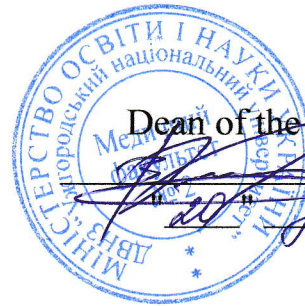


**STATE UNIVERSITY
"UZHGOROD NATIONAL UNIVERSITY"
MEDICAL FACULTY 2
Department of Public Health and Humanitarian Disciplines**



"APPROVED"

Dean of the Medical Faculty 2

Vasyl KALIY

2024

SYLLABUS

**EC 6. ELECTIVE COURSE OF THE FOREIGN LANGUAGE (ENGLISH) FOR
MEDICAL PURPOSES
(3rd 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".

Authors:

Tetiana VAINAGII, Candidate of Pedagogical Sciences, associate professor.

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 – 4	Year of training:	
Total number of hours – 120	3rd	–
Number of modules – 2	Semester:	
Weekly academic hours for full-time study: class-room academic hours – 1,5 student's self-study hours – 1,5	V, VI	–
	Lectures:	
	–	–
	Practical classes (seminars):	
	30/30	–
Type of final control: credit	Laboratory classes:	
	–	–
Form of final control: oral	Self-study:	
	30/30	–

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 necessary professional communication skills both in oral and written forms.

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

- to formulate in students the ability to correctly build up and use different types of lexical and grammatical constructions, typical for English for medical purposes;
- to promote students’ mastery of means of communicatively oriented grammar of modern English, taking into account the specifics of English for medical purposes;
- to ensure the development of productive skills in the use of mastered lexical and grammatical constructions in oral and written speech in the framework of the formation of communicative competence of future medical professionals.

In addition, an important task of the discipline is to prepare students for the successful passing of the integrated test exam “Step 1” by revising and improving knowledge of previously studied professionally oriented lexical and grammatical constructions; elaborate and master new lexical units and grammatical structures, characteristic for oral and written communication in the field of medicine; improve the skills of recognition, understanding and further use of typical lexical and grammatical structures in professionally oriented contexts.

As a result of studying the discipline, the student should know lexical and grammatical categories and phenomena of English for medical purposes.

The student should be able:

- to effectively use the mastered lexical and grammatical constructions in the course of implementation of oral and written professionally oriented communication;
- to use language tools in order to achieve professionally oriented communicative goals in accordance with the rules of English grammar (taking into account the specifics of English for medical purposes);
- to notice and independently correct lexical and grammatical errors in oral and written professionally oriented speech;
- to exercise self-control and reflection in the educational process in higher education.

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 subjects (ES) of the educational program (EP):

- EC 3. “Elective Course of the Foreign Language (English) For Medical Purposes” (1st year),
- EC 4. “Elective Course of the Foreign Language (English) For Medical Purposes” (2nd 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 (including Latin medical terminology) 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 written and oral 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 analyze and interpret medical records within the syllabus topics.	PLO 21 PLO 27
4.	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
5.	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
6.	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; speaking; 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; reading comprehension; round-table discussions; 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; analysis of professional (business) situations; written assignments.

ELO 5. – individual questioning; group questioning; brainstorming; listening comprehension; reading comprehension; speaking; round-table discussions; analysis of professional (business) situations; written assignments.

ELO 6. – 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

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	80	200
4	9/9	9/9	9/9	9/9/9	9/9/9	8		

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	80	200
8/8/8	9/9	9/9	9/9	9/9	9/9	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)
Practical 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. Introduction to essential medical terminology and grammar.

This topic incorporates the following points:

- an overview of the course structure;
- origins of the medical terminology;
- internationalization of medical terminology;
- types and components of medical terminology.

Topic 2. Nouns in medical terminology.

This topic incorporates the following points:

- countable vs uncountable nouns in medical terminology;
- two-way nouns in medical terminology;
- determiners and quantifiers for countable, uncountable and two-way nouns in medical terminology;
- subject-verb agreement of medical nouns;
- plural forms of medical terms.

Topic 3. Articles in medical terminology.

This topic incorporates the following points:

- using articles in medical writing (articles with names of organs, body systems, diseases and conditions, types of therapy, medications, medical terms with generic reference, qualifying phrases in medical terminology, countable and noncountable forms of medical terms, etc.).

Topic 4. Ways of forming medical terms.

This topic incorporates the following points:

- the essence of medical terminology;
- etymology of medical terminology;
- main components of medical terminology;
- language rules for building medical terms.

Topic 5. Suffixes in medical terminology.

This topic incorporates the following points:

- word roots and combining forms with suffixes;
- compound terms with suffixes;
- suffix types: common surgical suffixes; diagnostic, pathological and related suffixes; grammatical suffixes; plural suffixes.

Topic 6. Prefixes in medical terminology.

This topic incorporates the following points:

- word roots and combining forms with prefixes;
- prefix types: prefixes of position; prefixes of number and measurement; prefixes of direction; negative prefixes; other common prefixes.

Topic 7. Revision.

This topic includes summary and review of the material studied within the semester.

II semester

Module 2

Topic 1. Synonyms in medical terminology.

This topic incorporates the following points:

- professional medical terms vs their common and informal equivalents;
- synonyms for names of symptoms and signs;
- synonyms for pain and its types;
- synonyms for names of wounds and injuries;
- synonyms for names of skin lesions;
- synonyms for names of body parts and body conditions;
- synonyms for terms indicating medical environment, medication & equipment.

Topic 2. Abbreviations in medical terminology.

This topic incorporates the following points:

- types of abbreviations;
- common abbreviations (charting abbreviations, lab abbreviations; vital sign abbreviations, imaging/test abbreviations, medication abbreviations, diagnosis/condition abbreviations, anatomy abbreviations, treatment/care abbreviations);
- “Do Not Use” Abbreviation List.

Topic 3. Types of hospitals and their organizational structure.

This topic incorporates the following points:

- hospital departments: names, structure and functions;
- abbreviations for hospital departments.

Topic 4. Healthcare professionals: types and job descriptions.

This topic incorporates the following points:

- medical specialties and specialists: names, functions/duties;
- types of medical practitioners;
- allied health professionals: names and duties;

Topic 5. Common instruments and medical equipment.

This topic incorporates the following points:

- diagnostic suffixes: revision;
- diagnostic equipment: names of devices and procedures relating to the devices;
- laboratory and instrumental equipment: names of devices and procedures relating to the devices.

Topic 6. Taking a history.

This topic incorporates the following points:

- common structure of a medical case history;
- points to consider a medical case history (personal details, presenting complaint, PMH, drug history, family history, review of systems, etc.);
- using medical abbreviations in case histories;
- using a specialized medical terminology in writing a case history (professional vs common

vocabulary, etc.);

Topic 7. Revision.

This topic includes summary and review of the material studied within the semester.

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. Introduction to essential medical terminology and grammar.	4		2		2
Topic 2. Nouns in medical terminology.	8		4		4
Topic 3. Articles in medical terminology.	8		4		4
Topic 4. Ways of forming medical terms.	8		4		4
Topic 5. Suffixes in medical terminology.	12		6		6
Topic 6. Prefixes in medical terminology.	12		6		6
Topic 7. Revision.	6		2		4
Module test	2		2		–
<i>Total for the module</i>	<i>60</i>		<i>30</i>		<i>30</i>
2 nd semester					
Module 2					
Topic 1. Synonyms in medical terminology.	12		6		6
Topic 2. Abbreviations in medical terminology.	8		4		4
Topic 3. Types of hospitals and their organizational structure.	8		4		4
Topic 4. Healthcare professionals: types and job descriptions.	8		4		4
Topic 5. Common instruments and medical equipment.	8		4		4
Topic 6. Taking a history.	8		4		4
Topic 7. Revision.	6		2		4
Module test	2		2		–
<i>Total for the module</i>	<i>60</i>		<i>30</i>		<i>30</i>
Total for the academic year	120		60		60

6.3. Topics of practical classes

№	Topic title	Number of hours	
		Full-time study	Extramural form of study
	Module 1		
1.	Topic 1. Introduction to essential medical terminology and	2	–

	grammar.		
2.	Topic 2. Nouns in medical terminology.	4	–
3.	Topic 3. Articles in medical terminology.	4	–
4.	Topic 4. Ways of forming medical terms.	4	–
5.	Topic 5. Suffixes in medical terminology.	6	–
6.	Topic 6. Prefixes in medical terminology.	6	
7.	Topic 7. Revision.	2	–
	<i>Module test</i>	2	–
	Module 2		
1.	Topic 1. Synonyms in medical terminology.	6	–
2.	Topic 2. Abbreviations in medical terminology.	4	
3.	Topic 3. Types of hospitals and their organizational structure.	4	–
4.	Topic 4. Healthcare professionals: types and job descriptions.	4	–
5.	Topic 5. Common instruments and medical equipment.	4	–
6.	Topic 6. Taking a history.	4	–
7.	Topic 7. Revision.	2	–
	<i>Module test</i>	2	–
	Total	60	–

6.4. Self-study

№	Topic title	Number of hours	
		Full-time study	Extramural form of study
	Module 1		
1.	Topic 1. Introduction to essential medical terminology and grammar.	4	–
2.	Topic 2. Nouns in medical terminology.	4	–
3.	Topic 3. Articles in medical terminology.	4	–
4.	Topic 4. Ways of forming medical terms.	6	–
5.	Topic 5. Suffixes in medical terminology.	6	–
6.	Topic 6. Prefixes in medical terminology.	4	
7.	Topic 7. Revision.	2	–
	Module 2		
8.	Topic 1. Synonyms in medical terminology.	6	–
9.	Topic 2. Abbreviations in medical terminology.	4	
10.	Topic 3. Types of hospitals and their organizational structure.	4	–
11.	Topic 4. Healthcare professionals: types and job descriptions.	4	–
12.	Topic 5. Common instruments and medical equipment.	4	–
13.	Topic 6. Taking a history.	4	–
14.	Topic 7. Revision.	4	–
	Total	60	–

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. Cohen B. J. *Medical Terminology: An Illustrated Guide*. 9th Edition / Barbara Janson Cohen, Shirley A Jones. – Jones & Bartlett Learning, 2020. – 670 p.
2. Hull, M. *Medical English Clear & Simple: A Practice-Based Approach to English for ESL Healthcare Professionals*. 1st Edition / Melodie Hull. – Philadelphia: F.A. Davis Company, 2010. – 480 p.
3. Hull, M. *Medical Language: Terminology in Context*. 1st Edition / Melodie Hull. – Philadelphia: F.A. Davis Company, 2013. – 1080 p.
4. Glendinning, E. H. *Professional English in Use. Medicine*. 4th Printing / Eric. H. Glendinning, Ron Howard. – Cambridge: Cambridge University Press, 2010. – 175 p.
5. Glendinning, E. H. *English in Medicine*. Third Edition / E. H. Glendinning, Beverly A. S. Holmstöm. – Cambridge: Cambridge University Press, 2008. – 150 p.
6. Gylys, B. A., Wedding M. E. *Medical Terminology Systems. A Body System Approach*. Sixth Edition / B. A. Gylys, M. E. Wedding. - Philadelphia: F.A. Davis Company, 2009. – 608 p.
7. Vainagii, T. *A Guide to Medical Terminology: study guide* / Tetiana Vainagii. – Uzhhorod: RIK-U, 2024. – 166 p.
8. 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>

Additional sources

9. Avrachova, L. Y. *English for medical students* / L. Y. Avrachova, I. O. Palamarenko, T. V. Yakhno. – Kyiv: AUS Medicine Publishing, 2015. – 448 p.
10. 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 Shtoltzel, Kateryna Nad. – Uzhhorod: Poligraphcenter “Lira”, 2022. – 116 p.
11. 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.
12. McCarter, S. *Oxford English for Careers: Medicine 1. Student’s Book* / Sam McCarter. – Oxford University Press, 2013. – 144 p.

13. McCarter, S. Oxford English for Careers: Medicine 2. Student's Book / Sam McCarter. – Oxford University Press, 2016. – 144 p.
14. Ribes, R. Medical English / Ramón Ribes, Pablo R. Ros. – Springer, 2005. – 217 p.
15. 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.

Information resources on the Internet

16. <http://www.md.tsukuba.ac.jp/MECC/self-study02.html> (Medical English Communications Center)
17. <http://sana.aalto.fi/awe/grammar/articles/noncount/uncount.htm> (Countable vs. Uncountable Nouns)
18. <https://openmd.com/guide/medical-terminology> (Introduction to Medical Terminology)
19. <http://webcache.googleusercontent.com/search?q=cache:lSYTfvZDh4kJ:repo.knmu.edu.ua/bitstream/123456789/5748/1/self-study1.pdf+&cd=4&hl=ru&ct=clnk&gl=ua> (Medical Terminology. Self-study guide for English medium students)
20. <https://www.merriam-webster.com/medical> (Merriam-Webster Medical Dictionary)
21. <https://globalrph.com/> (The Clinician's Ultimate Reference)
22. <http://www.cancerindex.org/medterm/medtm4.htm> (The Components of Medical Terminology)
23. <https://medical-dictionary.thefreedictionary.com/> (TheFreeDictionary's Medical)
24. <https://www.dmu.edu/medterms/odds-and-ends/> (Technicolor Terms)
25. https://www.medicinenet.com/prefixes_medical/definition.htm (Medical Definition of Prefixes)
26. https://nanopdf.com/download/medical-terminology-adjectives_pdf (Medical Terminology: Adjectives)
27. <https://ocw.unican.es/mod/page/view.php?id=598> (Some common medical or health related words)
28. <http://www.hsc.edu.kw/vpo/ELU/EFLLAB/grammar/e181/g8.%20articles%20in%20medicine.pdf> (Using Articles in Medical Writing)
29. <https://jamboard.google.com/d/1VFu0fRbzDvoTsw6swymVZhn2oHSD45SI4tmP7V8q1hQ/viewer?f=3> (Ways of Forming Medical Terminology)

Results of the further review of the syllabus

The syllabus was re-approved on 20²⁵/₂₆ academic year unchanged; with changes (Appendix ___).

(underline the correct variant)

Minutes № 10/1 of " 13 " June 20 25 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)

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)