



**CD 8.5.1 DISCIPLINE SYLLABUS FOR
UNIVERSITY STUDIES**

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FACULTY OF MEDICINE I
STUDY PROGRAM MEDICINE
**DEPARTMENT OF ROMANIAN LANGUAGE AND MEDICAL
TERMINOLOGY**

APPROVED

at the meeting of the Commission for Quality
Assurance and Evaluation of the Curriculum in
Medicine I

Minutes No. 1 of 16.09.21
Chairman Ph D, associate professor

Suman Serghei

(signature)

APPROVED

at the Council meeting of the Faculty of
Medicine I

Minutes No. 1 of 21.09.21
Dean of Faculty of Medicine I
Ph D, associate professor

Plăcintă Gheorghe

(signature)

APPROVED

approved at the meeting of the Department of Romanian
language and medical terminology

Minutes No. 2 of 10.09.2021

Head of chair Ph D, associate professor

Chiriac Argentina

(signature)

SYLLABUS

DISCIPLINE:

Romanian (for native and foreign students)*

Integrated studies / Cycle I, License

Type of course: Compulsory overcredited

Curriculum developed by the team of authors:

Chiriac Argentina, PhD associate professor
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I. INTRODUCTION

Romanian language for local and international students in Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova is a subject that deepens the knowledge of Romanian language and medical terminology knowledge of Romanian possession by local and international students represents an imperative necessity within the process of professional formation, contributing to the development of competences of written and oral communication, using specialized language, a necessity dictated by the importance of knowledge of language in providing the fluent communication and mutual understanding. The main purpose of the formation of communicative competences of medical students in Romanian language is the sociocultural approach within the process of study that offers the students cognitive, scientific, linguistic marks and abilities to assure the written and oral messages reception in different situations.

This discipline offers opportunities of the development of different learning styles (cognitive: global, analytic, auditive, visual) and skills that promotes collaboration between students, students and patients, the student and the teacher or doctor.

At the end of the course of Romanian language, students will use the language strategically, providing relations between communicative intention and linguistic form. Students have already formed linguistic skills, corresponding to the B2-C1 level – on the European scale, according to the Common European Framework of Reference for Languages that will make possible the adequate participation to a conversation, expressing fluently and clearly their opinions.

II. Mission of the curriculum (aim) in professional training

The curriculum of the discipline Romanian language for local and international students is a model of pluridisciplinarity and represents, in our case, the correlation of efforts and potentialities specific for different disciplines to offer a wide perspective on the proposed objective, being in the same time a model of interdisciplinarity because it proposes an intersection of different disciplinary fields (anatomy, biology, histology and medical disciplines). Interdisciplinarity will contribute to the achievement of the aim of Romanian medical terminology and of the formation of communicative skills (transversal), exploring the terminological vocabulary, focused on establishment of the diagnosis and updating some elements of injunctive and vulgarizer speech.

III. Language of the discipline: Romanian;

IV. Beneficiaries: students of the II year, faculty of Medicine No I.

II. MANAGEMENT OF THE DISCIPLINE



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Code of discipline		G.03.O.030a / G.03.O.038a*	
Name of the discipline		Romanian (for native and foreign students)*	
Person(s) in charge of the discipline		Argentina Chiriac	
Year	II	Semester/Semesters	III-IV
Total number of hours, including:			
Lectures		Practical/laboratory hours	120 (60 in one semester)
Seminars		Self-training	
Form of assessment	E / E	Number of credits	2 (sem. III) 2 (sem. IV)

III. 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:***

- to explain the mission of the institution where they study;
- to motivate the necessity and the importance to begin such a study (formation of motivation);
- to understand, to have knowledge of grammar, knowledge for everyday use and knowledge of medical terminology in Romanian;
- to promote educational habits, to distinguish value from nonvalue, to respect the Romanian language, exploring it as a language of new information source (medical terminology), as an indispensable aspect in creation of a personality of a doctor in each student;
- to educate healthy tolerance principles of respect and understanding of neighbor peoples;
- to be able to listen, to discuss, to present, to deny and to justify one's thoughts;
- to assume responsibilities for auto development and to train continuous study skills.

- ***at the application level:***

- to argue the necessity to study the course of the Romanian language and medical terminology creating a favorable psychological climate and preventing eventual blockages;
- to promote training in making a diagnosis: learning the material, having a good command of the Romanian language and medical terminology will serve for etymological, morphological and lexical analysis, to know medical terminology better;
- to compare the standard medical terminology (international) with the Romanian one, identifying their advantages and disadvantages;
- to classify information accumulated at the classes in basic information (compulsory lexical minimum) and adjuvant one, to systematize the information;
- to exercise in Romanian - exercising indicates a superior step in the Romanian language learning and it is an important aspect of the communication process.



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- **at the integration level::**

- to study, to know, to be acquainted with the latest news in Moldova; to learn to study regularly, to approach on one's own cultural values;
- to study to act getting a pragmatic competence in medicine (as the field of activity);
- to learn how to face various and complex socio-professional levels of communication: doctor – patient; doctor – doctor; doctor - society;
- to learn to value the personality, to improve continuously oneself accumulating medical terminology, promoting an ethic moral status of the doctor by means of developing objectivity and a higher professionalism in students;
- to determine medicinal social objectives, appreciating the objectives of medicine by socio-economic development;
- to appreciate the importance of knowledge assimilated at “Nicolae Testemitanu” State University of Medicine and Pharmacy in doctor's profession;
- to compare the state of medicine in the Republic of Moldova, correlating it with world medicine.

IV. PROVISIONAL TERMS AND CONDITIONS

The Romanian language and medical terminology in groups of local and international students is a subject that forms abilities of receiving and learning Romanian medical terminology by non-native students. The knowledge that it offers is indispensable for a further social- professional integration of future doctors and will assure adequate knowledge to work as doctors in the Republic of Moldova and abroad.

The course summarizes knowledge of the Romanian language and the terminological lexical minimum omnipresent in the Romanian medical language and it forms communication skills (oral/written skills) of visual and auditory receiving of medical information in the Romanian language.

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

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

SECOND YEAR THIRD SEMESTER

No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self- training
MODULE I. From the history of medicine				
1.	From the history of medicine. Notable achievements in medicine. Elements of communication construction (lexicon, phonetics, morphology, syntax, spelling and punctuation). Update		2	
2.	Definition, objectives and importance of medical and pharmaceutical terminology. Evolution of medical terminology. Noun and noun group. Gender and number categories		4	
MODULE II. Structure of the human body. Cell and tissues				



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No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self- training
3.	Cell: plasma membrane, cytoplasm, cell nucleus. The case of nouns		4	
4.	Tissues The article. Types of articles (defined, undefined, possessive, demonstrative)		4	
5.	The structure of the human body The adjective. Forms of gender, number and case. Enclitic articulated forms. Degrees of comparison Declension of noun + adjective combinations		4	
6.	Formative assessment		2	
MODULE III. Disease management. Types of treatment				
7.	International classification of diseases. The numeral. Types of numerals		4	
8.	Disease management. Types of treatment Pronouns. Pronoun types (personal, politeness, reflexive, reinforcing, possessive, demonstrative, interrogative, relative, indefinite (indefinite), negative		4	
9.	The diagnosis. Types of diagnosis The verb. Conjugations of the verb. Personal and impersonal modes of the verb		4	
10.	Formative assessment		2	
MODULE IV. The integumentary system				
11.	The integumentary system Names of diseases that affect the integumentary system Roots of formation of medical terms for the integumentary system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Verb and pronoun in the accusative case		4	
MODULE V. The bone system				
12.	The bone system Names of diseases affecting the bone system. Roots of formation of medical terms for the bone system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Verb and pronoun in the dative case		4	
MODULE VI. The muscular system				



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No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self- training
13.	The muscular system Names of diseases that affect the muscular system Roots of the formation of medical terms for the muscular system (symptomatic terms, for diagnostic tests and procedures). Classes of medicines. Reflexes and reactions. Preposition and prepositional phrases. Prepositions used in the accusative and genitive		4	
Module VII. The nervous system				
14.	The nervous system Names of diseases that affect the nervous system. Roots of the formation of medical terms for the nervous system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines The conjunction. The interjection		6	
15.	Review		4	
16.	Final assessment		4	
Total			60	

THE SECOND YEAR, FOURTH SEMESTER

No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self- training
MODULE VIII. Visual analyser - the eye				
17.	Visual analyser - the eye Names of diseases affecting the eye Roots of formation of medical terms for the eye (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines. Introduction to syntax		4	
MODULE IX. The ear, the hearing mechanism				
18.	The ear, the hearing mechanism Names of diseases affecting the auditory system Roots of formation of medical terms for the auditory system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Topical. Intonation. Pause		4	



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No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self- training
MODULE X. The endocrine system				
19.	The endocrine system. Names of diseases affecting the endocrine system Roots of formation of medical terms for the endocrine system (symptomatic terms, for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expression of time: anteriority		4	
20.	Formative assessment		2	
MODULE XI. Respiratory system - lungs				
21.	Respiratory system - lungs. Names of diseases affecting the respiratory system Roots of formation of medical terms for the respiratory system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines. Elements of syntax. Expression of time: simultaneity		4	
MODULE XII. The cardiovascular system – blood and heart				
22.	The cardiovascular system - blood. Names of diseases affecting the blood The cardiovascular system - heart. Names of diseases affecting the heart Roots of formation of medical terms for the cardiovascular system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expression of time: posteriority Elements of syntax. Expressing of place		8	
MODULE XIII. The lymphatic system				
23.	The lymphatic system. Names of diseases affecting the lymphatic system Roots of formation of medical terms for the lymphatic system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expression of mode		4	
Module XIV. The immune system				
24.	The immune system. Names of diseases affecting the immune system Roots of formation of medical terms for the immune system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines		4	



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No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self- training
	Elements of syntax. Expression of cause			
25.	Formative assessment		2	
Module XV. The digestive system				
26.	The digestive system - the stomach. Names of diseases affecting the stomach The liver. Names of diseases affecting the liver The gall bladder. Names of diseases affecting the gall bladder The pancreas. Names of diseases affecting the pancreas Roots of formation of medical terms for the gastrointestinal system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expressing purpose, opposition, cumulation, concession and condition.		14	
Module XVI. The urinary system - the kidneys				
27.	The urinary system - the kidneys. Names of diseases affecting the kidneys Roots of formation of medical terms for the urinary system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expressing negation, assertion, exception			
28.	Rewiew		2	
29.	Final assessment		4	
Total			60	

VI. OBJECTIVES AND CONTENT UNITS

SECOND YEAR THIRD SEMESTER

Objective	Content units
MODULE I. From the history of medicine	



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Objective	Content units
<ul style="list-style-type: none"> • To know important facts about the history of medicine; • to become familiar with the notable achievements in the field; • to define elements of communication construction; • to apply the knowledge acquired in the formation of dialogues/monologues; • elucidate grammatical and lexical peculiarities; 	<p>From the history of medicine. Notable achievements in medicine.</p> <p>Elements of communication construction (lexicon, phonetics, morphology, syntax, spelling and punctuation). Update</p>
<ul style="list-style-type: none"> • to be aware of the objectives and importance of medical and pharmaceutical terminology; • to identify stages in the evolution of medical terminology; • to argue the formation of medical terms; • to differentiate nouns according to gender, number and case. 	<p>Definition, objectives and importance of medical and pharmaceutical terminology. Evolution of medical terminology. Noun and noun group. Gender and number categories</p>
MODULE II. Structure of the human body. Cell and tissues	
<ul style="list-style-type: none"> • To define the notions of cell; • to recognize cell types; • to compare the structure of the plant cell and the animal cell; • to distinguish the properties and functions of the cell; • to differentiate nouns according to gender, number and case; 	<p>Cell: plasma membrane, cytoplasm, cell nucleus.</p> <p>The case of nouns</p>
<ul style="list-style-type: none"> • to recognize the types of tissues; • to explain the structure of the tissues and their role; • to define the notion of article; • to differentiate possessive and adjective articles; 	<p>Tissues</p> <p>The article. Types of articles (defined, undefined, possessive, demonstrative)</p>
<ul style="list-style-type: none"> • to define the basic segments of the human body; • to elucidate the meaning of the notions of organ, system, apparatus; • to distinguish the component parts of each segment of the human body; • to define the notion of adjective; • to know the grammatical categories of the adjective; • to identify variable and invariable adjectives. 	<p>The structure of the human body</p> <p>The adjective. Forms of gender, number and case. Enclitic articulated forms. Degrees of comparison</p> <p>Declension of noun + adjective combinations</p>



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Objective	Content units
Formative assessment	
<ul style="list-style-type: none"> • To define basic concepts; • to explain the formation of medical terms; • to apply the knowledge acquired to the formation of dialogues/monologues; • to elucidate grammatical and lexical peculiarities. 	
MODULE III. Disease management. Types of treatment	
<ul style="list-style-type: none"> • To define the notion of disease; • to analyze the diseases according to the classification criteria; • to describe a disease depending on the stages of its evolution; • to define the notion of numeral; • to identify the types of numerals and the grammatical categories of the numeral; 	International classification of diseases. The numeral. Types of numerals
<ul style="list-style-type: none"> • to define the notion of treatment; • to know the main types of treatment; • describe a type of treatment; • identify alternative methods of treatment; • to define types of pronouns: personal, polite, reflexive, reinforcing, possessive, demonstrative, interrogative, relative, indefinite (indefinite), negative; 	Disease management. Types of treatment Pronouns. Pronoun types (personal, politeness, reflexive, reinforcing, possessive, demonstrative, interrogative, relative, indefinite (indefinite), negative)
<ul style="list-style-type: none"> • to define the notion of diagnosis; • to know the stages of establishing the diagnosis; • to recognize the diagnosis of a disease; • to define the notion of verb; • to know the personal and impersonal modes of the verb. 	The diagnosis. Types of diagnosis The verb. Conjugations of the verb. Personal and impersonal modes of the verb
Formative assessment	
<ul style="list-style-type: none"> • To define basic concepts; • to explain the formation of medical terms; • to apply the knowledge acquired to the formation of dialogues/monologues; • to elucidate grammatical and lexical peculiarities. 	
MODULE IV. The integumentary system	
<ul style="list-style-type: none"> • To define the basic notions from the text - integument, integumentary system, dermis, epidermis, hypodermis, etc. ; • to know the etymology of medical terms on the given topic; 	The integumentary system Names of diseases that affect the integumentary system Roots of formation of medical terms for the integumentary system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines



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Objective	Content units
<ul style="list-style-type: none"> • to use roots to form medical terms for the integumentary system; • to know the forms of verbs and pronouns in the accusative case; • to use the terms in context. 	Verb and pronoun in the accusative case
MODULE V. The bone system	
<ul style="list-style-type: none"> • To explain the etymology of basic terms; • to know the structure of the skeleton; • to identify the functions of the bone system; • to list diseases of the bone system; • to carry out a dialogue: “At the osteologist / At the orthopedist” based on the accumulated knowledge; • to use roots to form medical terms for the bone system. • to know the forms of verbs and pronouns in the dative case; • to use them in context. 	The bone system Names of diseases affecting the bone system. Roots of formation of medical terms for the bone system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Verb and pronoun in the dative case
MODULE VI. The muscular system	
<ul style="list-style-type: none"> • To define the notion of muscle, muscular system; • to distinguish the classification of muscles; • to identify names of diseases that affect the muscular system; • to carry out a dialogue: “At the myologist” based on the accumulated knowledge; • to use roots to form medical terms for the muscular system. • to know the grammar topic Preposition and prepositional phrases; • to apply the knowledge gained in formulating a speech. 	The muscular system Names of diseases that affect the muscular system Roots of the formation of medical terms for the muscular system (symptomatic terms, for diagnostic tests and procedures). Classes of medicines. Reflexes and reactions. Preposition and prepositional phrases. Prepositions used in the accusative and genitive
MODULE VII. The nervous system	
<ul style="list-style-type: none"> • To define the nervous system; • to know the specific terms; • to identify the functions of the brain; • to define diseases that affect the nervous system; • to carry out a dialogue with the neurologist, using terms appropriate to the given topic; 	The nervous system Names of diseases that affect the nervous system. Roots of the formation of medical terms for the nervous system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines The conjunction. The interjection



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Objective	Content units
<ul style="list-style-type: none"> • to use roots to form medical terms for the nervous system; • to learn the grammar topics conjunction and interjection. 	
Review	
<ul style="list-style-type: none"> • To define basic concepts; • to explain the formation of medical terms; • to apply the knowledge acquired to the formation of dialogues/monologues; • to elucidate grammatical and lexical peculiarities. 	
Final assessment	
<ul style="list-style-type: none"> • To develop opinions based on the topics studied; • to participate without prior preparation in a conversation on family, personal, or everyday topics (e.g., family, leisure, travel, work, and current affairs); • to understand the texts written in a common language or related to the professional activity; • to understand the essential points in clear standard speech on professional topics. 	

THE SECOND YEAR, FOURTH SEMESTER

Objective	Content units
MODULE VIII. Visual analyser - the eye	
<ul style="list-style-type: none"> • To know the structure and topography of the eye; • to establish the functions of the eye; • to identify eye diseases; • to include the lexical minimum in a dialogue with an ophthalmologist; • to use roots to form medical terms for the eyes; • to become familiar with the basics of syntax. 	Visual analyser - the eye Names of diseases affecting the eye Roots of formation of medical terms for the eye (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines. Introduction to syntax
MODULE IX. The ear, the hearing mechanism	
<ul style="list-style-type: none"> • To know the structure of the auditory system; 	The ear, the hearing mechanism Names of diseases affecting the auditory system



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Objective	Content units
<ul style="list-style-type: none"> • to write a dialogue with an otolaryngologist, in which to use the lexical minimum; • to use roots to form medical terms for the auditory system. • to know the order of the words in the sentence and the sentences in the sentence; • to identify aspects of intonation. 	Roots of formation of medical terms for the auditory system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Topical. Intonation. Pause
MODULE X. The endocrine system	
<ul style="list-style-type: none"> • To know the structure and formation of the endocrine system; • to explain the classification of the endocrine glands; • to identify the names of diseases affecting the endocrine system; • to use roots of formation of medical terms for the endocrine system; • to learn how to express the idea of anteriority. 	The endocrine system. Names of diseases affecting the endocrine system Roots of formation of medical terms for the endocrine system (symptomatic terms, for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expression of time: anteriority
Formative assessment	
<ul style="list-style-type: none"> • To define basic concepts; • to explain the formation of medical terms; • to apply the knowledge acquired to the formation of dialogues/monologues; • to elucidate grammatical and lexical peculiarities. 	
MODULE XI. Respiratory system - lungs	
<ul style="list-style-type: none"> • To define the notion of Respiratory System; • to explain the anatomical structure of the lungs; • to analyze a disease of the respiratory system; • to use roots to form medical terms for the respiratory system; • to learn how to express the idea of simultaneity. 	Respiratory system - lungs. Names of diseases affecting the respiratory system Roots of formation of medical terms for the respiratory system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines. Elements of syntax. Expression of time: simultaneity
MODULE XII. The cardiovascular system – blood and heart	
<ul style="list-style-type: none"> • To explain the etymology of medical terms on the subject of the cardiovascular system; 	The cardiovascular system - blood. Names of diseases affecting the blood The cardiovascular system - heart. Names of diseases affecting the heart



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Objective	Content units
<ul style="list-style-type: none"> • to use the knowledge gained in describing diseases of the cardiovascular system; • to formulate dialogues at the hematologist • to distinguish symptomatic and diagnostic terms; • to write a dialogue at the cardiologist; • to use roots to form medical terms for the cardiovascular system; • to learn how to express the idea of posterity; • to learn how to express the idea of the place. 	Roots of formation of medical terms for the cardiovascular system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expression of time: posteriority Elements of syntax. Expressing of place
MODULE XIII. The lymphatic system	
<ul style="list-style-type: none"> • To explain the notion of Lymphatic System; • to recognize the composition and properties of the lymph; • to distinguish the functions of the lymph; • to formulate the dialogue at the hematologist (lymph nodes); • to know the roots of the formation of medical terms for the lymphatic system; • to learn the ways of expressing the idea of the mode. 	The lymphatic system. Names of diseases affecting the lymphatic system Roots of formation of medical terms for the lymphatic system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expression of mode
Module XIV. The immune system	
<ul style="list-style-type: none"> • To define the notion of Immune System; • to explain the structure of the immune system; • to compare the natural immune system with the adaptive immune system; • to establish the role of the immune system; • to analyze a disease of the immune system; • to formulate a dialogue with the allergist; • to know the roots of the formation of medical terms for the immune system; • to learn the ways of expressing the cause. 	The immune system. Names of diseases affecting the immune system Roots of formation of medical terms for the immune system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines Elements of syntax. Expression of cause
Formative assessment	
<ul style="list-style-type: none"> • To define basic concepts; • to explain the formation of medical terms; • to apply the knowledge acquired to the formation of dialogues/monologues; • to elucidate grammatical and lexical peculiarities. 	



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Objective	Content units
Module XV. The digestive system	
<ul style="list-style-type: none"> • To recognize the anatomical structure of the digestive system; • to acquire symptomatic and diagnostic terms; • explain the topography of the stomach, liver and pancreas; • to formulate a dialogue with the gastroenterologist; • use the concepts studied to describe diseases of the stomach, liver and pancreas; • to write a dialogue: At the hepatologist; • to know the roots of the formation of medical terms for the digestive system; • to define the notion of gallbladder; • to identify names of diseases affecting the gallbladder; • to learn ways of expressing purpose, opposition, cumulation, concession and condition. 	<p>The digestive system - the stomach. Names of diseases affecting the stomach</p> <p>The liver. Names of diseases affecting the liver</p> <p>The gall bladder. Names of diseases affecting the gall bladder</p> <p>The pancreas. Names of diseases affecting the pancreas</p> <p>Roots of formation of medical terms for the gastrointestinal system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines</p> <p>Elements of syntax. Expressing purpose, opposition, cumulation, concession and condition.</p>
Module XVI. The urinary system - the kidneys	
<ul style="list-style-type: none"> • To define the notion of Kidney; • to establish the properties and anatomical structure of the kidneys; • to name the diseases that affect the kidneys; • to use the knowledge gained in formulating a dialogue: At the nephrologist / urologist; • to know the roots of the formation of medical terms for the excretory system; • to learn ways of expressing negation, affirmation, exception. 	<p>The urinary system - the kidneys. Names of diseases affecting the kidneys</p> <p>Roots of formation of medical terms for the urinary system (symptomatic terms, terms for diagnostic tests and procedures). Classes of medicines</p> <p>Elements of syntax. Expressing negation, assertion, exception</p>
Review	
<ul style="list-style-type: none"> • To define basic concepts; • to explain the formation of medical terms; • to apply the knowledge acquired to the formation of dialogues/monologues; • to elucidate grammatical and lexical peculiarities. 	
Final assessment	
<ul style="list-style-type: none"> • To elucidate the particularities of the basic lexicon and grammar topics; 	



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<ul style="list-style-type: none">• to demonstrate written and oral skills, including the use of medical terminology;• to develop comprehension skills of a written text / speech.	

VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY FINALITIES

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

- PC1. Adequate knowledge of the sciences about the structure of the body, the physiological functions and behavior of the human body in various physiological and pathological conditions, as well as the relationships between health, physical and social environment;
- PC2. Promoting a healthy lifestyle, applying prevention and self-care measures;
- PC3. Interdisciplinary integration of the doctor's activity in a team with efficient use of all resources.

✓ **Transversal competences (TC)**

- TC1. Effective communication and digital skills;
- TC2. Realization of interaction skills and social responsibility;
- TC3. Personal and professional development.

✓ **Study finalities**

- 1.To develop the students' skills to receive the oral message, which means listening, knowing how to understand the global meaning of a spoken message and words from different grammatical structures, as well as their value.
2. To train skills in oral communication, to build logical statements and grammatically correct sentences, to pronounce sounds and words clearly and correctly, to use correctly the flexion formulas of the parts of the speech.
3. To train skills in receiving a written message (reading) which makes the student to associate the graphic form of the word with its meaning, to observe the global significance of a given text.
- 4.To assimilate Romanian language knowledge and to develop communication skills, which the student will use both in a general and specialized context, which will allow the Romanian language to be used as a foreign language specific to the medical field.
5. To train skills in academic language and in working with specialized texts (vocabulary, pronunciation, reading, writing, listening).
- 6.To train the skills of working in teams, which leads to the intersection of the different disciplinary areas, the development of the ethical spirit and selective reading, listening to texts and videos, promoting the ethical approach of the doctor-patient-community relationship, debate ideas, argumentative essay.



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Note. Discipline finalities (are deduced from the professional competences and the formative valences of the informational content of the discipline).

✓

VII. STUDENT'S SELF-TRAINING

No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
1.				
2.				
3.				

VIII. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT

IX. *Teaching and learning methods used*

The teachers of Romanian language choose and implement different methods and techniques of work adequate for realizing didactic activities. Being adjusted to Common European Framework of Reference for Languages, it confers to the process of study accessibility, creativity, efficacy and interactivity.

The Department of Romanian language and medical terminology considers indispensable modernization of the teaching / learning process of the Romanian language discipline in the training of future specialists. The duality of the communication / acquisition spectrum of medical terminology calls for the implementation of new methods, techniques and working procedures. The teachers use methods and techniques of work adequate for realizing didactic activities: **traditional teaching methods:** *exposure; catechetical conversation (verification); heuristic conversation; reading; exercises; file method (exercises, knowledge, control and development); working with the textbook* and **modern teaching methods:** *debate method; case study method; role play (dialogue); starburst; the SWOT analysis; Venn diagram; Cinquain; Audio/ video exercises; methods of stimulating creativity (brainstorming, clustering, cube); SINELG; PowerPoint presentations, the Mosaic method*, which are effective in acquiring new knowledge of medical terminology.



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

• The Curriculum implemented at The Department of Romanian language and medical terminology emphasizes the exploration of intercultural values, of cognitive motivation and of the knowledge interest, the development of creativity, formation of linguistic skills in medical terminology. There implemented the following methods depending on the lesson's objectives:

• **Informative - participatory methods:** experiment (rediscovering, applicative, demonstrative), lecture- debate, observation, excursion, dialogue, conversation, word, mosaic, worksheets (knowledge capture sheets, exercise sheets and control sheets, recovery sheets).

• **Informative- non-participatory methods:** lecture, explanation, exposure.

• **Formative - participatory methods:** learning through action, learning through research, learning through discovery, experiment, case study, problem-solving, interview.

• **Formative- non-participatory methods:** exercise, scheduled training, use of algorithms.

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

Current:

Frontal or/and individual control, realized through:

- (a) applying docimological tests,
- (b) solving exercises,
- (c) case study analysis
- (d) use of role-play in discussed subjects.
- (e) control papers.

Final:

Exam: written test, oral test.

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	



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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 final mark consists from three parts: the yearly average (coefficient 0,3), oral probe (coefficient 0,3), written probe (coefficient 0,2). The knowledge of material is appreciated with marks from 1 to 10, without decimals.

NOTE. In the third semester (form of assessment, exam), the final grade will consist of 4 grades (4 formative assessments - part 0.5)), the mark from the written test (grammar skills, part 0.2), oral test (part 0.3).

In the fourth semester (assessment form, exam), the final grade will consist of 4 grades (4 formative assessments - part 0.5)), the mark from the written test (grammar skills, part 0.2), oral test (part 0.3).

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 in the failed exam.

XII. RECOMMENDED LITERATURE:

A. Compulsory :

1. Limba română în context medical: Suport de curs (pentru studenții Facultății de Medicină). Coordonator A. Chiriac. Chișinău: Medicina, 2020, 175 p.
2. Caiet de exerciții audio (în baza dialogurilor cu tematică medicală). Coord. A. Chiriac, CEP Medicina, Chișinău, 2017.

B. Additional

1. Axan A., Krause S., Studiem Româna eficient și rapid. Chișinău –Leipzig: Cartdidact, 2018;
2. Gherasim A., Corniciuc S., Discurs specializat – lexic și gramatică de bază (suport de curs), Chișinău: Tipografia Centrală, 2014.
3. Cazacu T., Iordăchescu I., Cheia comunicării. Utilizarea verbelor în vorbire. Chișinău: Integritas, 2008.
4. Boc-Sînmăghișan D., Kohn D., Șilindean D., RLS MED (Româna ca limbă străină – Limbaj Medical. Nivelurile B1-B2+de competență lingvistică. Timișoara: Ed. Victor-Babeș, 2020.
5. Gramatica de bază a limbii române, Academia Română, Institutul de Lingvistică „Iorgu-Iordan-Al.Rosetti”, București, 2010.
6. Academia Română Institutul de Lingvistică „I. Iordan”. Dicționar explicativ al Limbii Române,



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București: Univers Enciclopedic, 2016.

7. Academia Română Institutul de Lingvistică „I. Iordan”. DOOM Dicționar ortografic, ortoepic și morfologic al limbii române, Ed. a II-a, București: Univers Enciclopedic Gold, 2010.

8. Bejenaru V., Bejenaru G. Dicționar medical rus – român. Chișinău, 1991.

9. Dorobăț A., Fotea M., Limba Română de bază (Manual pentru studenții străini), Institutul European, 1999.

10. Palii A., Cultura comunicării. Chișinău, Epigraf, 2005.

11. Velican-Aldea M., Mateescu A., Șoșa E., Limba română (profil medical). Manual pentru studenții străini. București, 1991.

12. Ciorrea M., Vademecum Elemente de sintaxă a limbii române. Alba-Iulia: Aeternitas, 2017.