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**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.
* According to these standards, *Modern Languages* is a practical course, designed for medical students in order to enable them to actively apply and use *medical/dental terminology* within the practical training and workplace. The *Modern Languages* course (*medical/dental 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/dental terminology, developing solid linguistic skills in medical/ dental students that are necessary for academic mobility, intercultural and professional integration.
* The formative orientation of higher education, as well as training of medical students represent a reference framework for the professional training of dental professionals in order to use foreign languages in professionalcommunication, facilitating international communication and cooperation in the field of dentistry, becoming competitive on the labor market.
* Mission of the syllabus (aim) in professional training
* Studying medical/dental terminology in a foreign language contributes to the development of professional abilities, knowledge and attitudes enabling the dental students to explore a wide range of medical/dental subjects.
* Language (s) of the discipline: **English, French.**
* Beneficiaries: 1st year students, faculty of Dentistry

**II. MANAGEMENT OF THE DISCIPLINE**

|  |  |
| --- | --- |
| Code of discipline | **G.01.O.008 / G.02.O.020** |
| Name of the discipline | **English/ French** |
| Person(s) in charge of the discipline | **D. Eșanu-Dumnazev, L. Panciuc, A. Sîrghi** |
| Year  | **1st**  | Semesters | **I/II** |
| Total number of hours, including: | **120/90** |
| Lectures |  | Practical/laboratory hours |  |
| Seminars | **60/ 60** | Self-study |  **60+30** |
| Form of assessment | **E\*/E** | Number of credits | **4+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 learn the particularities of medical language and dental terminology in a foreign language;
* to identify the specialty-specific symbols and the particularities of dental terminology;
* to acquire an authentic specialized vocabulary for effective communication in professional activities;
* to understand the mechanisms and structure of professional messages or content;
* to define the characteristics of grammatical structures in a professional foreign language;
* to identify medical language for future application in linguistic and communication skills (both oral and written expression);
* to familiarize oneself with the basic principles and concepts notions of general medicine, necessary for collaboration and participation in international conferences or projects.

# at the application level:

* to distinguish and interpret ideas, projects, processes, and theoretical and practical content of the discipline;
* to apply reading skills: cursive (comprehension of specialized texts), selective (summarizing information) and full comprehension of text content;
* to accurately render a foreign language text;
* to translate texts, articles, documents, and prescriptions into a foreign language;
* to apply written and oral language skills in the context of doctor-patient and doctor-doctor communication;
* to develop skills in the selection, synthesis and summarizing of information;
* to apply acquired knowledge in practical settings such as: dialogues, projects, national and international conferences, speeches, etc.;
* to develop communication skills for initiating discussions, dialogues, and thematic debates within professional settings.

# at the integration level:

* to assess the role of a foreign language in the professional context and in the training of future physicians;
* to use communication knowledge and skills in a professional environment, addressing health-specific topics to foster intercultural or interdisciplinary dialogue;
* to apply the knowledge acquired in the research and writing of specialized works using a foreign language;
* to implement skills in analyzing and synthetizing information from authentic sources and delivering oral or written presentations;
* to engage in self-study, contributing to further professional development.

**IV. TERMS AND PRECONDITIONS**

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

• to possess digital skills;

• to demonstrate communication and teamwork skills;

• to exhibit qualities such as tolerance, compassion, autonomy, etc.

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

***English, 1st semester***

***Lectures, practical hours/ laboratory hours/seminars and self-study***

| No.  | ТHEME | Number of hours |
| --- | --- | --- |
| Lectures  | Practical hours  | Self-study |
|  | Introduction into Dentistry. Clinical dentistry. Branches of dentistry  |  | 4 | 4 |
|  | Dental team |  | 4 | 4 |
|  | Human body |  | 4 | 4 |
|  | Mouth, jaws and salivary glands |  | 4 | 4 |
|  | Tooth anatomy |  | 4 | 4 |
|  | Types of teeth. Surfaces of teeth |  |  6 | 6 |
|  | First and second dentitions |  | 4 | 4 |
|  | Methods of diagnosing dental diseases |  | 4 | 6 |
| 9. | Dental caries. Causes of caries and effects of caries |  | 6 | 6 |
| 10. | Pulpitis |  | 6 | 6 |
| 11. | Alveolar abscess |  | 6 | 6 |
| 12. | Fillings as a conservative treatment of dental caries. Types of fillings. Filling materials  |  | 4 | 6 |
| 13.  | Test  |  | 2 |  |
| 14. |  Exam\* |  | 2 |  |
| **Total**  |  | **60** | **60** |
| **Total**  |  | **120** |

***English, 2nd semester***

***Lectures, practical hours/ laboratory hours/seminars and self-study***

| No.  | ТHEME | Number of hours |
| --- | --- | --- |
| Lectures  | Practical hours  | Self-study |
| 1. | Endodontics. Root Canal Therapy |  | 6 | 3 |
| 2. | Endodontics. Pulpotomy, Pulpectomy and Apicoectomy |  | 6 | 3 |
| 3. | Periodontology. Periodontal Disease |  | 6 | 3 |
| 4. | Scaling and Root Planing |  | 6 | 3 |
| 5. | Prosthodontics. Dentures, Bridges, Crowns |  | 6 | 3 |
| 6. | Digital Dentistry. CAD/CAM Technology |  | 4 | 3 |
| 7. | Orthodontics. Malocclusion. Orthodontic appliances |  | 6 | 3 |
| 8. | Oral and Maxillofacial Surgery |  | 6 | 3 |
| 9. | Dental Implants |  | 6 | 3 |
| 10. | Preventive dentistry |  | 6 | 3 |
| 11. | Test |  | 2 |  |
| **Total**  |  | **60** | **30** |
| **Total**  |  | **90** |

***French, 1st semester***

***Lectures, practical hours/ laboratory hours/seminars and self-study***

| No.  | ТHEME | Number of hours |
| --- | --- | --- |
| Lectures  | Practical hours  | Self-study |
| 1. | The profession chosen as a calling  |  | 2 | 6 |
| 2. | N. Testemiţanu SUMPh |  | 4 | 6 |
| 3. | History of the Dentistry Faculty  |  | 4 | 6 |
| 4. | The working day of a dental student  |  | 2 | 6 |
| 5. | The origin of scientific dental medicine in France. Pierre Fauchard |  | 4 | 6 |
| 6. | Tooth structure |  | 4 | 6 |
| 7. | Types of teeth and their role |  | 4 | 6 |
| 8. | Dentition |  | 4 | 6 |
| 9. | Correction of abnormally positioned teeth. Dental anomalies |  | 4 | 6 |
| 10. | Dental caries |  | 4 | 6 |
| 11. | Reriodontal disease. Gingivitis |  | 4 | 6 |
| 12. | The dentist’s office. A visit to the dentist |  | 4 | 6 |
| 13. | Oral hygiene. Taking care of teeth |  | 4 | 6 |
| 14. | Toothpaste and toothbrush |  | 4 | 6 |
| 15. | Vitamins |  | 4 | 6 |
| 16. | Test |  | 4 | 6 |
| **Total**  |  | **60** | **60** |
| **Total**  |  | **120** |

***French, 2nd semester***

***Lectures, practical hours/ laboratory hours/seminars and self-study***

| No.  | ТHEME | Number of hours |
| --- | --- | --- |
| Lectures  | Practical hours  | Self-study |
| 1. | Dental studies in France |  | 4 | 2 |
| 2. | Dental art |  | 4 | 2 |
| 3. | Atomic death |  | 4 | 2 |
| 4. | Clinical examination in dentistry |  | 6 | 4 |
| 5. | At the dentist. Dental extractions, recommendations |  | 6 | 4 |
| 6. | Cosmetic dentistry |  | 4 | 2 |
| 7. | Occupational diseases in dentistry |  | 4 | 2 |
| 8. | Salivary calculus- a rare and benign condition Salivary lithiasis |  | 4 | 2 |
| 9. | Occupational diseases in dentistry |  | 4 | 2 |
| 10. | Dental implants |  | 4 | 2 |
| 11. | The Hippocratic Oath. Medical ethics |  | 4 | 2 |
| 12. | Pregnancy and dental care  |  | 4 | 2 |
| 13. | Dental hygiene and caries prevention |  | 4 | 2 |
| 14. | Test |  | 4 |  |
| **Total**  |  | **60** | **30** |
| **Total**  |  | **90** |

**VI. OBJECTIVES AND CONTENT UNITS**

**english**

| **Objectives** | **Content units** |
| --- | --- |
| **Theme (chapter) 1. Introduction into Dentistry** |
| • To define the terms related to the studied topic;• to understand audio/video information in English on the given subject;• to demonstrate the ability to correctly pronounce dental terms;• to apply the studied terms in communication;• to integrate acquired knowledge into active communication. | 1. Clinical dentistry2. Branches of dentistry 3. Dental team and professional skills*Grammar:* Derivation. Prefixes. Suffixes. Word family |
| **Theme (chapter) 2. General and dental anatomy** |
| • To recognize English anatomical terms in context;• to know the correct pronunciation of anatomical dental terms in English;• to translate anatomical dental terms to and from English;• to reproduce information in English;• to understand audio/video information in English on the given subject. | 1. Human body. Structure of the human body2. Mouth, jaws and salivary glands3. Anatomy of teeth.4.Types of teeth. Surface of the teeth. 5. Temporary and permanent dentitions. *Grammar*: Definite and indefinite articles. Noun. Plural nouns. Irregular nouns. Adjectives. Degrees of comparison. Adverbs |
| **Theme (chapter) 3.** **Diagnosis of dental diseases** |
| • To define the diagnostic types of dental conditions;• to apply learned terms in the specialized discussions;• to present and support opinions in English related to the diagnosis of dental conditions;• to understand audio/video information in English on the given subject;• to accurately reproduce in English the details of audio/video information. | 1. Diagnosis dental diseases 2. Methods for diagnosing dental diseases 3. Types of dental X-rays. X-rays as diagnostic aids*Grammar*: Indefinite Tenses. Present Simple. Past Simple. Future Simple. Continuous Tenses. Present Continuous. Past Continuous. Future Continuous. |
| **Theme (chapter) 4. Dental diseases** |
| • To use clinical dental terms in English;• to translate clinical dental terms to and from English;• to integrate clinical dental terms into English discourse;• to understand audio/video information in English on the given subject;• to accurately reproduce the details of audio/video information in English;• to argue opinions in English about the prevention of dental diseases;• to identify the symptoms of oral cavity diseases;• to define the typology of oral diseases. | 1. Dental caries. Causes and effects of caries2. Pulpitis 3. Alveolar abscess*Grammar*: Perfect Tenses. Present Perfect. Past Perfect. Future Perfect.  |
|  |  |
| **Theme (chapter) 5. Therapeutic dentistry** |
| • To apply knowledge of treatment and examination methods to basic disciplines;• to present clear and detailed descriptions in English about types of fillings and filling materials;• to understand audio/video information in English on the given subject;• to accurately reproduce in English the details of audio/video information in English;• to paraphrase the content of information in English;• to integrate terms into specialized discourse. | 1. Filling as a conservative treatment of caries2. Types of fillings3. Filling materials and dental instruments*Grammar*: Prepositions. Types of prepositions. Relative pronouns. |
| **Theme (chapter) 6. Endodontics** |
| * To define and translate endodontic terms into / from English;
* to know clear and detailed descriptions of dental pulp diseases and how to treat them;
* to demonstrate the ability to understand and reproduce audio/video information in English in the given subject;
* to apply medical terms in arguing the opinion in English on how to prevent dental diseases;
* to integrate endodontic terms into fluent English speech.
 | 1. Endodontics. Root canal therapy.2. Pulpotomy, Palpectomy and Apicoectomy – symptoms, similarities, differences.3. Treatment of dental pulp diseases.*Grammar:* Modal verbs. (Can/Could/ Be able to -May/Might – Would/Should - Must/Have to/Need). |
| **Theme (chapter) 7. Periodontology**  |
| * To define the notion of periodontology and medical terms in the given subject in English;
* to know periodontal diseases;
* to understand the description of periodontal disease based on the video material in English;
* to apply the terminological language in written works;
* to integrate thematic vocabulary in speeches/narratives in English.
 | 1. Periodontology. Periodontal Disease
2. Gingivitis, periodontitis, acute ulcerative gingivitis - signs, symptoms, diagnosis, treatment, risk factors.
3. Scaling and Root Planing – purpose, benefits.

*Grammar:* Imperative Mood. Subjunctive Mood. Synonyms. Derivation. Word families. |
|  **Theme (chapter) 8. Prosthodontics** |
| * To know the consequences of tooth loss;
* to define in English the steps of the denture making process;
* to demonstrate knowledge, skills and abilities to understand video/audio materials in English on the given topic;
* to apply the knowledge of impression materials and the main stages of prosthetics to the basic disciplines;
* to integrate the acquired knowledge about partial and fixed prosthodontics in fluent communication in English.
 | 1. Prosthodontics
2. The consequences of tooth loss.
3. Steps of the denture making process.
4. The impression materials. Composition. Alginate. Impression pastes - advantages, disadvantages.
5. Dental crown. Fixed partial dentures.

*Grammar:* Prepositions. Linking words. Synonyms. Derivation. |
| **Theme (chapter) 9. Digital Dentistry**  |
| * To define in English the concept of digital dentistry - CAD/CAM technology.
* to know and describe in English the algorithm of using CAD/CAM technology;
* to demonstrate the ability to communicate actively, using specialized vocabulary in English;
* to apply the acquired vocabulary in the retelling of the topic in English;
* to integrate thematic vocabulary in individual projects.
 | 1. CAD/CAM technology – trends, benefits.
2. The stages of applying CAD/CAM technology in the restoration process (dental crowns, fixed partial prostheses, etc.).
3. Types of Software used in digital dentistry.

*Grammar:* Active Voice. Passive Voice. |
| **Theme (chapter) 10. Orthodontics** |
| * To define in English and translate to/from English the new terms (*f. e*. orthodontics, malocclusion);
* to know the causes of malocclusion;
* to demonstrate the ability to identify the types of malocclusion based on the watched video material in English;
* to apply the acquired vocabulary in fluent oral speech;
* to integrate the acquired knowledge about orthodontics to the basic subjects.
 | 1. Orthodontics
2. Malocclusion - causes, classification, treatment.
3. Oral habits – the cause of malocclusion.
4. Orthodontic appliances - types, use, advantages, disadvantages.

*Grammar*: Conditionals (type I, II, III).Subordinate clauses (of time, purpose, cause, result). |
| **Theme (chapter) 11. Oral and Maxillofacial Surgery** |
| * To define in English the notion of oral and-maxillofacial surgery;
* to know and describe in English the lesions and malformations related to oral and maxillofacial surgery;
* to demonstrate knowledge, skills and abilities to understand video/audio materials in English on the given topic;
* to apply the acquired English terminological language in the fluent retelling of the topic;
* to integrate thematic vocabulary into individual projects or written essays.
 | 1. Oral and-maxillofacial surgery.
2. Traumatic injuries of the teeth. Traumatic diseases of the jaws. Tissue loss. Means of restoration. Choice of method.
3. Cleft lip and cleft palate.
4. Types of anesthesia.
5. Dental implants – types, structure, benefits, risks, contraindications.

*Grammar*: Direct speech. Reported speech. |
| **Theme (chapter) 12. Preventive dentistry** |
| * To define in English the terms of the given topic;
* to know the purpose, benefits and stages of preventive dentistry;
* to demonstrate the ability to understand and reproduce audio/video information in English on the given subject;
* to apply the acquired vocabulary in English written essays;
* to integrate the terminological language in argumentative speech in English about the importance of preventive dentistry and educational dental health measures.
 | 1. Oral hygiene and prevention of dental diseases.
2. Prophylactic measure of using the toothbrush. Tooth brushing. Bacterial plaque.
3. Diet. Fluoridation and the environment.

*Grammar:* Synonyms. Antonyms. Homonyms. Derivation. Word families.Simple Past Tense. Present Perfect. |

**french**

| **Objectives** | **Unit contents** |
| --- | --- |
| **Theme (chapter) 1. Dental studies** |
| * To understand information in French and details of texts / information on dental studies in the Republic of Moldova and France;
* to justify opinions in French on the subject of dental studies in the Republic of Moldova and France;
* to understand audio / video information in French on the given topic;
* to communicate fluently and express and support opinions in French regarding the similarities and differences between dental studies in the Republic of Moldova and France.
 | 1. Dental studies in the Republic of Moldova. *Nicolae Testemiţanu*SUMPh. Faculty of Dentistry
2. Dental studies in France

*Grammar: D*erivation. Preffixes. Suffixes. Word families  |
| **Theme (chapter) 2. Historical landmarks and prominent personalities in the field of dentistry** |
| * To know the basic characteristics of dentistry in different historical periods;
* to speak about and paraphrase in English the stages of dentistry development;
* to comment on, express and support opinions fluently in French regarding the importance of the *Hippocratic Oath;*
* to reproduce the *Hippocratic Oath* in French;
* to write an essay / report on the essence of the *Hippocratic Oath*;
* to justify opinions in French;
* to discuss the life and work of Nicolae Тestemitanu;
* to present clear and detailed descriptions in French about Nicolae Тestemitanu's contributions to the development of medicine in the Republic of Moldova.
 | 1. History of dentistry. Historical periods and characteristics of the development of dentistry2. Hippocrates and the Hippocratic Oath. The essence of the Hippocratic Oath.3. Nicolae Тestemiţanu: A leading personality in the field of medicine - his life and professional activity of Nicolae Тestemitanu.*Grammar:* Articles. Definite and indefinite articles. |
| **Theme (chapter) 3. General and dental anatomy** |
| * To understand anatomical dental terms in a French context;
* to know anatomical dental terms in French;
* to translate anatomical dental terms to and from French;
* to retell information in French;
* to recognize French anatomical dental terms in context;
* to understand audio / video information in French on the given topic.
 | 1. Human body. Structure of the human body.2.Tooth structure. Primary and secondary dentitions. Tooth surfaces. Anatomy of individual teeth.3. Jaws.4. Salivary glands. 5. Soft tissues. The tongue. 6. Gums. *Grammar: N*ouns. Plural form of nouns. Irregular nouns. Adjectives. Degrees of comparison of adjectives. Adverbs. |
| **Theme (chapter) 4. Dental care** |
| * to understand dental terms in French;
* to express and support a point of view fluently in French;
* to understand audio / video information in French on the given topic;
* to paraphrase the content of information;
* to report in French on the structure and organization of dental care;
* to retell the content of audio / video information;
* to translate dental terms to and from French;
* to illustrate the importance of teamwork skills, while arguing a point of view;
* to engage in dialogues in French ;
* to present clear and detailed descriptions in French about dental care in the Republic of Moldova and France;
* to develop a point of view on how to organize dental care, highlighting advantages and disadvantages.
 | 1. The dental team and team members. Profiles of the dentist, dental hygienist, orthodontist, dental technician, etc. Teamwork skills.
2. Dentist’s office and dental clinic.
3. Dental care. Dental care in the Republic of Moldova.
4. Dental care in France.
5. Preventive dentistry.
6. A visit to the dentist.
 |
| **Theme (chapter) 5. Therapeutic dentistry** |
| * To understand French clinical dental terms;
* to translate clinical dental terms to and from French;
* to integrate clinical dental terms into medical discourse;
* to comprehend relevant audio / video materials in French;
* to convey the details of audio / video information in French;
* to debate and share opinions on the prevention of dental disorders.
 | 1. Dental caries. Causes and effects of dental caries. Prevention and treatment of dental caries.
2. Pulpitis and alveolar abscess.
3. Fillings as a conservative treatment of dental caries. Saliva control.
4. Filling materials and dental instruments. Dental tools. Handpieces and drills.
 |
| **Theme (chapter) 6. Endodontics** |
| * To understand the endodontic terms in French;
* To translate the endodontic terms into / from French;
* to integrate endodontic terms into medical discourses;
* to understand relevant audio / video materials;
* to convey the details of audio / video information in French;
* to debate and share opinions on how to prevent dental disorders;
* to communicate fluently about Endodontics;
* to paraphrase the medical content in French;
* to give clear and detailed information on periodontal disorders and their treatment.
 | 1. Endodontics. Pulpotomy and Apicectomy.
2. Periodontal diseases.
3. Acute ulcerative gingivitis.

*Grammar:* Modal verbs. Suffixes. Prefixes. Word families. |
| **Theme (chapter) 7. Dental therapy** |
| * To know the symptoms of oral diseases.
* to define types of oral disorders.
* to apply treatment and investigation methods to the basic disciplines.
 | 1. Dental caries.
2. Root canal therapy.
3. Sources of oral sepsis.
4. Alveolar pyorrhea.
5. Pulp disorders.
6. X-ray - a diagnostic adjuvant method
 |
| **Theme (chapter) 8. Orthodontics** |
| * To define the used terms (orthodontics, malocclusion)
* to know the causes of malocclusion
* to integrate the gained knowledge.
 | 1. Orthodontics. Oral habits.
2. Causes of malocclusion. Treatment of malocclusion.
3. Dental models. Temporary splints.
 |
| **Theme (chapter) 9. Prosthetics** |
| * To learn about the effects of tooth loss;
* to define the stages of dental prosthesis;
* to know how to use appropriate materials;
* to model the main stages of the prosthesis;
* to integrate the obtained knowledge on impressions used in partial and fixed prosthesis.
 | 1. Prosthetics.
2. The effects of tooth loss.
3. Stages of denture construction.
4. Impression materials. Composition. Alginate. Impression paste. Occlusion stages. Testing stages. Adjustment stages.
5. Dental crowns. Fixed partial prostheses.
6. Treatment of deep superocclusion.
 |
| **Theme (chapter) 10. Oral and maxillofacial surgery** |
| * To learn about the injuries and malformations related to the oro-maxillofacial surgery;
* to know how to implement the restorative means;
* to choose the required method,
* to apply resection techniques.
 | 1. Oral surgery.
2. Traumatic injuries of the teeth. Traumatic diseases of the jaws. Loss of tissue. Means of restoration. Methods of choice.
3. Jawbone resection and its replacement.
4. Acute osteomyelitis of the upper jaw in early childhood.
5. Tumors of the jaw and buccal mucosa. Tongue hemangioma. Osteogenic sarcoma.
6. Split formation. The upper double lip (Case study).
 |
| **Theme (chapter) 11. Prophylaxis of oral disorders** |
| * To implement the basic oral hygiene criteria
* to learn about the basic principles of preventive dentistry and diet.
* to promote prophylactic and educational measures in dental health.
 | 1. Oral hygiene and prevention of dental diseases.
2. Oral hygiene – a dietary discipline.
3. Prophylactic measures of using the toothbrush. Dental brushing. Bacterial plaque.
4. Scaling and Gingivectomy.
5. Preventive Dentistry. Public oral health and education.
6. Diet. Fluoridation and the environment.
 |

**VII.PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND LEARNING OUTCOMES**

* **Professional (specific) (SC) competences**

***PC1.*** **The responsible execution of professional tasks with the application of the professional ethics values and norms, as well as the provisions of the current legislation**. To apply the legal and normative framework in practical activity. To respect the norms of ethics and deontology. To ensure compliance with ethical and deontological norms and is guided by the provisions of the medical ethics code. To promote collegial relationships with co-workers. To carry out free and independent activities according to the Medical Profession Oath. To know and respect the rights and technical rules regarding the sanitary-hygienic and anti-epidemic regime in various socio-medical situations according to the legislation in force. To know and respect the provisions of the collective labor agreement, the protection rules and the safety and health technique at the workplace. To ensure the compliance and correctness of the fulfillment of service obligations in providing care to the population in public, private and community medical and sanitary institutions. To encourage informed ethical decision making and respect the patient's decision.

***PC5.*** **Interdisciplinary integration of the doctor's work in the team with the efficient use of all resources.** To communicate, interact and work effectively in the group and together with inter-professional staff, individuals, families and groups of people. To interact effectively with other professionals involved in patient care, proving respect for colleagues and other health professionals. To develop positive collaborative relationships with team members involved in patient care, as well as the ability to adapt to change. To provide adequate and timely support for service users in the health system orientation, including services, access to care and available resources. To make effective use of language skills, information technologies and communication skills.

 ***PC6*. Conducting scientific research in the field of Health and other branches of science.** To plan, organize and do scientific research in the field. To identify sources of information, select materials and methods of research, perform experiments, statistical processing of research results, formulation of conclusions and proposals. To elaborate and deliver speeches, presentations at scientific events by demonstrating personal attitude, coherence in exposure and scientific correctness; participate in discussions and debates at scientific events.

* **Transversal competences (TC)**

***CT1.*** **Autonomy and responsibility in activity.** The application of rigorous and efficient work rules, the manifestation of a responsible attitude towards the performance of professional tasks with the application of the values and norms of professional ethics, as well as the provisions of the legislation in force. To promote logical reasoning, practical applicability, evaluation and self-evaluation in decision-making.

***CT2.*** **Effective communication and digital skills.** Effective use of language knowledge, information technology skills, research skills and information sources (Internet, e-mail, databases, software applications, online platforms, etc.) both in Romanian and in an international language.

**Learning outcomes**

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

* to train oral and written expression skills within doctor/patient, patient/doctor communication;
* developing skills to understand a written text/speech/oral message;
* to initiate and acquire the lexis and basic pharmaceutical terminology;
* to train and develop skills for analyzing and summarizing information from authentic sourses and its presentation in oral or written form;
* to familiarize students with subjects specific to the medical field in view of promoting intercultural and interdisciplinary dialogue;
* to be able to develop a presentation or description methodically highlighting significant points and proper details within professional field;
* to be able to write clear and detailed texts on subjects concerning medical field, summarizing and evaluating information and arguments taken from different sources;
* to be able to attentively follow an operation of a certain duration and a complex justification provided that the subject is familiar with it, and the overall exposure of the general plan is shown by explicit indicators.

**VIII. STUDENT'S SELF-TRAINING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Expected product  | Implementation strategies | Assessment criteria | Implementation terms |
| 1. | Development of thematic lexicographic glossaries | Compilation of lists with terminological lexical units;Translation of terminological lexical units;Use of transcriptional signs;Indication of semantic and polysemantic valences of terminological lexical units;Contextualization of terminological lexical units. | Presentation and translation correctness of terminological lexical units  | 1st and 2nd semesters |
| 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 | 1st and 2nd semesters |
| 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 | 1st and 2nd semesters |
| 4.  | Individual portofolios  | Completing individual portfolios with information, lexical, grammatical resources. | Degree of completion and independent work | 1st and 2nd semesters |
| 5. | Work with medical journals | Elaboration of synthesis articles and reviews. | Degree of understanding and synthesis of scientific information | 1st and 2nd semesters |

**IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT**

**Teaching and learning methods used**

***Teaching and learning methods***

* 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**

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

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

**Current**: formative assessment by

* tests
* solving problems/exercises,
* case study analysis
* role plays on discussed subjects;
* projects (summative assessment);
* portofolio (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.*

**X. RECOMMENDED LITERATURE:**

1. ***Compulsory:***

***English***

1. Course “ English in Dentistry”, L. Panciuc, A. Sîrghi (in the working process);
2. V. V. Mukhina, “*English for Dentistry Students*”, 2003

***B. Additional***

1. L. S. Smirnov „*English in Dentistry*”, 1990.
2. *Professional English in Use*. Eric H. Glendinning, Cambridge University Press, 2007.
3. *Medical English. Clear & Simple*. Melodie Hull, Cranbrook, BC, Canada, 2005.
4. *Medical terminology simplified.* Barbara A. Gylys, Regina M. Masters, DavisPlus, 2010.
5. *The language of medicine*. Davi-Ellen Chabner; Saunders Comp.,1981.
6. *Melodie Hull, Changing The Paradigm For Medical English Language Teaching <https://www.usingenglish.com/articles/changing-paradigm-for-medical-english-language-teaching.html>*
7. [*www.britannica.com*](http://www.britannica.com)
8. ***Compulsory:***

***French***

1*. Manuel de français pour les étudiants en Stomatologie, I-ère année. Ababii-Lupu L., N. Cunitchi-Țurcan, A. David, D. Eșanu-Dumnazev, Chișinău, 2011.*

*2. Manuel de français pour les étudiants en Stomatologie, II-ème année. Ababii-Lupu L., N. Cunitchi-Țurcan, A. David, D. Eșanu-Dumnazev, Chișinău, 2011.*

***B. Additional***

*1. 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.*

*2. Santé médecine.com. Florence Mourlhon-Dallies CLE International, 2004.*

*3. Le français des médecins. Thomas Fassier, Solange Talavera-Goy PUG, 2008.*

*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*](http://www.doctissimo.fr)