**FacultY of Medicine**

**CURRICULUM G.01.A.008 Medicine I**

#### CHAIR OF rOMANIAN LANGUAGE AND MEDICAL TERMINOLOGY

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| APPROVEDat the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum faculty of Medicine IMinutes No.\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_Chairman, doctor of medical sciences, associate professorPadure Andrei \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature) | APPROVEDat the Council meeting of the Faculty of Medicine IMinutes No.\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_Plăcintă GheorgheDean of Faculty, doctor of medical sciences, professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature) |
| APPROVEDapproved at the meeting of chair of Romanian Language and Medical TerminologyMinutes No. 9 of 19.02.2024Head of chair, Doctor of Pedagogy Name, surname, Chiriac Argentina  |

**CURRICULUM**

## (syllabus)

DISCIPLINE **LATIN MEDICAL TERMINOLOGY**

**Integrated studies**

 Type of course: **Optional discipline**

**Curriculum developed by the team of authors:**

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Chisinau, 2024

**I. 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 main objective of the Latin medical terminology course is to develop students’ terminological competencies and the possibility to use correctly the variety of the lexical and terminological nomenclatures, in learning medical and pharmaceutical sciences. The course of Latin medical terminology supports the intellectual effort of the student at beginning of the process of understanding the complex information that he should assimilate, offering lexical instruments that permit effective comprehension of the new studying materials.

* Mission of the curriculum (aim) in professional training

The optimal exploration of the teaching strategies for offering students a sum of knowledge important for advancing in the vast space of medical and pharmaceutical sciences. It is emphasized the pragmatic value of Latin and Greek for these areas, but also for everyday use.

* Language of the course: Romanian
* Beneficiaries: students of the 1st year, Faculty.of Medicine 1

**II. MANAGEMENT OF THE DISCIPLINE**

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| Code of discipline | G.01.0.007 |
| Name of the discipline | Latin language and medical terminology |
| Person(s) in charge of the discipline | **Argentina Chiriac** |
| Year  | **I** | Semester | **I** |
| Total number of hours, including: | **30** |
| Lectures | **10** | Practical/laboratory hours | **-** |
| Seminars | **10** | Self-training | **10** |
| Form of assessment | **E\*** | Number of credits | **1** |

1. **TRAINING aims within the discipline**

# *At the end of the discipline study the student will be able to:*

# *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 and others.
* To understand Latin words and [collocation](http://ro-en.ro/index.php?d=e&q=collocation)s, reproducing the information received by hearing.
* To apply grammatical rules of formation of anatomical, clinical and pharmaceutical terms.
* To compose terms with a complex structure by means of [synthesis](http://www.ro-en.ro/index.php?d=e&q=synthesis), stimulating creativity and encouraging students in difficult situations.
* To make brief oral presentations of binomial and polynomial anatomical terms.
* To observe during audition the correlation between anatomical terms and structures studied before.
* To identify in the competence of the trivial names of the segments of frequency that present information with anatomical, physiological, pharmacological, therapeutic character (-alg-, -dol-, -press-, -tens-, -cor-, -card-, -vas-, -angi-, -allerg-, -mal-, -hypn-, -tranqu- etc.).
* To develop practical competencies of building clinical terms based on Greek- Latin doubles, pre- and post- positive elements.
* To be focused on conscious memorization of terms and their faithful reproduction by applying the most effective method – repetition.

***b) written comprehension***

* To develop imitative reading according to the teacher's reading pattern.
* To exersize fluent and expressive reading, articulating correctly the words, phrases, sentences.
* To know the written signs of all grammatical categories specific for Latin language.
* To understand correctly from Romanian to Latin and vice versa the names of anatomical structures, clinical and pharmaceutical terms.
* To analyze the lexical integrity through observation and understanding of the component elements.
* ***at the application level:***
1. **oral expression**
* To asimilate medical terms through consistent involvement of verbal-auditory memory.
* To integrate the creative exercise during the assimilation of clinical and pharmaceutical terms.
* To use segments of frequency in classification of medicinal products according to pharmacological groups.
* To compare and to remark similarities between botanical nomenclature and the nomenclature of medicinal remedies.
* To argue, using the respective language, a lot of grammatical rules that regards the basic grammatical categories of Latin.
* To use grammatical rules in building anatomical, clinical and pharmaceutical terms.
* To build terms with complex structure through synthesis, being stimulated creative problems solving.

b) **written expression**

* To do the lexical, grammatical and semantic analysis of a text.
* To develop 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.
* 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.

# c) *at the integration level:*

* 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 design the symbols of the constituents of medical 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.
* 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).

**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. The additional information with a historical and philosophical nature, inserted in the textbook or exposed by the teacher, has an educational value: ethical and aesthetic, at the same time revealing the origin and evolution of medical and pharmaceutical terminology. The assimilated knowledge provides the independent solution of the current terminological problems consisting in perceiving the content as well as the formation of the terms required by the context or dictated by the situation.

**IV. themes and ESTIMATE distribution of hours**

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

|  |  |  |
| --- | --- | --- |
| Nr.d/o | ТHEME | Number of hours |
| Lectures | Practical hours | Self- training |
|  | **The 1st module**. Phonetics. Latin as a language of international terminology. The historical background. ,, Lingua Latina est fundamentum linguae nostrae’’. The Latin alphabet. The vowels. The diphthongs. Orthoepic Principles. Combinations of letters. The basic rules of Latin stress. The noun. The grammatical categories. The lexicographical form. The Ist, IInd, IIIrd, IVth, Vth declensions of the Latin nouns (in the Nominative and Genitive in the singular and plural). The Ist declension of the nouns. The casual endings. The declension paradigm. The Ist Greek declension. Greek and Latin doubles of the Ist declension | 2 | 2 | 2 |
|  | **The 2nd module.** The adjective. The degrees of comparison of Latin adjectives. The formation of the comparative degree. The lexicographical form. The paradigm of declension. The proceedings of formation. The agreement of adjectives in the comparative degree with nouns. The superlative degree | 2 | 2 | 2 |
|  | **The 3nd module.** The IIIrd declension. Specific characteristics. The types of declension. The paradigm of the declension. The masculine gender. The endings of masculine gender. The gender exceptions. The feminine gender of nouns. Endings specific for feminine gender. The agreement of adjectives with nouns of the IIIrd (masculine and feminine) declension. The neuter nouns. Endings specific for neuter gender. Gender exception. Greek-Latin doublets of the IIIrd declension | 2 | 2 | 2 |
|  | **The 4th module**. The preposition. The prepositions used with the Accusative and Ablative cases. The verb. The grammatical categories of Latin verbs. The lexicographical form. The stem of the verbs. The imperative mood: proceedings of formation. The conjunctive mood. Models of conjugation. The usage of conjunctive mood in prescriptions. The irregular verb ,,fio, fieri”. The prescription. The structure of the prescription. Abbreviations used in prescriptions. The structure of pharmaceutical terms. Systematic and trivial names of the medicinal preparations. Segments of frequency that present information with pharmacological nature. Medicinal plants. Totalization “Farmaceutical terminology” | 2 | 2 | 2 |
|  | **The 5th module**. The clinical terminology. General notions. Basic word structures: prepositive and postpositive terminological elements. Building up of clinical terms with affixes. The postpositive elements of Greek origin that indicate: pathology, methods of treatment, science, ways of investigation. The suffixes: -osis, -iasis, -itis, -oma., in clinical terminology. Terminological elements that express pathological changes of organs, tissues, therapeutic and surgical investigations. Totalization “Clinical terminology” | 2 | 2 | 2 |
|  | Examen | **10** | **10** | **10** |
|  | **Total** | **30** |

**V. OBJECTIVES AND CONTENT UNITS**

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| **Phonetics. Anatomical Terminology** |
| 1. To define the necessity of using Latin as the language of communication for the doctors and pharmacists;
2. to know the origins, evolution and the specifics of the Latin language in the comparison with the Greek language.
3. to know the rules of pronunciation the Latin and Greek terms.
4. to demonstrate the essential phonetic abilities in pronunciation the medicinal and pharmaceutical lexicon.
5. to integrate into the professional activity and in everyday life knowledge related to the history and culture of the ancient civilization.
6. 6. to realize the interdisciplinary integration by illustrating the phonetic phenomena in different terminological systems.
7. To define the lexicographic form of the medical and pharmaceutical terms.
8. to identify the grammatical categories  (gender, number, case ) of the Latin nouns;
9. to demonstrate the conscious assimilation of the terms, excluding their memorization.
10. to apply the grammatical rules to in the process of forming the anatomical terms.
11. to integrate the grammatical analysis elements into the anatomical lexicon.
12. to create medical terms in accordance with the orthoepic  and orthographic rules;
 | 1. Phonetics. Latin as a language of international terminology. The historical background. ,, Lingua Latina est fundamentum linguae nostrae’’. The Latin alphabet. The vowels. The diphthongs. Orthoepic Principles Combinations of letters. The basic rules of Latin stress .The noun. The grammatical categories. The lexicographical form. The Ist, IInd, IIIrd, IVth, Vth declensions of the Latin nouns (in the Nominative and Genitive in the singular and plural). The Ist declension of the nouns. The casual endings. The declension paradigm. The Ist Greek declension. Greek and Latin doubles of the Ist declension.2. The adjective. The degrees of comparison of Latin adjectives. The formation of the comparative degree. The lexicographical form. The paradigm of declension. The proceedings of formation. The agreement of adjectives in the comparative degree with nouns. The superlative degree.3. The IIIrd declension. Specific characteristics. The types of declension. The paradigm of the declension. The masculine gender. The endings of masculine gender. The gender exceptions. The feminine gender of nouns. Endings specific for feminine gender. The agreement of adjectives with nouns of the IIIrd (masculine and feminine) declension. The neuter nouns. Endings specific for neuter gender. Gender exception. Greek-Latin doublets of the IIIrd declension |
| **Pharmaceutical Terminology** |
| 1. to apply the knowledge gained in other disciplines such as anatomy, histology, biology, etc

 2. to formulate the basic rules for prescribing prescriptions according to the official documents of the Ministry of Health. 3. to demonstrate the ability to synthesize the knowledge, to observe and to respect the topic of the Prescription. | 4. The preposition. The prepositions used with the Accusative and Ablative cases. The verb. The grammatical categories of Latin verbs. The lexicographical form. The stem of the verbs. The imperative mood: proceedings of formation. The conjunctive mood. Models of conjugation. The usage of conjunctive mood in prescriptions. The irregular verb ,,fio, fieri” The prescription. The structure of the prescription. Abbreviations used in prescriptions. Totalization “Farmaceutical terminology” |
| Clinical Terminology |
|  1. To know the Greek-Latin roots, pre-and postpozitive terminological elements that serve to construct clinical terms. 2. to explain clinical terms and to observe the connections between them.3. to apply the creative exercise to acquiring clinical terms.4. to integrate the studied lexicon in their activity and in every day life. | 5 The chemical nomenclature. Latin names of the main chemical elements. Proceedings of formation of acids’ names. The formation of names of salts. The names of oxydesThe structure of pharmaceutical terms. Systematic and trivial names of the medicinal preparations. Segments of frequency that present information with pharmacological nature. Medicinal plants The clinical terminology. General notions. Basic word structures: prepositive and postpositive terminological elements. Building up of clinical terms with affixes.The postpositive elements of Greek origin that indicate: pathology, methods of treatment, science, ways of investigationThe suffixes: -osis, -iasis, -itis, -oma., in clinical terminology. Terminological elements that express pathological changes of organs, tissues, therapeutic and surgical investigations. Totalization “Clinical terminology” |
| 1. to update the information;2. to apply the elements of medical terminology and grammatical norms in written and oral communication. | Examen |

**VI. PROFESSIONAL (specific (Sc)) and TRANSVERSAL (Tc) COMPETENCES AND STUDY FINDINGS**

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

**PC1.** The responsible execution of professional tasks with the application of the values and norms of professional ethics, as well as the provisions of the legislation in force.

**PC5.** Interdisciplinary integration of the doctor's work in the team with the efficient use of all resources.

**TRANSVERSAL COMPETENCES**

**TC1.** Autonomy and responsibility in activity.

**TC2.** Effective communication and digital skills.

**TC4** Personal and professional development.

**Study finalities**

* **Study findings**

The reference finalities derive from the general objectives of the discipline and they are structured on the basis of a set of special activities designed to favor the acquisition, internalization, development, and consolidation of the medical lexicon.

* 1. to understand Latin words and phrases;
	2. to establish the correlation between terms and anatomical structures previously learned;
	3. to cultivate their practical skills of building clinical terms based on Greek-Latin roots, pre- and post-positive elements;
	4. to memorize Latin terms;
	5. to analyze the lexical integrity of the clinical terms by observing and understanding the component elements;
	6. to integrate into their professional activity and everyday life  the whole arsenal of knowledge related to the history and the culture of the ancient civilization;
	7. to translate correctly from Romanian into Latin and vice versa the names of the anatomical structures, clinical and pharmaceutical terms;
	8. to explain the use of common maxims, aphorisms, and medical expressions.

**Note. Study findings** (are deduced from the professional competencies and formative valences of the informational content of the discipline).

**VII. STUDENT'S self-training**

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| --- | --- | --- | --- | --- |
| Nr. | Expected products | Implementation strategies | Assessment criteria | Implementation terms |
| 1. | Work of informational sources (dictionaries, encyclopedia, medical atlases, magazines of specialty, internet) | Reading of additional information which will facilitate the perception of social, scientifical, ethical and aestetic phenomena | The ability to use scientifical terminology in corresponding contexts | During the semester |
|  | Working with the copybook of practical exercises | Performing the tasks from the copybook of practical exercises  | * the working volume;
* the problem solved;
* the ability of making conclusions.
 | During the semester |
|  | Elaboration of portofolio | Selection of the theme of research, project/presentation PowerPoint-theme, purpose, results, conclusions, practical applications, bibliography. | * Skills in individual work;
* ability to elaborate schientifical texts;
* ability to structure the selected material;
* the coherence of the presented material;
* creativity;

scientific correctness and way of presentation. | Pe parcursul semestrului |

**VIII. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-assessment**

* ***Teaching and learning methods used***

Teachers of Latin use efficient methods, techniques and proceedings de lucru, specific for this discipline and adecquate to its purposes and objectives.

At the beginning of the course, a big amount of information will be transmited by means of classical methods of communication: discourse, observation, comparison, dialogue, induction, deduction, interrogation (frontal / individual) repetition, exercise, providing the written and imaging information media, without underestimating the student's participation.

While the students are deepening their knowledge and adapt them to a new way of studying, methods that underline their abilities and stimulate their involvement into the process of study will be used: problematization, creative methods which accentuate the promotion of the productive thinking and encourage learning through research, discovery- exercises, 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 used during the process of teaching has the purpose to increase the inner motivation, to develop a positive attitude according to the intellectual effort necessary for the accumulation of knowledge and skills, to create the environment of maximal receptivity to new information that will ensure an efficient process of studying.

* ***Applied*** *(specific to the discipline)* ***teaching strategies / technologies***

Teaching strategies applied during Latin classes lead to the development and practice of psychic and motor processes, simultaneously with acquiring knowledge, skills training, expressing of opinions, beliefs, feelings by discussing the organized exchange of ideas such as group discussion, Round Table "," Brainstorming ", Philips discussion.

Presenting problem situations with several alternatives to solve, which gives students uncertainty, curiosity and desire to discover solutions. Students involve electronic media at the Latin lesson, individually and for communication. These competencies refer to logical and critical thinking, information management skills at high standards, and communication skills developed both at the level of study and at the level of the proposed metrics, including "Creative Controversy", "Portfolio", Case Study, "Focus-group Technique," "Exercise" et.

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

 The assessment of academic progress is administrated 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. There are frequently used:

 ***Current* *assessment***: 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 motivates the students for a systematical effort.

 ***Final assessment:*** examen

a)      verification of the theoretical knowledge (oral form): knowledge of Latin grammar elements, definitions of basic clinical terms, structure, and rules of writing a prescription, as well as abbreviations accepted in the prescriptions.

b)       evaluation of practical skills (written test) - translation of terms, texts, morphological analysis, syntactic terms, synthesis of terms with various structures, writing prescriptions, etc.

 Frontal or/and individual control, realized through:

(a) applying docimological tests,

(b) solving exercises,

(c) case study analisys

(d) use of role-playin in discussed subjects.

(e) control papers.

 The final grade will be made up of the annual average grade – 3 marks (2 marks from assessment and 1 mark from individual work – 50% and Final exam – 50%.

**Method of mark rounding at different assessment stages**

|  |  |  |
| --- | --- | --- |
| Intermediate marks scale (annual average, marks from the examination stages) | 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** |
| **8,51-8,00**  | **9**  |
| **9,01-9,50**  | **9,5**  | **A** |
| **9,51-10,0**  | **10**  |

The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student’s record-book.

*Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.*

**IX. RECOMMENDED literature:**

***A. Compulsory:***

1. Mârza E., Ştefârţa E., Ghicavâi R., Gladun R., Negru N., Limba latină şi bazele terminologiei medicale. Centrul editorial poligrafic Medicina, Chişinău, 2006
2. Чернявский М., Латинский язык и основы медицинской терминологий, Москва, 2003

***- B. Additional:***

25. Larousse, Dicţionar de medicină, Univers enciclopedic, Bucureşti, 1998

26. Stăureanu M. Dicţionar român-latin, Ed. Viitorul românesc, Bucureşti, 1984.

1. Bejenaru V., Bejenaru G., Dicţionar medical rus-român, Chişinău, 1991
2. Catereniuc I., Culegere de scheme la anatomia omului, Chişinău, 2010
3. Flaişer M., Curs de limbă latină pentru studenţii de la Medicină şi Farmacie., Bucureşti, 1999
4. Guţu G. Dicţionar latin-român, Ed. ştiinţifică şi enciclopedică, Bucureşti, 1983.
5. Matcovschi C., Receptura, Chişinău, 1982
6. Melnic V., Terminologia clinică în limba latină, Chişinău, 2003
7. Proverbe şi zicători latine, Bucureşti, 1976
8. Stamat M., Limba latină (Manual pentru studenţii de la profilurile „Biologie” şi „Farmacie” ), Chişinău, 2002
9. Ştefăneţ M. Anatomia omului, vol. I, Centrul editorial poligrafic Medicina, Chişinău, 2007
10. Ştefăneţ M., Ştefăneţ I., Anatomia preventivă sau substratul morfofuncţional al sănătăţii. Centrul editorial poligrafic Medicina, Chişinău, 2005
11. Авксентиева А., Латинский язык и основы медицинской терминологии, Минск, 2000
12. Aрнаудов Г., Terminologia medica polyglotta, Медицина и физкультура, София, 1964
13. Дворецкий И, Латинско-русский словарь, Изд. «Русский язык», Москва, 1976
14. Чернявский М., Латинский язык и основы фармацевтической терминологий, Москва, 2002
15. Шульц Ю., Латинский язык и основы терминологий