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FACULTY OF MEDICINE

MEDICINE 0912.1

CHAIR OF ROMANIAN LANGUAGE AND MEDICAL TERMINOLOGY

APPROVED

At the meeting of the Commission for Quality and Evaluation of the curriculum

Faculty _____
Minutes No. 6 of 23-02-18

Chairman, doctor of medical sciences, professor

S. Suman _____

APPROVED

at the Council meeting of the Faculty of Medicine II

Minutes No. 4 of 20.09.17

Dean of Faculty, doctor of medical sciences, professor

M. Bețiu _____
(signature)

APPROVED

approved at the meeting of chair of Romanian Language and Medical Terminology

Minutes No. 4 of 18.X.2017

Head of chair, Doctor of Pedagogy
Name, surname, Chiriac Argentina

CURRICULUM

(SYLLABUS)

DISCIPLINE LATIN LANGUAGE AND MEDICAL TERMINOLOGY

Integrated studies / Cycle I, License

Type of course: mandatory discipline

Chisinau, 2017



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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

I. MANAGEMENT OF THE DISCIPLINE

Code of discipline	0912.1		
Name of the discipline	Latin medical terminology		
Person(s) in charge of the discipline	Argentina Chiriac, Tatiana Trebes, Svetlana Cravenco		
Year	I	Semester/Semesters	I
Total number of hours, including:			60
Lectures	-	Practical/laboratory hours	-
Seminars	34	Self-training	26
Form of assessment	C	Number of credits	2

II. 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 collocations, reproducing the information received by hearing.
- To apply grammatical rules of formation of anatomical, clinical and pharmaceutical terms.



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- To compose terms with a complex structure by means of 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-, -hyn-, -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 exercise 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:**

a) oral expression

- To assimilate 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.



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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	THEME	Number of hours		
		Lectures	Practical hours	Self-training
1.	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		2	
2.	The 2nd module. Combinations of letters. The basic rules of Latin stress		2	3



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3.	The 3rd module. The noun. The grammatical categories. The lexicographical form. 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 declension of the nouns. The casual endings. The declension paradigm. The I st Greek declension. Greek and Latin doubles of the I st declension	2	
4.	The 4th 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	
5.	The 5th module. 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. Gender exceptions. Greek-Latin doublets of the II nd declensions	2	
6.	The 6th module. The IV th and the V th declensions. The cases endings. Greek-Latin doublets of the IV th and the V th declensions. Agreement of the adjectives with nouns in the IV th and the V th declensions	2	
7.	The 7th module. The III rd 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 III rd (masculine and feminine) declension. The neuter nouns. Endings specific for neuter gender. Gender exception. Greek-Latin doublets of the III rd declension	2	
8.	The 8th module. The agreement of the adjectives with the nouns of the III rd declension. Totalization "Anatomical terminology"	2	9
9.	The 9th 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”	2	
10.	The 10th module. The prescription. The structure of the prescription. Abbreviations used in prescriptions	2	
11.	The 11th module. 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 oxydes	2	
12.	The 12th module. The structure of pharmaceutical terms. Systematic and trivial names of the medicinal preparations. Segments of frequency that present information with pharmacological nature. Medicinal plants	2	7
13.	The 13th module. The clinical terminology. General notions. Basic word structures: prepositive and postpositive terminological elements. Building up of clinical terms with affixes.	2	
14.	The 14th module. The postpositive elements of Greek origin that indicate: pathology, methods of treatment, science, ways of investigation.	2	
15.	The 15th module. The suffixes: -osis, -iasis, -itis, -oma., in clinical terminology. Terminological elements that express pathological changes of organs, tissues, therapeutic and surgical investigations.	2	
16.	The 16th module. Practical lesson. Clinical terms.	2	7
17.	The 17th module. Test	2	



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34

26

Total

60

I. OBJECTIVES AND CONTENT UNITS

Phonetics

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. to realize the interdisciplinary integration by illustrating the phonetic phenomena in different terminological systems.

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
2. Combinations of letters. The basic rules of Latin stress

Anatomical Terminology

1. To define the lexicographic form of the medical and pharmaceutical terms.
2. to identify the grammatical categories (gender, number, case) of the Latin nouns;
3. to demonstrate the conscious assimilation of the terms, excluding their memorization.
4. to apply the grammatical rules to in the process of forming the anatomical terms.
5. to integrate the grammatical analysis elements into the anatomical lexicon.
6. to create medical terms in accordance with the orthoepic and orthographic rules;
7. to apply the knowledge gained in other disciplines such as anatomy,

3. 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
4. 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



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histology, biology, etc.

5. The IInd declension of the noun. The cases endings of the noun in the IInd declension. The paradigm of the IInd declension. Gender exceptions. Greek-Latin doublets of the IInd declensions

6. The IVth and the Vth declensions. The cases endings. Greek-Latin doublets of the IVth and the Vth declensions. Agreement of the adjectives with nouns in the IVth and the Vth declensions

Pharmaceutical Terminology

1. To formulate the basic rules for prescribing prescriptions according to the official documents of the Ministry of Health.
2. to demonstrate the ability to synthesize the knowledge, to observe and to respect the topic of the Prescription.

7. 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

8. The agreement of the adjectives with the nouns of the IIIrd declension. Totalization "Anatomical terminology"

9. 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”

10. The prescription. The structure of the prescription. Abbreviations used in prescriptions

Clinical Terminology

2. To know Greek-Latin doubles, pre- and postpositive terminological elements that serve to construct clinical terms.
3. Demonstrate the training and explanation of clinical terms for observing the tangencies and the connections between them.
4. Apply the creative exercise to acquiring

11. 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 oxydes

12. The structure of pharmaceutical terms. Systematic and trivial names of the medicinal preparations. Segments of frequency that



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clinical terms.

5. Integrate the lexicon studied in relationships with colleagues and patients in this field.

present information with pharmacological nature. Medicinal plants

13. The clinical terminology. General notions. Basic word structures: prepositive and postpositive terminological elements. Building up of clinical terms with affixes.

14. The postpositive elements of Greek origin that indicate: pathology, methods of treatment, science, ways of investigation

15. The suffixes: -osis, -iasis, -itis, -oma., in clinical terminology. Terminological elements that express pathological changes of organs, tissues, therapeutic and surgical investigations.

1. Update the information previously studied.

2. Apply the elements of medical terminology and grammatical norms correctly in written and oral communication.

16. Review

Theme 17. Colloquium

PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY FINDINGS

Transversal competences (TC)

TC1. Public speaking competence (concisely, consecutively, in a workshop).

TC2. The competence to work in groups, to collaborate in a tolerant, intelligent, respectful way.

TC3. The competence to respond to requests promptly, in a balanced, kind way.

TC4. The competence to think positively, rationally in any situation.

TC5. The competence to examine an integrity from particular to general.

TC6. The competence to adjust the everyday behavior to human values.

✓ 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;



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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).

II. STUDENT'S SELF-TRAINING

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, scientific, ethical and aesthetic phenomena	The ability to use scientific terminology in corresponding contexts	During the semester
	Working with the copybook of practical exercises	Performing the tasks from the copybook of practical exercises	<ul style="list-style-type: none">• the working volume;• the problem solved;• the ability of making conclusions.	During the semester
	Elaboration of portfolio	Selection of the theme of research, project/presentation PowerPoint-theme, purpose, results, conclusions, practical applications, bibliography.	<ul style="list-style-type: none">• Skills in individual work;• ability to elaborate scientific texts;• ability to structure the selected material;• the coherence of the presented material;• creativity;	Pe parcursul semestrului



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scientific correctness and way of presentation.

V. 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 adequate to its purposes and objectives.

At the beginning of the course, a big amount of information will be transmitted 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:



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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: differentiated colocvium

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 analysis
- (d) use of role-play in discussed subjects.
- (e) control papers.

The final mark consists of two parts: the yearly average (coefficient 0,5), written test (coefficient 0,2). The knowledge of material is assessed with marks from 1 to 10, without decimals.

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	
7,51-8,00	8	C
8,01-8,50	8,5	
8,51-8,00	9	
9,01-9,50	9,5	B
9,51-10,0	10	
		A

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.



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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.

III. RECOMMENDED LITERATURE:

A. Compulsory:

1. Mârza E., Ștefârța E., Ghicavâi R., Gladun R., Negru N., Limba latină și bazele terminologiei medicale. Centrul editorial poligrafic Medicina, Chișinău, 2006
2. Чернявский М., Латинский язык и основы медицинской терминологий, Москва, 2003
3. Чернявский М., Латинский язык и основы фармацевтической терминологий, Москва, 2002
4. Шульц Ю., Латинский язык и основы терминологий
5. Арнаудов Г., Terminologia medica polyglotta, Медицина и физкультура, София, 1964
6. Melnic V., Terminologia clinică în limba latină, Chișinău, 2003
7. Matcovschi C., Receptura, Chișinău, 1982
8. Flaișer M., Curs de limbă latină pentru studenții de la Medicină și Farmacie., București, 1999
9. Авксентиева А., Латинский язык и основы медицинской терминологии, Минск, 2000
10. Catereniuc I., Culegere de scheme la anatomia omului, Chișinău, 2010

- B. Additional:

11. Stamat M., Limba latină (Manual pentru studenții de la profilurile „Biologie” și „Farmacie”), Chișinău, 2002
12. Ștefăneț M. Anatomia omului, vol. I, Centrul editorial poligrafic Medicina, Chișinău, 2007
13. Ștefăneț M., Ștefăneț I., Anatomia preventivă sau substratul morfofuncțional al sănătății. Centrul editorial poligrafic Medicina, Chișinău, 2005
14. Proverbe și zicători latine, București, 1976
15. Дворецкий И, Латинско-русский словарь, Изд. «Русский язык», Москва, 1976
16. Bejenaru V., Bejenaru G., Dicționar medical rus-român, Chișinău, 1991
17. Guțu G. Dicționar latin-român, Ed. științifică și enciclopedică, București, 1983.
25. Larousse, Dicționar de medicină, Univers enciclopedic, București, 1998
26. Stăureanu M. Dicționar român-latin, Ed. Viitorul românesc, București, 1984.