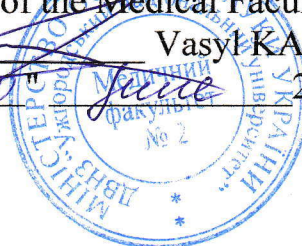


**STATE UNIVERSITY
"UZHGOROD NATIONAL UNIVERSITY"
MEDICAL FACULTY 2
Department of Public Health and Humanitarian Disciplines**

"APPROVED"
Dean of the Medical Faculty 2
Vasyl KALIY

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"20" June 2024



SYLLABUS

**EC 4. ELECTIVE COURSE OF THE FOREIGN LANGUAGE (ENGLISH) FOR
MEDICAL PURPOSES
(2nd year)**

Educational level	Second (Master)
Subject area	22 "Health"
Specialty	222 "Medicine"
Educational program	"General Medicine"
Discipline status	Elective
The language of instruction	English

Uzhhorod 2024

"Elective Course of the Foreign Language (English) For Medical Purposes" syllabus for higher education seekers of the subject area 22 "Health", specialty 222 "Medicine", educational program "General Medicine".

Author:

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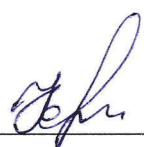
The syllabus was discussed and approved at the meeting of the Department of Public Health and Humanitarian Disciplines

Minutes № 11 of "10" June 2024

Head of the Department  /Renata POHORILIAK/

Approved by the Scientific-Methodical Commission of the Medical Faculty 2

Minutes № 10 of "20" June 2024

Head of the Scientific-Methodical Commission  /Nataliia MALETS/

1. DESCRIPTION OF THE EDUCATIONAL SUBJECT

Names of indicators	Distribution of academic hours according to the curriculum	
	Full-time study	Extramural form of study
ECTS credits – 7 (3/4)	Year of training:	
Total number of hours – 210 (90/120)	2nd	–
Number of modules – 2	Semester:	
Weekly academic hours for full-time study: class-room academic hours – 2,0 student’s self-study hours – 3,5	III, IV	–
	Lectures:	
	–	–
	Practical classes (seminars):	
Type of final control: credit	–	–
	Laboratory classes:	
Form of final control: oral	30/40	–
	Self-study:	
	60/80	–

2. PURPOSE OF THE EDUCATIONAL SUBJECT

The purpose of studying the discipline “**Elective Course of the Foreign Language (English) For Medical Purposes**” is the formation of English professionally oriented competence of students majoring in Medicine, i.e., mastering the level of knowledge, skills and abilities that will provide the necessary professional communication skills both in oral and written forms.

The task of the discipline is to study, improve and further develop knowledge, skills and abilities in English in various types of professionally oriented speech activities of future medical professionals. The leading task of the discipline is achieved by solving the following step-by-step tasks:

- to communicate within the areas, topics and situations defined by the current syllabus;
- to aurally understand the content of authentic professional texts and oral speech of communication partners;
- to read and understand authentic medical texts of different genres and types;
- to carry out professional communication in writing in accordance with the given tasks;
- to adequately use the experience gained in the study of the native language and other subjects, considering it as a means of conscious mastery of English for medical purposes;
- to use, if necessary, non-verbal means of communication in case of a shortage of available language means;
- to critically evaluate information and use it for various professionally oriented needs;
- to express one’s thoughts, feelings and attitudes;
- to effectively interact with other communication participants orally, in writing and through electronic means of communication;
- to choose and apply appropriate communication strategies in accordance with different needs and professionally oriented situations;
- to effectively use educational strategies for the independent study of a foreign language (for professional purposes).

Listening. The purpose of listening training is to establish a mechanism for the perception of oral English-speaking professionally oriented information, to form the ability to understand dialogical and monological professional statements and as a result – to master the skills of English communication within professional topics.

Speaking. The student must have the skills of dialogical and monological speech necessary to participate in a conversation of a problematic nature related to professional activities.

Reading. The task is to master and develop the skills of review, informative and in-depth reading on the materials of original professional documentation, scientific literature on the specialty, professional periodicals, etc. Review reading skills should provide the ability to predict the subject of the text by keywords, summarize the obtained information and highlight the main content of the text. Informative-search reading involves the ability to find the necessary information at different levels of text structure (sentence, paragraph, whole text and microtext (newspaper page, magazine, etc.)), follow the development of the topic and highlight information that reveals and clarifies the main provisions of the text.

Writing. The task is to master orthographically and punctually correct professionally oriented writing as a means of communication.

According to the educational program, the study of the discipline contributes to the formation of the following competencies in higher education seekers:

General competencies (GC):

- The ability to think abstractly, analyze and synthesize (GC 1).
- The ability to learn and master modern knowledge (GC 2).
- The ability to apply knowledge in practical situations (GC 3).
- Knowledge and understanding of the subject area, and understanding of professional activity (GC 4).
- The ability to adapt to and act in a new situation (GC 5).

- Interpersonal skills (GC 8).
- The ability to communicate in the foreign language (GC 9).
- The ability to search, process and analyze information from various sources (GC 11).

Professional competencies (PC):

- The ability to collect medical information about the patient and analyze clinical data (PC 1).
- The ability to solve medical problems in new or unfamiliar environments having incomplete or limited information, taking into account aspects of social and ethical responsibility (PC 11).
- The ability to maintain medical records, including those in electronic format (PC 16).
- The ability to clearly and unambiguously convey one's own knowledge, conclusions and arguments on health care issues as well as related issues to specialists and non-specialists, in particular to people who are studying (PC 21).
- The ability to develop and implement scientific and applied projects in the health care field (PC 23).
- To comply with ethical principles when working with patients and laboratory animals (PC 24).

3. PREREQUISITES FOR STUDYING THE EDUCATIONAL SUBJECT

The prerequisites for studying the educational subject “**Elective Course of the Foreign Language (English) For Medical Purposes**” are mastering the following educational subject (ES) of the educational program (EP):

EC 3. “Elective Course of the Foreign Language (English) For Medical Purposes” (1st year).

4. EXPECTED LEARNING OUTCOMES

According to the educational program “General Medicine”, the study of the discipline “**Elective Course of the Foreign Language (English) For Medical Purposes**” should ensure the achievement of the following program learning outcomes (PLO) by higher education seekers:

Program Learning Outcomes	PLO code
To search for necessary information in professional literature and databases, other sources, analyze, evaluate and apply this information.	PLO 21
To clearly and unambiguously convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.	PLO 25
To be highly proficient in the spoken and written state and English language in order to discuss professional activities, research and projects.	PLO 27

Expected learning outcomes (ELO) that should be achieved by students after mastering the discipline “**Elective Course of the Foreign Language (English) For Medical Purposes**”:

ELO code	Expected learning outcomes of the discipline	PLO code
1.	The ability to distinguish English professional medical terminology (jargon) and its common substitutes, and hence, use accurate and relevant vocabulary and communication strategies in various professionally oriented situations within the syllabus topics.	PLO 21 PLO 25 PLO 27
2.	The ability to carry out effective professionally oriented communication in English with colleagues nationally and internationally, as well as in a multicultural work environment within the syllabus topics.	PLO 25 PLO 27
3.	The ability to communicate in English within situations where a simple and direct exchange of information is needed, with patients and their families /	PLO 25

	representatives on medical issues in English, within the syllabus topics.	
4.	The ability to analyze and interpret medical records within the syllabus topics.	PLO 21 PLO 27
5.	The ability to use English professional lexical and grammatical constructions in various professionally oriented contexts when keeping medical records within the syllabus topics.	PLO 25 PLO 27
6.	The ability to apply professional working culture while performing professional duties at one's workplace within the syllabus topics.	PLO 21 PLO 25 PLO 27
7.	The ability to express empathy for patients and their families / representatives in English in the framework of professional ethics within the syllabus topics.	PLO 25
8.	The ability to use online sources for mastering English professionally oriented communicative competence as well as for the research and employment purposes within the syllabus topics.	PLO 21 PLO 25 PLO 27

5. DIAGNOSTIC TOOLS AND EVALUATION CRITERIA OF LEARNING OUTCOMES

Means of assessment and methods of demonstrating learning outcomes in the discipline are:

ELO 1. – individual questioning; group questioning; brainstorming; vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests; use of English tasks; listening comprehension; speaking; round-table discussions; analysis of professional (business) situations; written assignments.

ELO 2. – individual questioning; group questioning; brainstorming; vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests; use of English tasks; listening comprehension; professional role plays; round-table discussions; analysis of professional (business) situations; written assignments.

ELO 3. – individual questioning; group questioning; brainstorming; vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests; use of English tasks; listening comprehension; professional role plays; round-table discussions; analysis of professional (business) situations; written assignments.

ELO 4. – individual questioning; group questioning; brainstorming; vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests; use of English tasks; reading comprehension; round-table discussions; written assignments.

ELO 5. – individual questioning; group questioning; brainstorming; vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests; use of English tasks; reading comprehension; round-table discussions; analysis of professional (business) situations; written assignments.

ELO 6. – individual questioning; group questioning; brainstorming; listening comprehension; reading comprehension; speaking; round-table discussions; analysis of professional (business) situations; written assignments.

ELO 7. – individual questioning; group questioning; brainstorming; vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests; use of English tasks; listening comprehension; professional role plays; round-table discussions; analysis of professional (business) situations.

ELO 8. – brainstorming; vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests; use of English tasks; speaking; round-table discussions; analysis of professional (business) situations; written assignments.

Forms of control and criteria for learning outcomes evaluation

Forms of current control:

- individual questioning (multiple choice questions / closed questions, open questions, funnel questions, leading questions, recall and process questions, rhetorical questions, divergent questions, probing questions, evaluation questions, inference questions, comparison questions, application questions, problem-solving questions, structuring questions);
- group questioning (multiple choice questions / closed questions, open questions, funnel questions, leading questions, recall and process questions, rhetorical questions, divergent questions, probing questions, evaluation questions, inference questions, comparison questions, application questions, problem-solving questions, structuring questions);
- brainstorming;
- vocabulary recognition, production, matching, word formation, synonym, rearrangement, definition and completion types of tests;
- use of English tasks: multiple choice, open cloze, word building and error correction, sentence transformation;
- listening comprehension: listening to authentic or semi-authentic recordings; the typical tests include: true/false/no information, various types of matching and multiple-choice tasks and short answers to questions;
- reading comprehension: authentic or adapted texts; the typical tasks include: true/false/no information, various types of matching and multiple-choice tasks and gap fill;
- speaking: a detailed description of the pictures, speaking on a set topic, professional role plays (“doctor – doctor / healthcare practitioner(s)”, “doctor – patient / patient’s representative(s)”), round-table discussions;
- analysis of professional (business) situations (analysis of the situation given in the form of a text, graphic or oral material, video, or analysis of options for solving the problem, choosing the best option);
- written assignments (completing pieces of medical writing (e.g., laboratory results forms, specific points of case reports), etc.).

Form of module control: written module test.

Form of final semester control: credit.

Distribution of points received by higher education seekers (module 1)

Current assessment and self-study								Module test	Total
T1	T2	T3	T4	T5	T6	T7	T8	80	200
9/9	9/9	6	9/9	6	9/9	9/9	9/9		

T1, T2 ... – topics

Distribution of points received by higher education seekers (module 2)

Current assessment and self-study											Module test	Total
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	80	200
6/6	7/7	6	6/6	6	6/6	6/6	7/7	7/7	6/6	6		

T1, T2 ... – topics

Evaluation of certain types of educational work in the discipline

Type of activity of the higher education seeker	Module 1		Module 2	
	Number	Maximum number of points (total)	Number	Maximum number of points (total)
Laboratory classes	120	120	120	120
Module test	80	80	80	80
Total	200	200	200	200

Criteria of current educational activity evaluation

The grade "*excellent*" (180-200 points) is awarded to students who actively participated in the discussion of the most complicated issues on the studied topic, gave at least 90% correct answers to standardized test tasks, completed written tasks without errors, completed practical tasks and properly presented their results.

The grade "*good*" (148-179 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 74% correct answers to standardized test tasks, made some minor mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*satisfactory*" (120-147 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 60% correct answers to standardized test tasks, made significant mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*unsatisfactory*" (0-119 points) is awarded to students who did not participate in the discussion of the most complicated issues on the studied topic, gave less than 60% correct answers to standardized test tasks, made gross mistakes in answers to written tasks or did not answer them at all, did not complete practical tasks and did not properly present their results.

Criteria for module test evaluation

A module test is done by completing prepared tasks (test cards) with different cards having the same difficulty level. All students are allowed to complete the module test, regardless of the current assessment's results and the presence of unfulfilled missed practical classes. The period of 1.5 hours is given to complete the entire module test. It is forbidden to use any information sources while completing the module test.

The grade "*excellent*" (180-200 points) is awarded to students who gave at least 90% correct answers to standardized test tasks and completed written tasks without errors.

The grade "*good*" (148-179 points) is awarded to students who gave at least 74% of the correct answers to standardized test tasks and made some minor mistakes in the answers to written tasks.

A student who gave at least 60% of the correct answers to standardized test tasks and made significant mistakes in the answers to written tasks receives the grade "*satisfactory*" (120-147 points).

The grade "*unsatisfactory*" (0-119 points) is awarded to students who gave less than 60% correct answers to standardized test tasks, made gross errors in answers to written tasks, or did not provide answers to the designed written tasks.

Criteria for the final semester control evaluation

The final semester rating is calculated as the arithmetic average of two modules. According to the Regulation on the assessment of students' educational achievements according to the credit-module system, if the final module grade is at least 120 points, then with the consent of the student, it can be counted as the final (semester) grade for the academic discipline. Students who are not satisfied with the final positive grades given by the teacher based on the results of module tests, as well as those who received "*unsatisfactory*" grades and at the same time have no unfulfilled practical (laboratory) classes, have the right to take a credit (exam) in the discipline. Full-time students are admitted to the final (semester) control of a specific discipline in the form of a credit or exam if, based on the results of the module tests, they scored at least 35 per cent of the possible points. Based on the results of the answers given during the exam/credit, a grade is awarded according to a 200-point scale. Regardless of whether the student takes the exam (credit) because their final module grade is unsatisfactory (70-119 points) or to increase the positive grade, the teacher gives the student a grade based solely on the level of their knowledge, demonstrated during the exam (credit), that is, based on 200 points, but the final (semester) grade cannot be lower than the final module grade.

Criteria for the module final semester control evaluation

- the grade "*excellent*" (180-200 points, A) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material; are able to independently perform the tasks prescribed by the syllabus, apply the acquired knowledge and skills in non-standard situations; learned the basic and familiarized themselves with the additional literature recommended by the program; mastered the interrelationship of the main concepts of the discipline and are aware of their importance for the profession they acquire; freely express their own opinions, independently evaluate various life phenomena and facts, revealing their personal position; independently determine the individual goals of their own educational activity, revealed creative abilities and used them when studying the syllabus material, as well as demonstrated interest to scientific work.

- grade "*good*" (164-179 points, B) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material, including applying it in practice, have sufficient systematic knowledge in accordance with the syllabus material, apply it reasonably in different situations; have the ability to independently search for information, as well as to analyze, set and solve professionally oriented problems; while answering the exam/credit questions they might have some inaccuracies, with correcting those themselves. The student should also be able to choose convincing arguments to confirm the studied material;

- the grade "*good*" (148-163 points, C) is awarded to students who: completed the work in general, but during the final control make a certain number of mistakes; are able to compare, generalize, systematize information under the guidance of a teacher, in general independently apply it in practice, control their own activities; learned the curriculum material, successfully completed the tasks prescribed by the program, familiarized themselves with the basic literature recommended by the program;

- the grade "*satisfactory*" (128-147 points, D) is awarded to students who: know the basic syllabus material to the extent necessary for further study and its use in the future profession; perform tasks well, but with a significant number of errors; familiarized themselves with the basic literature recommended by the syllabus; make mistakes when completing tasks during classes or exams but find ways to correct them under the guidance of the teacher.

- the grade "*satisfactory*" (120-127 points, E) to students who: have basic knowledge of educational and syllabus material in the amount necessary for further study and its application in the future profession, and the performance of tasks meets the minimal criteria. Knowledge is reproductive in nature.

- grade "*unsatisfactory*" (70-119 points, FX) is awarded to students who: revealed significant gaps in the knowledge of the main syllabus material and made fundamental mistakes during the completion of tasks provided by the syllabus.

- grade "*unsatisfactory*" (0-69 points, F) is awarded to students who learned the educational material only at the level of elementary recognition and reproduction of individual facts or did not learn it at all; made gross errors when completing the tasks provided by the syllabus; cannot continue their studies and are not ready for professional activity after graduating from the university without re-studying this discipline.

6. SYLLABUS

6.1. The content of the discipline

I semester

Module 1

Topic 1. The respiratory system.

This topic incorporates the following points:

- essential medical terminology on the structure (components) of the respiratory system;
- essential medical terminology on the functions of the respiratory system;
- medical terminology related to the respiratory system and respiration and its informal equivalents/antonyms;
- grammar point: pluralization of Latin-based medical nouns related to the structure (components) of the respiratory system;
- grammar point: derivative adjectives related to the core terminology on the respiratory system.

Topic 2. Diseases of the respiratory system.

This topic incorporates the following points:

- essential vocabulary related to common respiratory symptoms and conditions;
- essential vocabulary related to types of coughs and their characteristic features (professional vs common terminology);
- a respiratory examination: auscultation;
- essential vocabulary related to types of added sounds on auscultation;
- presenting complaint: essential vocabulary related to common respiratory symptoms (professional vs common terminology);
- a respiratory consultation: presenting complaint, points to consider;
- patient notes (professional vs common terminology);
- Latin word components in the terms for respiratory symptoms and conditions;
- vocabulary and behavioural strategies for managing a respiratory patient; questions for particular symptoms (practical task: a dialog).

Topic 3. The cardiovascular system.

This topic incorporates the following points:

- essential medical terminology on the structure (components) of the cardiovascular system;
- essential medical terminology on the functions of the cardiovascular system;
- grammar point: pluralization of Latin-based medical nouns related to the structure (components) of the cardiovascular system;
- grammar point: revision of the topic “Prepositions”;
- grammar point: derivative adjectives related to the core terminology on the cardiovascular system.
- verbs related to the functions of the cardiovascular system.

Topic 4. Diseases of the cardiovascular system.

This topic incorporates the following points:

- essential vocabulary related to common cardiovascular symptoms and conditions;
- core components of a respiratory examination: inspection, palpation, percussion, auscultation;
- presenting complaint and patient notes: essential vocabulary related to common cardiovascular symptoms (professional vs common terminology);
- vocabulary and behavioural strategies for managing a cardiovascular patient; questions for particular symptoms (practical task: a dialog).

Topic 5. The digestive system.

This topic incorporates the following points:

- essential medical terminology on the structure (components) of the digestive system;
- essential medical terminology on the functions of the digestive system;
- medical terminology related to the digestive system and digestion, and its informal equivalents/antonyms;
- grammar point: pluralization of Latin-based medical nouns related to the structure (components) of the digestive system;
- grammar point: forming adjectives related to the digestive system.

Topic 6. Diseases of the digestive system.

This topic incorporates the following points:

- essential vocabulary related to types of faeces and their characteristics;

- essential vocabulary related to laboratory stool tests;
- presenting complaint: essential vocabulary related to common digestive symptoms (professional vs common terminology);
- examination of the abdomen: palpation vs percussion, guarding vs rigidity, rebound tenderness on palpation;
- a gastroenterology consultation: presenting complaint, points to consider;
- vocabulary and behavioural strategies for managing a patient with gastrointestinal problems; questions for particular symptoms (practical task: a dialog).

Topic 7. The nervous system. The Brain.

This topic incorporates the following points:

- essential medical terminology on the structure (components) of the nervous system;
- essential medical terminology on the structure (components) of the brain;
- essential medical terminology on the functions of the nervous system;
- essential medical terminology on the functions of the brain;
- grammar point: revision of the topic “Prepositions”;
- grammar point: revision of the topic “Reported Speech”.

Topic 8. Diseases of the nervous system and the brain.

This topic incorporates the following points:

- sensory loss related terminology;
- motor loss related terminology;
- loss of consciousness related terminology;
- coma-related terminology;
- essential terminology on nervous system examination;
- vocabulary and behavioural strategies for managing a neurology patient (practical task: a dialog).

II semester

Module 2

Topic 1. The skin.

This topic incorporates the following points:

- essential medical terminology on the skin structure;
- essential medical terminology on the functions of the skin;
- verbs related to skin functions;
- Latin word components in dermatology-related terms.

Topic 2. Dermatologic disorders.

This topic incorporates the following points:

- revision of the essential vocabulary related to wounds (professional vs common terminology);
- using wound-related vocabulary in case reports (descriptions of soft tissue injuries);
- types of skin lesions (professional vs common terminology);
- verbs related to dermatologic disorders;
- writing a case report: features of skin lesions;
- vocabulary and behavioural strategies for managing a dermatology patient: giving verbal, visual, intuitive and aural cues; showing sympathy and reassurance; “safety-netting” as a diagnostic management strategy (practical task: a dialog);
- grammar point: revision of past tenses;
- grammar point: articles.

Topic 3. The endocrine system.

This topic incorporates the following points:

- essential vocabulary related to the structure of the endocrine system;
- essential vocabulary related to the functions of the endocrine system;
- grammar point: derivatives of the basic terminology related to the endocrine system.

Topic 4. Endocrine disorders.

This topic incorporates the following points:

- essential vocabulary related to general endocrine disorders;
- essential vocabulary related to the disorders of endocrine glands;
- essential vocabulary related to hormonal problems;
- presenting complaint: essential vocabulary on endocrine symptoms (professional vs common terminology);
- writing a letter of referral: points to consider;
- vocabulary and behavioural strategies for managing a urinary patient; questions for particular symptoms (practical task: a dialog);
- grammar point: revision of the topics “Past Simple vs Present Perfect”, “Present Perfect vs Present Perfect Continuous”.

Topic 5. The urinary system.

This topic incorporates the following points:

- essential vocabulary related to the structure of male and female urinary systems;
- essential vocabulary related to the functions of male and female urinary systems;
- grammar point: prepositions;
- grammar point: infinitive, participle, gerund.

Topic 6. Diseases of the urinary system.

This topic incorporates the following points:

- presenting complaint: essential vocabulary related to common urinary symptoms (professional vs common terminology);
- Latin word components in the terms for urinary symptoms;
- essential vocabulary related to laboratory tests of the urine;
- vocabulary and behavioural strategies for managing a urinary patient (practical task: a dialog);
- grammar point: revision of the topic “Present Simple vs Present Continuous”.

Topic 7. The reproductive system.

This topic incorporates the following points:

- essential vocabulary related to the structure of male and female reproductive systems;
- essential vocabulary related to the functions of male and female reproductive systems;
- Latin word components in the terms for reproductive organs and their abnormal conditions;
- grammar point: forming adjectives related to the reproductive system.

Topic 8. Gynaecology.

This topic incorporates the following points:

- essential vocabulary related to common gynaecological conditions;
- essential vocabulary related to contraception methods;
- a gynaecological consultation: presenting complaint, points to consider;
- patient notes (professional vs common terminology);
- Latin word components in the terms for gynaecological symptoms and conditions;
- vocabulary and behavioural strategies for managing a gynaecology patient: showing support and empathy, medical ethics essential when dealing with a gynaecology patient (practical task: a dialog).

Topic 9. Obstetrics: pregnancy and childbirth.

This topic incorporates the following points:

- essential vocabulary related to pregnancy and childbirth (professional vs common terminology);
- essential vocabulary related to signs of pregnancy;
- Latin word components in the terms related to pregnancy and labour signs and conditions;
- essential vocabulary on obstetrics equipment;
- types of obstetric providers;
- vocabulary and behavioural strategies for managing a pregnant woman: medical ethics involved (practical task: a dialog);
- grammar point: conditionals;

- grammar point: modal verbs.

Topic 10. Infectious diseases.

This topic incorporates the following points:

- essential vocabulary on types of infections;
- essential vocabulary on symptoms and signs of infectious diseases (professional vs common terminology); practical task: a round table discussion / online conference/staff meeting;
- completing a pathology lab report: vocabulary to consider;
- writing a case report: description of symptoms and signs of infectious diseases;
- grammar point: pluralization of Latin-based medical nouns related to infections;
- grammar point: derivatives of the basic terminology related to infections.

Topic 11. Paediatric infectious diseases.

This topic incorporates the following points:

- essential vocabulary on symptoms and signs of common childhood communicable diseases (professional vs common terminology);
- formal vs informal names of common childhood communicable diseases;
- vocabulary and behavioural strategies for managing a paediatric patient (practical task: a dialog).

6.2. The structure of the discipline

Titles of content modules and topics	Number of hours					
	Form of study:					
	Total	Including				
Lectures		practical classes (seminars)	laboratory classes	individual work	self-study	
1 st semester						
Module 1						
Topic 1. The respiratory system.	10		4		6	
Topic 2. Diseases of the respiratory system.	12		4		8	
Topic 3. The cardiovascular system.	10		2		8	
Topic 4. Diseases of the cardiovascular system.	12		4		6	
Topic 5. The digestive system.	10		2		8	
Topic 6. Diseases of the digestive system.	12		4		8	
Topic 7. The nervous system. The Brain.	12		4		8	
Topic 8. Diseases of the nervous system and the brain.	12		4		8	
Module test.	2		2		–	
<i>Total for the module</i>	90		30		60	
2 nd semester						
Module 2						
Topic 1. The skin.	11		4		7	
Topic 2. Dermatologic disorders.	11		4		7	
Topic 3. The endocrine system.	9		2		7	
Topic 4. Endocrine disorders.	12		4		8	
Topic 5. The urinary system.	9		2		7	
Topic 6. Diseases of the urinary system.	11		4		7	
Topic 7. The reproductive system.	11		4		7	
Topic 8. Gynaecology.	11		4		7	
Topic 9. Obstetrics: pregnancy and childbirth.	12		4		8	

Topic 10. Infectious diseases.	12			4		8
Topic 11. Paediatric infectious diseases.	9			2		7
Module test	2			2		–
<i>Total for the module</i>	<i>120</i>			<i>40</i>		<i>80</i>
Total for the academic year	210			70		140

6.3. Topics of laboratory classes

№	Topic title	Number of hours	
		Full-time study	Extramural form of study
	Module 1		
1.	Topic 1. The respiratory system.	4	–
2.	Topic 2. Diseases of the respiratory system.	4	–
3.	Topic 3. The cardiovascular system.	2	–
4.	Topic 4. Diseases of the cardiovascular system.	4	–
5.	Topic 5. The digestive system.	2	–
6.	Topic 6. Diseases of the digestive system.	4	–
7.	Topic 7. The nervous system. The Brain.	4	–
8.	Topic 8. Diseases of the nervous system and the brain.	4	–
	<i>Module test</i>	2	–
	Module 2		
1.	Topic 1. The skin.	4	–
2.	Topic 2. Dermatologic disorders.	4	–
3.	Topic 3. The endocrine system.	2	–
4.	Topic 4. Endocrine disorders.	4	–
5.	Topic 5. The urinary system.	2	–
6.	Topic 6. Diseases of the urinary system.	4	–
7.	Topic 7. The reproductive system.	4	–
8.	Topic 8. Gynaecology.	4	–
9.	Topic 9. Obstetrics: pregnancy and childbirth.	4	–
10.	Topic 10. Infectious diseases.	4	–
11.	Topic 11. Paediatric infectious diseases.	2	–
	<i>Module test</i>	2	–
	Total	70	–

6.4. Self-study

№	Topic title	Number of hours	
		Full-time study	Extramural form of study
	Module 1		
1.	Topic 1. The respiratory system.	6	–
2.	Topic 2. Diseases of the respiratory system.	8	–
3.	Topic 3. The cardiovascular system.	8	–
4.	Topic 4. Diseases of the cardiovascular system.	6	–
5.	Topic 5. The digestive system.	8	–
6.	Topic 6. Diseases of the digestive system.	8	–

7.	Topic 7. The nervous system. The Brain.	8	–
8.	Topic 8. Diseases of the nervous system and the brain.	8	–
	<i>Module test</i>	–	–
Module 2			
1.	Topic 1. The skin.	7	–
2.	Topic 2. Dermatologic disorders.	7	
3.	Topic 3. The endocrine system.	7	–
4.	Topic 4. Endocrine disorders.	8	–
5.	Topic 5. The urinary system.	7	–
6.	Topic 6. Diseases of the urinary system.	7	–
7.	Topic 7. The reproductive system.	7	–
8.	Topic 8. Gynaecology.	7	
9.	Topic 9. Obstetrics: pregnancy and childbirth.	8	
10.	Topic 10. Infectious diseases.	8	
11.	Topic 11. Paediatric infectious diseases.	7	
	<i>Module test</i>	–	–
	Total	140	–

6.5. Individual tasks

Not provided by the program.

7. TOOLS, EQUIPMENT AND SOFTWARE THE USE OF WHICH IS PROVIDED FOR THE EDUCATIONAL SUBJECT

- 1) educational and professional program “General Medicine”;
- 2) syllabus;
- 3) Technical equipment / tools:
 - laptop “Acer Aspire 3 A315-51”;
 - laptop “Lenovo V15-ADA”;
 - desktop computer: system unit based on an Intel Core i5 processor + monitor “TFT LG 24M38A-B”.
 - projector “Epson EB-X05”.
- 4) E-learning website: <https://e-learn.uzhnu.edu.ua/>
- 5) methodological materials;
- 6) audio and video materials.

8. RECOMMENDED SOURCES OF INFORMATION

Basic sources

1. Avrachova, L. Y. English for medical students / L. Y. Avrachova, I. O. Palamarenko, T. V. Yakhno. – Kyiv: AUS Medicine Publishing, 2015. – 448 p.
2. Dankiv, A. Medical English Textbook (building up vocabulary competence). Learning materials for medical students: Learner’s Guide for the discipline “ENGLISH FOR PROFESSIONAL PURPOSES” for International English-Speaking Students of Medical Specialties at Higher Educational Establishments / Alina Dankiv, Yulianna Shtoltsel, Kateryna Nad. – Uzhhorod: Poligraphcenter “Lira”, 2022. – 116 p.
3. Glendinning, E. H. Professional English in Use. Medicine. 4th Printing / Eric. H. Glendinning, Ron Howard. – Cambridge: Cambridge University Press, 2010. – 175 p.
4. McCarter, S. Oxford English for Careers: Medicine 1. Student’s Book / Sam McCarter. – Oxford University Press, 2013. – 144 p.
5. McCarter, S. Oxford English for Careers: Medicine 2. Student’s Book / Sam McCarter. – Oxford University Press, 2016. – 144 p.

6. Shtolttsel, Yu. English Language tutorial. Textbook for medical students / Yulianna Shtolttsel, Alina Dankiv. – Uzhhorod: State Higher Educational Institution “UzhNU”, 2018. – 70 p.
7. Vainagii, T. English for Medical Purposes: Structure and Main Systems of the Human Body (Learning Materials and Active Vocabulary): Learner’s Guide for the discipline «ENGLISH FOR SPECIFIC PURPOSES» for International English-Speaking Students of Medical Specialties at Higher Educational Institutions / Tetiana Vainagii. – Uzhhorod: Poligraphcenter “Lira”, 2020. 2023. – 154 p. – Режим доступу: <https://dspace.uzhnu.edu.ua/jspui/handle/lib/37258>

Additional sources

8. Allum, V. Cambridge English for Nursing / Virginia Allum, Patricia McGarr. – Cambridge University Press, 2010. – 119 p.
9. Evans, V. Career Paths - Medical: Student’s Book (International) / Virginia Evans, Jenny Dooley. – Express Publishing UK Ltd, 2011. – 120 p.
10. Glendinning, E. H. English in Medicine. Third Edition / E. H. Glendinning, Beverly A. S. Holmstöm. – Cambridge: Cambridge University Press, 2008. – 150 p.
11. Grice T. Oxford English for Careers. Nursing 1. Student’s Book / Tony Grice. – Oxford University Press, 2011. – 136 p.
12. Gyorffy, M. English for Doctors: Authentic Consulting - Room Activities for Doctors, Dentists, Students and Nurses. Paperback. Maria Gyorffy (Author), Gabor Horvath (Contributor), Joan Bayliss (Contributor). – Frugeo Geography Research Initiative, 2014. – 304 p.
13. Moutsou, E. Use of English B2 for all exams / E. Moutsou. – MM Publications, 2009. – 184 p.
14. Nad, K. English for Medical Purposes: Interactive Activities for Medical Students (Developing Productive Skills): Teaching-Learning Materials for the discipline «ELECTIVE COURSE OF THE FOREIGN LANGUAGE (English) FOR MEDICAL PURPOSES» for International English-Speaking Students of Medical Specialties at Higher Educational Institutions / Kateryna Nad. – Uzhhorod: Poligraphcenter “Lira”, 2022. – 76 p.
15. Pisotska, O. English for medical specialists (textbook of English for students of higher medical educational establishments of Ukraine III and IV levels of accreditation). Part II / O. Pisotska, I. Znamenska, V. Kostenko. – Poltava: ASMI, 2010. – 191 p.
16. Vainagii, T. A Guide to Medical Terminology: study guide / Tetiana Vainagii. – Uzhhorod: RIK-U, 2024. – 166 p.
17. Vainagii, T. Synonyms in Medical Terminology: Study Guide for the discipline «ENGLISH FOR MEDICAL PURPOSES» for International English-Speaking Students of Medical Specialties at Higher Educational Institutions / Tetiana Vainagii. – State University “Uzhhorod National University”, 2023. – 74 p. – Режим доступу: <https://dspace.uzhnu.edu.ua/jspui/handle/lib/48536>
18. Wyatt, R. Check Your English Vocabulary for Medicine: All you need to improve your vocabulary / Rawdon Wyatt. – 3rd edition. – A & C Black. – 2006. – 64 p.
19. Znamenska, I. English for medical specialists (textbook of English for students of higher medical educational establishments of Ukraine III and IV levels of accreditation). Part I / I. Znamenska, O. Pisotska, V. Kostenko. – Poltava: ASMI, 2010. – 267 p.

Information resources on the Internet

20. <https://dictionary.cambridge.org/> (Cambridge Dictionary)
21. <https://www.youtube.com/channel/UCJjstNDkwkthYvUdtcBfb2g> (Mr. Parr’s Science Songs)
22. <https://www.merriam-webster.com/medical> (Merriam-Webster Medical Dictionary)
23. <https://medical-dictionary.thefreedictionary.com/> (TheFreeDictionary’s Medical)
24. <https://quizlet.com/737404760/flashcards> (The Skin. Active vocabulary)
25. <https://quizlet.com/737970622/flashcards> (Dermatologic Disorders. Active vocabulary)
26. <https://quizlet.com/728858274/flashcards> (The Brain. Active vocabulary)
27. https://www.youtube.com/watch?v=OxPlCkTKhZy&ab_channel=TED-Ed (The Science of the Skin)
28. <https://www.medicalenglish.com/> (English for Medicine and Healthcare)

Results of the further review of the syllabus

The syllabus was re-approved on 20²⁵/20²⁶ academic year unchanged; with changes (Appendix ___).

(underline the correct variant)

Minutes № 10/1 of " 13 " June 20 25 Head of the Department  Renata Bohorilova

(Signature) (Surname, initials)

The syllabus was re-approved on 20___/20___ academic year unchanged; with changes (Appendix ___).

(underline the correct variant)

Minutes № ___ of " ___ " _____ 20 ___ Head of the Department _____

(Signature) (Surname, initials)

The syllabus was re-approved on 20___/20___ academic year unchanged; with changes (Appendix ___).

(underline the correct variant)

Minutes № ___ of " ___ " _____ 20 ___ Head of the Department _____

(Signature) (Surname, initials)

The syllabus was re-approved on 20___/20___ academic year unchanged; with changes (Appendix ___).

(underline the correct variant)

Minutes № ___ of " ___ " _____ 20 ___ Head of the Department _____

(Signature) (Surname, initials)