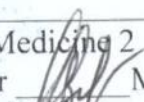





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Approved

At the meeting of the Faculty Council -----
Minutes No. ___ of _____
Dean of the Faculty of Medicine 2
PhD, associate professor  M. Bețiu

Approved

At the meeting of the Romanian language and
medical terminology department
Minutes No. ___ of _____
Head of the chair,
PhD, associate professor  A. Chiriac

SYLLABUS FOR STUDENTS OF FACULTY OF MEDICINE 2

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 – 34

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

Lecturers teaching the course: Doctor, associate professor, E. Mincu
Senior lecturer, Raisa Ghicavii
Senior lecturer, Eleonora Ștefârța
Senior lecturer, Eliza Mârza
Senior lecturer, Sv. Cravenco
Senior lecturer, V. Vîntu
University lecturer, T. Trebeș

Chișinau 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 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. The Latin course includes medical and pharmaceutical terms with different structures.

IV. Main theme of the course

Latin language, medical and pharmaceutical terminology

A. Practical lessons:

No.	Theme	Hours
1.	Historical background. The Latin alphabet. Vowels. Diphthongs. Consonants. Peculiarities of pronunciation. Digraphs. Peculiarities of pronunciation of the Latin consonants. Digraphs of Greek origin.	2
2.	Combinations of letters. Basic rules of Latin stress.	2
3.	Noun. Grammatical categories of Latin nouns. Determination of the stem of nouns. The I st , II nd , III rd , IV th , V th declensions of the Latin nouns (in the Nominative and Genitive in the singular and plural. The I st Greek declension. Long and short syllables. Some peculiarities of the stress in words of Greek origin.	2
4.	Adjective. Grammatical categories. Classification of the adjectives. Adjectives of the I st -II nd declensions. Gender endings. Lexicographical form. Declensions. Agreement between the adjective and the noun of I st -II nd declensions. Adjectives of III rd declension. Endings. Agreement between the adjective and the noun. Degrees of comparison of Latin adjectives. Formation of the comparative degree. Lexicographical forms. Agreement of adjectives in the comparative degree with nouns. The superlative degree of Latin adjectives. Agreement of adjectives in the superlative degree with nouns.	2
5.	The II nd declension of the noun. The cases endings of the noun in the II nd declension. The paradigm of the II nd declension. Exercises on gender. Greek-Latin duplets of the II nd declensions.	2
6.	The IV th -V th declensions. Cases. Greek-Latin duplets of the IV th -V th declensions. Agreement of the adjectives with nouns in the IV th , V th , declensions.	2
7.	The III rd declension. Specific characteristics of the III rd declension. Types of declension. The paradigm of the declension. Masculine gender. The endings of masculine gender. Exercises on gender. Nouns in feminine gender. Endings of gender. Agreement of the adjectives with nouns of the III rd (masculine and feminine) declension. Neuter nouns. Endings of gender. Gender exception. Greek-Latin duplets of the III rd declension.	2
8.	Agreement of adjectives with nouns of the III rd declension. The prescription.	2



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	The structure of prescription and some theoretical aspects.	
9.	Preposition. Prepositions used with the accusative and ablative cases. Verb. Grammatical categories of Latin verbs. Lexicographical form. Stem of the verbs. Imperative mood. Conjunctive mood. Model of conjugation. The conjunctive mood in the prescription. The irregular verb „fio, fieri”. Models of prescriptions with the verb <i>fiat, fiant</i> . Students' hymn <i>Gaudeamus</i> .	2
10.	The prescription. The structure of the prescription. Abbreviations used in prescriptions.	2
11.	Chemical nomenclature. Latin names of the main chemical elements. The formation of names of acids. The formation of names of salts. Names of acids.	2
12.	The structure of pharmaceutical terms. Names of the systematical and trivial of the medicinal preparations. Medicinal plants.	2
13.	Clinical terminology. General notions of clinical terminology. Basic word structures: prepositive and postpositive terminological elements. Building up of clinical terms by means affixes.	2
14.	The postpositive elements of Greek origin that indicate: pathology, methods of treatment, science, ways of investigation.	2
15.	The suffixes: -osis, -iasis, -itis, -oma., in clinical terminology. Terminological elements that denote pathological changes of organs, tissues, therapeutical and surgical investigation.	2
16.	Practical lesson. Clinical terms.	2
17.	Final test.	2

V. Recommended literature:

- A. compulsory:

1. Mârza E., tefâr 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.
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.



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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 terapeutica
12. îndummar didactico-metodic, Chi in u, 1996.
13. Cemârtan C., Kucerov 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 :

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 the students are deepening their knowledge and adapt it to a new way of studying, methods that underline the students' capacity and stimulate their involvement into the 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 / participative methods built 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 maximal 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:
 - a) To assign your time to manage to study the new material and to repeat the subjects that assure the depth of knowledge of new information;
 - b) To take as a guide the plan of the department that provides for a revision the exposure of the subject and preliminary study of the material; that will help you to avoid the necessity to make a plan by yourself.
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.



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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;
 - 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 knowledge

The assessment of academic progress is done during the process of studying 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 test and different written tasks: dictations, text translation, analysis and synthesis. It is a form of evaluation that is done with 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



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The formative assessment is integrated through traditional and modern procedures as: current observation (of the students' behavior), regular checking of the homework (written and oral) and of the subjects made in the classroom, the questions for tests, exercises, analysis of mistakes, tests for self control. The formative assessment informs about partial results. So, five tests are written totally. The student and the teacher get a continuous feedback through the formative assessment that contributes to the improvement of the quality of teaching.

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

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 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.
- "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



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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, Russian, English.