• to write an essay / report on Occupational Health;• to state in English / French the point of view about the environment and its impact on the health of the population. | 4. Water. Sanitation. Hygiene.5. Health, safety and the environment.6. Food safety.7. Occupational health. |
| *Grammar*: Definite and indefinite article. |
| **Chapter 3. Statistics and informatics in health. World health organizations.** |
| • to learn English/ French anatomical public health terminology;• to be able to translate the anatomical public health terminology into / from English/ French;• to render the content of English audio / video material;• to use English public health anatomical terminology in a context;• to understand English audio / video material on the given topic. | 9. Statistics and informatics in health.10. International cooperation in the field of health. 11. World health organizations. Grammar: Noun. Plural form of nouns. Irregular nouns. The adjective. Degrees of comparison of adjectives. The adverb. |
| **Chapter 4. Immunity. Immunization.** |
| • to define the terms used in English / French regarding: immunity, defence mechanisms of the human body and immunization.• to express the point of view on vaccination in English / French; its importance and risks;• to render the content of the audio / video content in English / French on the given subject;• to paraphrase the content of the information presented in a specialized article; | 12. Immunity. The defence mechanisms of the human body. 4 hours13. Immunization. Concept. Features.14. Antibiotics. Antibiotic resistance. Grammar: Indefinite Times. Present simple. Past simple. Simple future. Continuous times. The Continuous Present. The Continuous Past. The Continuous Future. |
| **Chapter 5. Epidemiology. Characteristics. Risks factors in public health.** |
| • to define the terms on the topic related to epidemiology, risks and risk factors in public health used in English / French.• to use the studied terms in conversation in English / French;• to understand the audio / video material in English / French on the given subject; | 15.Epidemiology. Characteristics.16. Risks factors in public health. Grammar: Perfect Times. The Perfect Present. The perfect past. The Perfect Future. The preposition. Types of prepositions. The relative pronoun. |
| **Chapter 6. Health promotion and health education.** |
| • to define the terms used in English / French on health education and public health ethics;• to use the learned terms in speech in English / French;• to understand the audio / video material in English / French on the given subject;• state opinions in English / French regarding patterns of behaviour change;• to paraphrase the content of the information in English / French;• to present in English / French clear and detailed descriptions of aspects of public health ethics. | 17. Health promotion and health education.18. Models of behaviour change. 19. Public health ethics.Grammar: Modal verbs. Suffixes. Prefixes. Derivation. Word families. |
| **Chapter 7. Concepts of health and disease.** |
| • to define the terms used in English / French on communicable diseases, types of communicable diseases, routes of infection, methods of prevention and treatment;• to understand the audio / video material in English / French on the given subject;• to state opinions in English / French about behaviour patterns; | 20. Concepts of health and disease.21. Communicable diseases.22. Infections of the gastrointestinal tract.23. Skin and mucosal infections.24. Respiratory tract infections.25. Diseases transmitted by arthropods. |
|  |
|  **Chapter 8. Noncommunicable diseases** |
| • to define the terms used in English / French on non-communicable diseases, types of non-communicable diseases, assessment of diseases, methods of prevention and treatment;• to integrate the terms studied in speech in English / French;• to understand the audio / video material in English / French on the given subject;• to state opinions in English / French about behaviour patterns; | 26. Noncommunicable diseases27. Cardiovascular diseases.28. Cancer.29. Chronic diseases of the respiratory system.30. Diabetes.31. Eating Disorders32. Mental health. |
| **Chapter 9. Medical sociology. Social and economic policies in public health field.** |
| • to define the terms used in English / French regarding medical sociology and social and economic policies in public health field;• to understand the audio / video material in English / French on the given subject; | 33. Medical sociology.34. Social and economic policies in public health. |

1. **PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND LEARNING OUTCOMES**
* **Transversal competences (TC)**
* **TC2. Effective Communication and Digital Skills.** Efficient use of informational and communication resources, professional linguistic interaction across a comprehensive range of social and cultural contexts; identification of roles and responsibilities within a multidisciplinary team; application of relationship-building techniques and effective teamwork.
* **TC4. Interaction Skills and Social Responsibility.** Identification of objectives to be achieved, available resources, completion conditions, stages and timeframes, fulfillment deadlines, and associated risks; ensuring efficient execution and responsible involvement in ongoing activities.
* **Learning outcomes**
* to train oral and written expression skills within doctor/patient, patient/doctor communication;
* developing skills to understand a written text/speech/oral message;
* to train and develop skills for analysing and summarizing information from authentic sources and their presentation in oral or written form;
* to familiarize students with subjects specific to the medical field in view of promoting intercultural and interdisciplinary dialogue;

**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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Expected product  | Implementation strategies | Assessment criteria | Implementation terms |
| 1. | Thematic lexicographic glossaries | Compilation of lists with terminological lexical units;Translation of terminological lexical units;Use of transcriptional signs;Indication of semantic and polysemantic 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 medical terminologyInformation synthesis and summary. | Ability to extract the essence from articles. Correctness of information presentation. | During the semester |
| 3. | Video- thematic projects | Watching videosCompilation of lists with terminological lexical units;Filling in the video comprehension-check sheets. | Developing interpretive/translation skills in video exposure. | During the semester |
| 4.  | Individual portfolios  | Completing individual portfolios with information, lexical, grammatical resources. | Degree of independent work | During the semester |

1. **METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT**
* **Teaching and learning methods used:** exposure, conversation, exercise, demonstration, problem-solving, heuristic conversation, brainstorming, experiment; interactive methods, communication and creativity emphasis brainstorming, free associations, starburst, value line, SINELG, T chart, cube, Venn diagram, cinquain;
* **Applied** (specific to the discipline) **teaching strategies / technologies:** inductive strategies (from general to particular): deductive strategies; analogic strategies; mixed strategies: inductive-deductive and deductive-inductive; algorithmic strategies: explicative-demonstrative, intuitive, expositive, imitative, programmed and algorithmic; heuristic strategies.
* **Methods of assessment** (including the method of final mark calculation)

**Current assessment**: tests; problem solving exercises, study case analysis; role plays on discussed subjects; projects (summative assessment); portfolio (longitudinal assessment)

**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 Assessment 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** |
| **8,51-9,00**  | **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. Course material for the discipline *English for the students of Public Health,* (editing process)
2. Course material for the discipline *French for the students of Public Health,* (editing process)
 *B. Additional*

1. *Professional English in use*. Eric H. Glendinning, Cambridge University Press, 2007.
2. 3.Bernheim, Ruth Gaare, James F. Childress, Alan Melnick, and Richard J. Bonnie. Essentials of
3. Public Health Dawson, Angus and Marcel Verweij, eds. Ethics, Prevention, and Public Health. New York:
4. Oxford University Press, 2007. Detels, Roger, Robert Beaglehole, Mary Ann Lansang, and Martin Gulliford, eds. Oxford
5. Textbook of Public Health. 5th ed. New York: Oxford University Press, 2009
6. Santé médecine.com. Florence Mourlhon-Dallies CLE International, 2004.
7. Le français des médecins. Thomas Fassier, Solange Talavera-Goy PUG, 2008.