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Approved

At the meeting of the Faculty Council
Pharmacy

Minutes No. 4 of 12.06.2014

Dean of the Faculty of Pharmacy

PhD, associate professor N. Ciobanu

Approved

At the meeting of the Romanian language and
medical terminology department

Minutes No. 1 of 30.01.2014

Head of the chair,

PhD, associate professor A. Chiriac

SYLLABUS FOR STUDENTS OF FACULTY OF PHARMACY

Name of the course: **The Latin language and medical terminology
in foreign students groups**

Code of the course: G.01.0.007; G.01.0.001; G. 02.0.018

Type of course: **compulsory**

Total number of hours – 68

Number of credits provided for the course: **2**

Lecturers teaching the course:

Doctor, associate professor, E. Mincu

Senior lecturer, Raisa Ghicavii

Senior lecturer, Eleonora Ştefârţa

Senior lecturer, Eliza Mârza

Senior lecturer, Sv. Cravenco

Senior lecturer, V. Vîntu

University lecturer, T. Trebeş

Chişinău 2014



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I. Aim of the discipline:

The main objective of the course in Latin is to provide students with the possibility to obtain knowledge of medical terminology and the possibility to use correctly the variety of the lexical and terminological nomenclatures, in learning medical and pharmaceutical sciences.

II. Objectives obtained in teaching the discipline

At the level of knowledge and understanding:

a. oral comprehension

To understand that the auditory perception is one of the most important ways of learning medical terms.

To guide their intellectual efforts for auditory memorizing the terms.

To reproduce orally lexicographical forms of medical and pharmaceutical terms.

To identify the signs of grammatical categories (gender, number, case, persons, time, mood, conjugation etc).

To memorize the ways of pronunciation and spelling of the following combinations:

-aeth, -meth, -thio, -phen-, -phosph etc.

To understand Latin words and [collocations](#), reproducing the information received by hearing.

To apply grammatical rules to form anatomical, clinical and pharmaceutical terms.

To compose terms with a complex structure by means of [synthesis](#), stimulating creativity encouraging students in difficult situations.

b. written comprehension;

To parse and to make a lexical, grammar and semantic analysis of a text.

To form skills of working referring to analysis and synthesis – universal methods in study, indispensable for a profound acquisition of knowledge and for systematization of information and for the use of acquired knowledge.

To do different didactic activities (exercises, translations with dictionaries and without dictionaries, tests) in written form.

To form medical terms using grammar and orthographical rules.

To know and to write correctly lexical homonyms, synonyms from the anatomical nomenclature, medical terminology and botanical nomenclature.



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To understand grammatical rules, to answer different questions, to write exercises and tests.

To analyze medical terms on the basis of the etymon semantics.

To develop skills of using the knowledge acquired in the classes of Latin.

At the level of application:

To use various subjects illustrating phonetic phenomena at the level of different terminological systems.

To create medical terms on the basis of Greek and Latin terminological background, keeping orthographic and orthoepic rules, the paradigm of the declension of nouns, adjectives, the agreement of adjectives with nouns, verbs conjugation.

To formulate basic rules used in prescriptions according to the official acts of the Ministry of Public Health of the Republic of Moldova.

To build up the symbols of the components of anatomical terms.

To define the notions of patented names and the commercial names of medicinal substances, and medicines.

To argue the necessity of using and respecting correct terminological elements used in the national and international naming of medicines, that are promoted at the international level by the World Health Organization.

To argue the use of aphorisms and widely used medical expressions.

To propose objectives, to apply and to evaluate their personal performances without teacher's supervision.

At the level of integration

To integrate all the knowledge that is connected with the history and culture of the ancient civilization in their personal activity and in everyday life.

To integrate all the knowledge that is connected with the history and culture of the ancient civilization in their personal activity and in everyday life.

To establish the omnipresence of the Latin language and Greek terminological elements in medical and pharmaceutical terminology, to appreciate their practical value, to note the relation among medical subjects that are assured by these two languages.

To enlighten their personality respecting and making up for their ethic desiderata, illustrating „The moral solidarity of the civilization” (from the UNESCO preamble)



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III. Provisional terms and conditions :

In the institution of a medical profile students learn elements of the Latin grammar, the subject oriented and correlated with the necessity of learning the professional vocabulary.

IV. Main theme of the course:

Latin language, medical and pharmaceutical terminology

B. Practical lessons:

No.	Theme	Hours
1.	Phonetics. Historical background. "Lingua Latina est fundamentum linguae nostrae". Latin as the language of the international terminology. The Latin alphabet. The orthoepic principles. Vowels. Diphthongs.	2
2.	Consonants. Peculiarities of pronunciation. The digraphs of Greek origin.	2
3.	Combinations of letters. Long and short syllables. Basic rules of Latin stress. Some peculiarities of the stress in words of Greek origin.	2
4.	Phonetics (test). Morphology. Verb. Grammatical categories. Lexicographical forms. Verb's stem. The infinitive. Imperative mood. Affirmative and negative forms.	2
5.	Verb. Indicative mood. The verb "esse". Conjunctive mood. The verb "fio, fieri" in prescriptions.	2
6.	Noun. Grammatical categories (gender, number, case, declension). First declension of noun. The accusative case as the case of the direct object.	2
7.	Preposition. Conjunction. Preparation for the final testing.	2
8.	Prescriptions. The structure of the prescription and some theoretical aspects.	2
9.	The 2 nd declension of the nouns. The case endings. The gender exceptions. The role of neuter gender. The eponyms in the names on the medicines. The text "De capsulis".	2
10.	Test. Verb. Indicative mood. Conjunctive mood. First and second declensions of the nouns.	2
11.	Adjective. Grammatical categories. Classification of adjectives. The adjectives of the I-II declension. Agreement between the adjective and the noun. The adjectives with the suffix -at (us, a, um).	2
12.	The structure of pharmaceutical terms. Binomial terms. Polynomial terms. Names of some galenical medicine. Names of some plants in the Test. Verb. Indicative mood. Conjunctive mood. First and second declensions of the nouns.	2
13.	The nomenclature of medicinal remedies. Names of the systematical and commercial organic and chemical substances. Procedures of forming commercial names of alkaloids and glycosides. The text „De Rauwolfia“.	2
14.	The nomenclature of medicinal remedies. Names of some organic preparations: names of hormones, antibiotics prepared by fermentation.	2
15.	The nomenclature of medicinal remedies. Names of vitamins. Names of some chemical preparations.	2
16.	The nomenclature of medicinal remedies. International and national names	2



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	of medicinal substances. The frequency of use of international segments. Names of medicinal preparations. Names of drugs.	
17.	Final test for the I semester.	2
18.	Chemical terminology. Structure of clinical terms.	2
19.	Chemical nomenclature. Latin names of the main chemical elements. Names of acids and oxides.	2
20.	Names of salts. Names of oxides.	2
21.	The Latin numerals. The Greek quantitative numerals. Chemical nomenclature. The text „Elementa chymiae mathematicae”.	2
22.	Test on the structure of chemical nomenclature. Abbreviations used in prescriptions.	2
23.	The III rd declension of nouns. Characteristic features of III decl. The criterion of determination of grammatical gender. Three types of declension. Agreement of the adjectives of I-II declension with nouns of III declension.	2
24.	The III rd declension of the nouns. Masculine gender. The meaning of the suffix – or.	2
25.	The III rd declension of the noun. Feminine gender. The meaning of the suffix- io. The text „Pix liquida”. Feminine nouns of the Greek origin-sis.	2
26.	The III rd declension of the noun. Neuter gender. The text „Papaver somniferum”.	2
27.	Translation and grammatical analysis of the texts „Alcaloida”, „De nonnullis alcaloidis”. Self-control test. The III rd declension.	2
28.	Clinical terminology. Pre-positive and postpositive elements. The suffixes -osis, -iasis, -itis, -oma, -ismus in clinical terminology	2
29.	The adjectives of III rd declension. Gender exceptions. Agreement of the adjectives with the nouns. The text „Olea pinguia”.	2
30.	Degrees of comparison of Latin Adjectives. The text „Excerpta e libro vetere”.	2
31.	The IV declension of nouns.	2
32.	The V declension of nouns.	2
33.	Adverb. Degrees of comparison of the adverbs. The text „Nomen botanicum”	2
34.	Clinical terminology. Word formation of clinical terminology.	2

V. Recommended literature:

- A. compulsory:

1. Mârza E., Țefâr E., Ghicavâi R., Gladun R., Negru N., Limba latin i bazele terminologiei medicale. Centrul editorial poligrafic Medicina, Chi in u, 2006.
2. „ , 2003.
3. „ , 2002.
4. „ .
5. „ Terminologia medica polyglotta, , 1964.
6. Melnic V., Terminologia clinic în limba latin , Chi in u, 2003.



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7. Matcovshi C., Receptura, Chi in u, 1982.
8. Flai er M., Curs de limba latin pentru studen ii de la Medicin i Farmacie, Bucure ti, 1999.
9. , 2000.
10. Catereniuc I., Culegere de scheme la anatomia omului, Chi in u, 2010.

- B. additional:

11. Burlacu V., Eni A., Bezmanu T., Corl teanu A., Stomatologia terapeutic
12. îndummar didactico-metodic, Chi in u, 1996.
13. Cemârtan C., Kucarov E., Limba latin , Chi in u, 1995.
14. Ciulei I., Grigorescu Em., St nescu U., Plante medicinale, Fitochimie i Fitoterapie, Ed. Medical , Bucure ti, 1993.
15. Grigorescu Em., Ciulei I., St nescu U., Index fitoterapeutic, Ed. Medical , Bucure ti, 1986.
16. Florea V. Plante medicinale, Chi in u, 1992.
17. Stamat M., Limba latin (Manual pentru studen ii de la profilurile "Biologie" i "Farmacie") Chi in u, 2002.
18. tef ne M., tef ne I., Anatomia omului, vol. I, Centrul editorial poligrafic Medicina, Chi in u, 2005.
19. tef ne M., tef ne I., Anatomia preventiv sau substratul morfofunc ional al s n t ii. Centrul editorial poligrafic Medicina, Chi in u, 2005.
20. Proverbe i zic tori latine, Bucure ti, 1976.
21. ,, - , .” , , 1976.
22. Nomina anatomica, , , 1980.
23. Bejenaru V., Bejenaru G., Dic ionar medical rus-român, Ed. tiin ific i enciclopedic , Bucure ti, 1983.
24. Gu u G. Dic ionar latin-român, Ed. tiin ific i enciclopedic , Bucure ti, 1983.
25. Larousse, Dic ionar de medicin , Univers enciclopedic, Bucure ti, 1998.
26. St ureanu M. Dic ionar român-latin, Ed. Viitorul românesc, Bucure ti, 1984.

VI. Teaching and learning methods :

Members of the Latin language unit use efficient methods, techniques and procedures of teaching, relevant to the subject essence and adequate to its purposes and objectives.

At the beginning of the course, classical methods of communication, both expositive and interrogative ones (speaking, observation, comparison, dialogue, induction, deduction, frontal / individual interrogation, repetition, exercise and imagistic and written informational supports) are used, the students' participation being also estimated.



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While students are deepening their knowledge and adapt them to a new way of studying, methods that underline students' capacity and stimulate their involvement into process of study are used: problematization, creative methods which accentuate the promotion of the productive thinking and encourage learning through research, discovery – exercise, writing essays, tests with creative elements; analysis and synthesis – universal methods that combine thinking with action, interactive methods based on the principle of cooperation: work in groups, debates, dialogues. The selection of the methods applied in teaching has the purpose to increase the inner motivation, to develop a positive attitude in conformity with the intellectual effort necessary for the process of accumulation of knowledge and skills, to create the environment of maximum receptivity of information to efficient studying.

VII. Suggestions for individual activity:

Motivations that dominate a conscious attitude towards the subject condition a good collaboration between a teacher and students, as well as the individual effort as a component part of success.

To increase the efficiency of an individual activity, we recommend:

1. To distinguish on the whole the three integrant parts:
 - a) the elements of Greek or Latin grammar;
 - b) the terms selected for memorizing – lexical minimum;
 - c) the sphere of application of the learnt material: exercises, tests, assessment cards.
2. To organize rationally your individual activity.
3. To use the association and comparison (Latin / Romanian) to memorize the terms easier and with greater accuracy.
4. Do not hesitate to strengthen new knowledge doing practical exercises.
5. Check yourself writing the new vocabulary and the orthography that should be respected.
6. Use different bibliography, make reports and present them in front of the audience.
7. What do you gain? Relevant information, synthesis, oral / written expression and the skills of public speaking.
8. Respect the following advice to make a good translation:
 - a) select the unknown words and translate them with the dictionary;
 - b) divide the text in fragments and translate them;



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c) read the whole text, or revise the translation, add explanations if they are available, and additions required by the spoken language compared with Latin.

9. Learn the possible structures of medical and pharmaceutical terms and the order of the constituent elements of Latin and Greek words that must be respected; train the acquired grammar knowledge in such a way that will allow you to avoid mistakes.

10. Do not neglect discussions with the teacher, and colleagues to clarify some confused subjects.

VIII. Methods of assessment:

The assessment of academic progress is done during the process of study and assumes the functions to assess the acquired knowledge and to determine the level of knowledge - to identify the weak points of the process of study, to analyze the methods of teaching and to take adequate measures to improve or optimize the teaching process.

The following types of assessment are used:

a) current assessment that is carried out through oral tests and different written tasks: dictations, text translation, analysis and synthesis. It is a form of evaluation that is done with a certain regularity and mobilizes students for a systematical effort;

b) formative assessment represents an integral part of the process of study. This type of assessment starts with the division of the syllabus contents in units:

1. Phonetics
2. Morphology
3. The prescription
4. Botanical nomenclature
5. Nomenclature of medicinal remedies
6. Chemical nomenclature

The formative assessment is integrated through traditional and modern procedures as: current observation, systematical checking of the homework (written and oral) and the exercises made in the classroom, questions for tests, exercises, analysis of mistakes, tests for self control. The formative assessment informs about partial results. So, five tests will be written totally.

Students and the teacher get a continuous feedback through the formative assessment that contributes to the improvement of the quality of teaching.

According to the plan, students of the Pharmacy Faculty, will write six tests.



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a) **Interactive** assessment is realized by the teacher through taking into consideration the participation of each member of the group in classes when the interactive learning (in group) is organized as it is an efficient method of clinical terminology learning.

b) **Summative** assessment consists in passing a colloquium at the end of the first semester by students of the faculties of Medicine and Pharmacy, and at the end of the second semester by students of the faculty of Stomatology. The colloquium consists in a written test that shows the most important moments of evolution: initiation, formation, deepening, consolidation, application.

The exam represents the form of assessment of a student's long-term effort. Students of the faculty of Pharmacy should pass a test that includes:

a) **Assessment of theoretical knowledge** (oral form): the knowledge of the Latin grammar elements, definitions of the basic pharmaceutical terms, the structure and the rules of prescription writing and, also, the abbreviations used in prescriptions.

b) **Assessment of practical skills** (written form) – the translation of terms, texts, the morphological and syntactical analysis of terms, the synthesis of terms with different structures, and writing prescription.

Questions for the examination are approved first at the meeting of the Latin language unit and then at the meeting of the department and they are available for students a month before the examination.

Students with the average mark less than “5” and students who did not recover the absences are not admitted to the exam in the Latin language and medical terminology. At the exam, students are given 45 minutes to prepare the tasks and 15 minutes to answer.

The final mark consists of three components: the average mark (coefficient 0,3), the oral answer (coefficient 0,3), the written test (coefficient 0,2).

The knowledge is assessed with marks from 1 to 10, without decimal places.

- “10” or “excellent” (equivalent to ECTS - A) is given for assimilation of 91-100% of the material.
- “9” or “very good” (equivalent to ECTS - B) is given for assimilation of 81-91% of the material.
- “8” or “good” (equivalent to ECTS - C) is given for assimilation of 71-80% of the material.
- “6” - “7” or “satisfactory” (equivalent to ECTS - D) are given for assimilation of 61-65% or 66-70% of the material.
- “5” or “bad” (equivalent to ECTS - E) is given for assimilation of 51-60% of the material.



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- “3” and “4” (equivalent to ECTS - FX) are given for assimilation of 31-40% or 41-50% of the material.
- “1” and “2” (equivalent to ECTS - F) are given for assimilation of 0-30% of the material.

Methods of mark rounding

The average of current and final marks	Final mark
5	5
5,1-5,5	5,5
5,6-6,0	6
6,1-6,5	6,5
6,6-7,0	7
7,1-7,5	7,5
7,6-8,0	8
8,1-8,5	8,5
8,6-9,0	9
9,1-9,5	9,5
9,6-10	10

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to re-take the exam twice.

IX. Language of study: Romanian., English, Russian.