

Department of Foreign Languages with Latin Language and Medical Terminology

SYLLABUS

Latin language and medical terminology

(title of the academic discipline)

compulsory discipline

(compulsory / selective discipline)

academic and professional level	the second (master's) level of higher education
field of knowledge	22 «Healthcare»
specialty	222 «Medicine»
academic qualification	Master of Medicine
professional qualification	Medical Doctor
academic and professional program	«Medicine»
mode of study	full-time
course(s) and semester(s) of study of the discipline	I year, I-II semesters

INFORMATION ABOUT LECTURERS DELIVERING THE EDUCATIONAL COMPONENT

Surname, name, patronymic of the lecturer (lecturers), scientific degree, academic title	<ol style="list-style-type: none"> 1. Bieliaieva Olena Mykolaivna, PhD, Assoc. Prof. 2. Solohor Iryna Mykolaivna, PhD, Assoc. Prof. 3. Honcharova Yevheniia Yevheniivna, PhD, lecturer 4. Rozhenko Inesa Vitaliivna, lecturer
Profile of the lecturers	https://foreign-lang.pdmu.edu.ua/team
Contact phone	0532-608-704
E-mail:	<ol style="list-style-type: none"> 1. Bieliaieva Olena Mykolaivna inlatmetod@ukr.net 2. Solohor Iryna Mykolaivna plantagoalpina@gmail.com 3. Honcharova Yevhenia Yevheniivna goncharovaeel6@gmail.com 4. Rozhenko Inesa Vitaliivna river6727@gmail.com
Department page at the website of PSMU	https://foreign-lang.pdmu.edu.ua/

MAIN CHARACTERISTICS OF THE EDUCATIONAL COMPONENT

The scope of the educational component

Number of credits / hours – 4 / 120 of which:

Lectures (hours) – are not provided (according to the program)

Practical classes (hours) – 70

Self-directed work (hours) – 50

Type of control – FMC

The policy of the educational component

General principles on which the policy of studying Latin language and medical terminology is based, include observance of academic integrity rules by the subjects of educational process (higher education applicants and scientific-pedagogical specialists), refusal of any forms of academic plagiarism, objective assessment of learning outcomes, reference to sources of information, represented in the Code of Academic Integrity of Poltava State Medical University (<https://u.to/UyhIHA>); involvement of the higher education applicants in academic culture and research; formation of the level of theoretical knowledge, practical skills necessary for future professional activity; preservation and promotion of universal, national and professional values; familiarization of the higher education applicants with the basics of medical ethics and deontology; promotion of the healthy lifestyle; creating conditions for students to maintain positive image and business reputation of PSMU in the

domestic and foreign educational and scientific area; creating conditions for self-development of the higher education applicants, implementation of their intellectual and cognitive abilities; formation of humanistic worldview, tolerance, multiculturalism.

Specific requirements relate to attendance (prohibition of absences, delays, etc.); active participation of the higher education applicants in the practical classes, fulfillment of the required minimum of training activities provided by the Latin language and medical terminology curriculum, disconnecting devices, except when the Kahoot or Quizlet interactive programs are used at the lesson, etc.). **Reward system:** students-winners of the second stage of the All-Ukrainian Student Competition (International competitions) in Latin language and medical terminology may be exempted from attending practical classes as those who have completed the curriculum ahead of schedule; students – members of the research group, who demonstrate high personal scientific achievements, can apply for the highest score on FMC in Latin language and medical terminology without written or speech testing. Policies in the assessment of all types of students' achievements are based on the principles of transparency, objectivity and openness. The department adheres to a steady course in student-centered learning, practical implementation of the principles of individualization and differentiation in teaching, as well as the eradication of any manifestations of subjectivity and bias in assessment.

Regulations are set out at the link: (<https://u.to/ZShIHA>).

Description of the educational component (annotation)

The subject of study of the academic discipline "Latin language and medical terminology" is Latin phonetics, professional vocabulary and terminology, elements of Latin grammar and word formation in the amount necessary for the use of international Greek-Latin terms, abbreviations and clichés in oral and written professional speech. The discipline is studied by the first year students during the first and second semesters.

Pre-requisites and post-requisites of the educational component (interdisciplinary links)

Pre-requisites. To successfully master the Latin language and medical terminology, the higher education applicants must have theoretical knowledge and concepts of phonetics and graphics, morphology, syntax, lexicology, phraseology, word formation of English and foreign languages, provided by the State standard of basic and complete secondary education: alphabet, letter, sound (vowel, consonant), digraph, diphthong, syllable, stress, parts of speech, morphological features of parts of speech, functions in a phrase (sentence), types of syntactic connection in a phrase, direct object, indirect object, main types of system-based connections between lexical units (synonymity, antonymity, homonymity, hypero- hyponymity, paronymity), ways of word formation (affixal (suffixal, prefixal, suffixal- prefixal), meaning of international suffixes and prefixes, word formation, stem-composition, conversion.

Post-requisites. The Latin language and medical terminology serves as applied for fundamental disciplines ("Medical and Biological Physics", "Medical Biology", "Human Anatomy", "Histology, Cytology and Embryology", "Microbiology, Virology and Immunology", "Biological and Bioorganic Chemistry", "Physiology") and practical training ("Pathophysiology", "Pathomorphology", "Pharmacology").

The aim and tasks of the educational component:

- to acquire system-based knowledge of phonetics, graphics, spelling, morphology, syntax elements, terminological word formation, basic vocabulary and

professional terminology necessary for the formation of professionally important skills of future Masters of Medicine; the ultimate goal is the competent use of Greek-Latin anatomical-histological, pharmaceutical, clinical terms, abbreviations and clichés in the professional speech and written practice;

- formation of the basic language, linguistic and linguo-cultural skills and other competencies necessary to perform quasi-professional and professional tasks.

Competences and learning outcomes fostered by the educational component

The compulsory academic discipline "Latin language and medical terminology" provides developing the competencies by the higher education applicants:

- ***integral***: the ability to solve complex problems, including research and innovation in the field of medicine; ability to continue learning at a high level of autonomy;

- ***general***: the ability for abstract thinking, analysis and synthesis, ability for learning and mastering modern knowledge; ability to use knowledge in practical situations; knowledge and understanding the subject area and professional activity; ability to adapt and act in a new situation; ability for making informed decisions; ability to work in a team; ability to interpersonal interaction; ability to use information and communication technologies; ability to search, study and analyze information from various sources;

- ***special (professional, subject-based)***: the ability to arrive at preliminary and clinical diagnosis of the disease; ability to maintain medical records, including electronic forms; observance of occupational and academic integrity, the ability to be responsible for the reliability of the scientific data obtained.

Learning outcomes on the educational component:

upon completing their study on the academic discipline, students should **know**:

- brief history of the Latin language and the main stages of development of international Greek-Latin medical terminology;
- Latin alphabet;
- rules of reading and pronunciation of vowels, consonants, letter combinations (both Latin and Greek);
- stress rules;
- principles of terminological word formation (prefixation, suffixation, word and stem composition, substantiation, conversion, abbreviation);
- morphological features of variable and invariant parts of speech;
- elements of Latin syntax necessary for forming the skills of formation and translation of two- and multi-word terminological units;
- basic Latin terms and their English equivalents;
- word-forming elements containing information about the drug;
- principles of formation of the Latin names of vitamins;
- basic terms denoting the concept of drug technology;
- rules for rendering the diagnoses into Latin;
- common Latin abbreviations and clichés in medical discourse;

be able to:

- construct anatomical, histological, pharmaceutical and clinical terms;
- freely operate Latin (Latinized Greek, hybrid, borrowed) general and

professional terms, nomenclature names and speech clichés in professional speech (both oral and written), for example, while collecting information about the patient and evaluating the data of laboratory tests and objective data, processing of state, social and medical information;

- classify drugs according to the word-forming elements containing information about the drug (source of extraction, ingredients, chemical composition, belonging to a certain pharmacological or chemical group, therapeutic, anatomical and physiological effect);

- "read" information about the drug considering its name;

- find the names of analogue drugs (generics), guided by the language;

- reproduce and draw up special written texts - diagnoses;

- read and translate with the dictionary adapted texts on medical topics, written in Latin.

Since the content of teaching Latin language and medical terminology includes linguistic and cultural component, the student should:

- learn Latin proverbs, sayings, aphorisms, literary quotations, clichés and be able to use them in speech;

- have information about the origin of some phraseological units and be able to explain their meaning;

- understand the semantics of ancient images-symbols and their use as a proprietary component of medical terms.

Curriculum-based learning outcomes (CLO), fostered by the educational component:

- CLO 1. Have profound knowledge of the occupational activity structure. Be able to carry out occupational activities which require updating and integrating knowledge. Be responsible for professional development, ability for further professional training at a high level of autonomy.

- CLO 2. Understanding and knowledge the fundamental and clinical biomedical sciences at a level sufficient to solve professional problems in the field of healthcare.

- CLO 3. Specialized conceptual knowledge, including scientific achievements in the field of healthcare and the basis for conducting research, critical reflection on the problems in the field of medicine and the interdisciplinary problems involved.

- CLO 21. Find the necessary information in professional literature and databases in other sources, analyze, evaluate and apply this information.

- CLO 22. Apply modern digital technologies, specialized software, statistical methods of data analysis to solve complex healthcare problems.

- CLO 25. Accessibly and unambiguously convey own knowledge, conclusions and arguments on healthcare issues and related issues to specialists and non-specialists.

Schedule of lectures according to the modules, specifying the basic issues, which are considered at the seminar class, is not provided according to the program.

Schedule of seminars according to the modules and content modules indicating the main issues considered at the seminar, is not provided according to the program

Schedule of practical training sessions according to the modules and

content modules specifying the basic issues, which are considered at the practical training sessions

No	Topic	h
1	Alphabet. Pronunciation of vowels, consonants, letter combinations. The use of capital letters.	2
2	Numbering the syllables. Division into syllables. The length and brevity of vowels. The accent.	2
3	The notion of "scientific term". General information about the Latin noun. Form of recording the nouns. The role of the nominative and genitive cases in the construction of terms. Non-prepositional construction	2
4	General information about adjective. The syntactic construction "agreed attribute". Adjectives with partial degrees of comparison indicating location of organs and directions of body parts. Peculiarities of using the adjectives "major" and "minor" in terminology	2
5	Component structure of terminological units. Word order in anatomical terms	2
6	I declension nouns. General notion on Latin preposition. Prepositions which take Acc. and Abl.	2
7	The system of Latin verb. Grammatical categories. Dictionary form. Present Indefinite Active	2
8	II declension nouns. Exceptions to the rule about gender. The rule of the neuter gender. General terms, abbreviations and expressions commonly used in professional speech of a medical worker	2
9	System-based study of the I group adjectives. Past participles passive in anatomical terminology. Agreement of the I group adjectives and past participles passive with nouns	2
10	General characteristics of the III declension nouns. Types of declining. Peculiarities of vowel and mixed types case endings	2
11	System-based study of the III declension adjectives. Present participles active in anatomical terminology. Agreement of the III declension adjectives and present participles active with nouns	2
12	Degrees of adjective comparison in medical terminology. The use of adjectives of Greek origin in anatomical terminology	2
13	The ending of the III declension masculine nouns in Nom. sing and variants of these endings in Gen. sing Exceptions to the rule about gender. Latin names of muscles according to their function	2
14	The ending of the III declension feminine nouns in Nom. sing and variants of these endings in Gen. sing Exceptions to the rule about gender	2
15	The ending of the III declension neuter nouns in Nom. sing and variants of these endings in Gen. sing Exceptions to the rule about	2

	gender. Professional medical expressions	
16	Peculiarities of declining the Greek nouns which ends in "-sis", as well as Latin nouns such as "febris". Peculiarities of declining some neuter nouns in "-ma" etc. Noun vas, vasis n. The I Greek declension	2
17	IV and V declensions nouns. Exceptions to the rule about gender. Common terms and professional expressions used in professional speech of a medical worker	2
18	Prefixation. The commonly used Latin and Greek prefixes. Prefixes of numerical origin	2
19	General information about chemical nomenclature. Word-forming elements in the names of drugs indicating the chemical composition	2
20	General information about the nomenclature of dosage forms. Word-forming elements in the names of drugs containing information of anatomical or physiological nature. Word-forming elements in the names of drugs indicating pharmacological effect of the drug. Common names of drug groups according to pharmacological effect	2
21	General information about botanical nomenclature. Word-forming elements in the names of drugs indicating the components of plant origin and belonging to various groups of antibiotics	2
22	General information about clinical terminology. The structure of one-word clinical terms. Multi-word clinical terms. Affixal word formation in clinical terminology	2
23	General notion on diagnosis. Expressions used when recording the clinical diagnoses	2
24	Greek doublets of Latin I declension nouns. Final word-forming elements. Translation of diagnoses / fragments of diagnoses	2
25	Greek doublets of Latin II declension nouns. Final word-forming elements. Translation of diagnoses / fragments of diagnoses	2
26	Greek doublets of Latin III declension masculine nouns. Translation of diagnoses / fragments of diagnoses	2
27	Greek doublets of Latin III declension feminine nouns. Final word-forming elements. Translation of diagnoses / fragments of diagnoses	2
28	Greek doublets of Latin III declension nouns. Translation of diagnoses / fragments of diagnoses	2
29	Greek doublets of the 1st group adjectives. Translation of diagnoses / fragments of diagnoses	2
30	Greek doublets of the 2nd group adjectives. Translation of diagnoses / fragments of diagnoses	2
31	Greek doublets of Latin IV - V declension nouns. Translation of diagnoses / fragments of diagnoses	2
32	Term elements - homophones and homographs. Translation of diagnoses / fragments of diagnoses	2
33	Formation of terms-names of diseases of inflammatory, non-inflammatory and tumor nature. Translation of diagnoses	2
34	Systematization of the studied material. Preparation for the final module control	2
35	Final module control	2

	TOTAL	70
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Self-directed work
Schedule of the self-directed work, included in the schedule of the practical training sessions

Seq. No	Topic	Number of hours
1	The alphabet. Pronunciation of vowels, consonants, letter combinations. The use of capital letters	0,5
2	Numbering the syllables. Division into syllables. The length and brevity of vowels. The accent.	0,5
3	The notion of "scientific term". General information about the Latin noun. Form of recording the nouns. The role of the nominative and genitive cases in the construction of terms. Non-prepositional construction	0,5
4	General information about adjective. The syntactic construction "agreed attribute". Adjectives with partial degrees of comparison indicating location of organs and directions of body parts. Peculiarities of using the adjectives "major" and "minor" in terminology	0,5
5	Component structure of terminological units. Word order in anatomical terms	0,5
6	I declension nouns. General notion on Latin preposition. Prepositions which take Acc. and Abl.	0,5
7	The system of Latin verb. Grammatical categories. Dictionary form. Present Indefinite Active	0,5
8	II declension nouns. Exceptions to the rule about gender. The rule of the neuter gender. General terms, abbreviations and expressions commonly used in professional speech of a medical worker	0,5
9	System-based study of the I group adjectives. Past participles passive in anatomical terminology. Agreement of the I group adjectives and past participles passive with nouns	0,5
10	General characteristics of the III declension nouns. Types of declining. Peculiarities of vowel and mixed types case endings	0,5
11	System-based study of the III declension adjectives. Present participles active in anatomical terminology. Agreement of the III declension adjectives and present participles active with nouns	0,5
12	Degrees of adjective comparison in medical terminology. The use of adjectives of Greek origin in anatomical terminology	0,5
13	The ending of the III declension masculine nouns in Nom. sing and variants of these endings in Gen. sing Exceptions to the rule about gender. Latin names of muscles according to their function	0,5
14	The ending of the III declension feminine nouns in Nom. sing and variants of these endings in Gen. sing Exceptions to the rule about gender	0,5

15	The ending of the III declension neuter nouns in Nom. sing and variants of these endings in Gen. sing Exceptions to the rule about gender. Professional medical expressions	0,5
16	Peculiarities of declining the Greek nouns which ends in "-sis", as well as Latin nouns such as "febris". Peculiarities of declining some neuter nouns in "-ma" etc. Noun vas, vasis n. The I Greek declension	0,5
17	IV and V declensions nouns. Exceptions to the rule about gender. Common terms and professional expressions used in professional speech of a medical worker	0,5
18	Prefixation. The commonly used Latin and Greek prefixes. Prefixes of numerical origin	0,5
19	General information about chemical nomenclature. Word-forming elements in the names of drugs indicating the chemical composition	0,5
20	General information about the nomenclature of dosage forms. Word-forming elements in the names of drugs containing information of anatomical or physiological nature. Word-forming elements in the names of drugs indicating pharmacological effect of the drug. Common names of drug groups according to pharmacological effect	0,5
21	General information about botanical nomenclature. Word-forming elements in the names of drugs indicating the components of plant origin and belonging to various groups of antibiotics	0,5
22	General information about clinical terminology. The structure of one-word clinical terms. Multi-word clinical terms. Affixal word formation in clinical terminology	0,5
23	General notion on diagnosis. Expressions used when recording the clinical diagnoses	0,5
24	Greek doublets of Latin I declension nouns. Final word-forming elements. Translation of diagnoses / fragments of diagnoses	0,5
25	Greek doublets of Latin II declension nouns. Final word-forming elements. Translation of diagnoses / fragments of diagnoses	0,5
26	Greek doublets of Latin III declension masculine nouns. Translation of diagnoses / fragments of diagnoses	0,5
27	Greek doublets of Latin III declension feminine nouns. Final word-forming elements. Translation of diagnoses / fragments of diagnoses	0,5
28	Greek doublets of Latin III declension nouns. Translation of diagnoses / fragments of diagnoses	0,5
29	Greek doublets of the 1st group adjectives. Translation of diagnoses / fragments of diagnoses	0,5
30	Greek doublets of the 2nd group adjectives. Translation of diagnoses / fragments of diagnoses	0,5
31	Greek doublets of Latin IV - V declension nouns. Translation of diagnoses / fragments of diagnoses	0,5
32	Term elements - homophones and homographs. Translation of diagnoses / fragments of diagnoses	0,5

33	Formation of terms-names of diseases of inflammatory, non-inflammatory and tumor nature. Translation of diagnoses	0,5
34	Systematization of the studied material	0,5
35	Preparation for the final module control	6
	TOTAL	23

Schedule of the self-directed work, which is not included in the schedule of the practical training sessions

Seq. No.	Topic	Number of hours
1	The verb. Imperative mood. Subjunctive mood	3
2	I and II Greek declension nouns	2
3	Substantiation in anatomical terminology	1
4	The most common abbreviations for anatomical terms	3
5	Latinized adjectives of Greek origin in -es and -os in anatomical terminology	1
6	Features of formation of the superlative degree of comparison of adjectives in -er and -ilis, -ile	3
7	General information about the Latin adverb. Degrees of comparison of adverbs	3
8	General information about the Latin pronoun	3
9	General information about the Latin numeral	3
10	Word-forming elements in the names of hormones. Latin names of vitamins	1
11	Abbreviations used when recording diagnoses	4
	TOTAL	27

Individual tasks

1. Elaboration of additional materials while preparing for participation in the I and II stages of the All-Ukrainian Student Competition in the discipline "Latin language and medical terminology".
2. Elaboration of the literary sources necessary for performance of independent scientific researches and presentation of scientific publications and reports, creation of projects based on the data obtained.
3. Writing abstracts and reports.
4. Work with dictionaries, reference books, professional literature.

The list of theoretical questions for students' preparation for FMC

1. The Latin alphabet.
2. Classification of sounds. Rules for pronunciation of vowels.
3. Digraphs and diphthongs, used to denote vowel sounds.
4. Features of pronunciation of consonants.
5. Letter combinations of Latin and Greek origin.

6. The use of capital letters in medical Latin.
7. Division into syllables. Rules of length and brevity. Long and short suffixes.
8. The accent. Accent features in words of Greek origin.
9. General information on scientific term.
10. Morphological categories of nouns. The rule for recording nouns in the dictionary, III declension monosyllabic nouns in particular. The rule for determining the noun stem.
11. The syntactic construction "non-agreed attribute". Methods of translation into English.
12. Morphological categories of adjectives. The rule for determining the adjective stem, including adjectives with one gender ending.
13. Adjectives with partial degrees of comparison in anatomical nomenclature. Peculiarities of the use of adjectives *major, us* and *minor, us* in anatomical nomenclature.
14. The syntactic construction "agreed attribute". The rule of translation into English.
15. The structure of multi-word terms with various types of syntactic connection.
16. Characteristic features of the I declension. Case endings. Exceptions to the gender rule.
17. Nouns of the I Greek declension.
18. General information about preposition. The commonly used prepositions with Acc. and Abl. The use of prepositions *in* and *sub*.
19. Characteristic features of the II declension. Case endings. The rule of the neuter gender. Exceptions to the gender rule.
20. Nouns of the II Greek declension.
21. Substantivization.
22. Abbreviation of anatomical nouns of the I, II and III declensions in anatomical terminology.
23. Adjectives of the 1st group. Past participles passive.
24. Characteristic features of the III declension nouns. Features of dictionary form.
25. Characteristic features of consonant, vowel and mixed types of the III declension nouns. Case endings of every type.
26. Endings of the III declension masculine nouns in Nom. sing and variants of these endings in Gen. sing The most important exceptions to the gender rule. Grammatical structure of Latin names of muscles according to their function. Models of formation and methods of translation.
27. Endings of the III declension feminine nouns in Nom. sing and variants of these endings in Gen. sing The most important exceptions to the gender rule.
28. Endings of the III declension neuter nouns in Nom. sing and variants of these endings in Gen. sing. Exceptions to the gender rule.
29. Peculiarities of declining the Greek nouns in "-sis" and Latin nouns like *febris*.
30. Peculiarities of the III declension neuter nouns in -ma (such as *gramma, atis n*)
31. Peculiarities of declining the noun *vas, vasis n*.
32. Adjectives of the III declension.
33. Latinized adjectives of Greek origin in -es and -os.
34. Present participles active.
35. Degrees of comparison of adjectives.
36. Features of formation of the superlative degree of comparison of adjectives in -er

and *-ilis, -ile*.

37. Adjectives that form degrees of comparison from suppletive stems.
38. Adjectives with partial degrees of comparison in medical terminology.
39. General information about the Latin adverb. Degrees of comparison of adverbs.
40. General information about the Latin pronoun.
41. General information about the Latin numeral
42. General information about the Latin verb. Features of the dictionary form of verbs in the Latin language of medicine. Present Indefinite Active tense.
43. Imperative mood. Subjunctive mood.
44. Characteristic features of the IV declension nouns. Case endings. Exceptions to the gender rule. Formation of the IV declension nouns from the supine stem.
45. Characteristic features of the V declension nouns. Case endings. Exceptions to the gender rule.
46. General information about word-building. Latin prepositions as prefixes. Latin prefixes of numerical origin. Greek prefixes. Greek prefixes of numerical origin.
47. Common terms, abbreviations and set expressions used in professional speech of a medical worker.
48. General information about chemical nomenclature.
49. Word-forming elements in the names of drugs indicating the chemical composition.
50. General information on the nomenclature of the dosage forms.
51. Word-forming elements in the names of drugs containing information of anatomical or physiological nature.
52. Word-forming elements in the names of drugs indicating pharmacological effect of the drug.
53. Common names of drugs groups according to their pharmacological effect.
54. General information about botanical nomenclature.
55. Word-forming elements in the names of drugs indicating the presence of components of plant origin and belonging to various groups of antibiotics.
56. Word-forming elements in the names of hormones. Latin names of vitamins.
57. The notion of "clinical term". Structure of clinical terms (one-word and multi-word terms). Algorithm for the formation of one-word composite terms.
58. Multi-word clinical terms. The notion of "nosological unit".
59. General notion on diagnosis.
60. Common abbreviations used when recording the diagnoses.
61. Clichés characterizing the course of disease.
62. Clichés characterizing the severity or degree of the disease.
63. Adjectives and verbs used when recording clinical diagnoses.
64. Greek doublets of Latin nouns of the 1st-5th declensions and adjectives of the 1st and 2nd groups. Final terminological elements I-III declensions.
65. Terminological elements-homophones.
66. Suffixes indicating inflammatory and non-inflammatory diseases, rashes and tumors.
67. Professional medical expressions, clinical idioms, abbreviations.

The list of practical skills required for FMC

1. To read in Latin.

2. To put the stress in accordance with the accepted accentual norms.
3. To use capital letter in writing according to the rules adopted in Latin for medical purposes.
4. To write the dictionary form of changeable parts of speech.
5. To determine:
 - the stem of changeable parts of speech;
 - morphological categories of changeable parts of speech;
6. To form Latin terminological units with various types of syntactic connection, including the prepositions *per, inter, post, ante, super, supra, contra, ad, a (ab), e (ex), de, pro, sine, cum, in, sub*.
7. To translate into English terms and nomenclature names with various types of syntactic connection ("non-prepositional agreement", or "non-agreed attribute", "agreed attribute", "prepositional agreement").
8. To decline:
 - nouns of I-V declensions in all cases and both **singularis** and **pluralis** forms;
 - adjectives of the positive degree of the 1st and 2nd groups, as well as adjectives of the comparative and superlative degrees in all cases and both **singularis** and **pluralis** forms;
 - two- and multi-word terms.
9. To determine the way of formation of terminological units and their components.
10. To classify drugs considering word-forming elements that carry information about the drug (source of extraction, ingredients, chemical composition, belonging to a certain pharmacological or chemical group, therapeutic effect, anatomical-physiological effect, etc.).
11. To find the names of analogue drugs (generics).
12. "Read" information about the medicinal product according to its name.
13. Translate terms-composites into English, separate term elements, explain their meaning.
14. Learn synonymous names, including abbreviations, some nosological forms.
15. Differentiate homophone term elements.
16. Produce (translate into Latin) and read special functional texts — diagnoses.
17. When making diagnoses in Latin, use common abbreviations, adjectives characterizing the course of disease, as well as clichés characterizing the severity or degree of the disease.
18. Learn 850 lexical and phraseological units at a productive level.
19. Use international Latin (Latinized Greek, hybrid, borrowed) pharmaceutical and clinical terms, clichés and abbreviations in oral and written professional speech.

The form of final control of academic performance

The final module control (FMC) on the discipline "Latin language and medical terminology" consists in assessing the students' knowledge of educational material as well as skills provided by the curriculum when completing written assignments in the last lesson.

The system of current and final control

At the first class on the discipline "Latin language and medical terminology", the scientific-pedagogical worker should inform applicants for higher education about standardized criteria for assessing their knowledge (table 1).

Table 1

**Standardized and generalized criteria for assessing the knowledge of
applicants for higher education in PSMU**

Current performance according to 4-point scale	ECTS grade	Assessment criteria
5 (excellent)	A	The higher education applicant presents special abilities, is able to independently acquire knowledge, without lecturer's help, finds and processes the necessary information, knows how to use the acquired knowledge and skills to make decisions in non-standard situations, convincingly argues for answers, independently reveals his own talents and inclinations, has at least 90% of knowledge on the topic both while testing and in all other types of control.
4 (good)	B	The applicant for higher education is fluent in the studied scope of information, applies it in practice, freely solves exercises and tasks in standardized situations, independently corrects errors, the number of which is insignificant, has at least 85% of knowledge on the topic both while testing and in all other types of control.
	C	The applicant for higher education is able to compare, generalize, systematize information under the guidance of scientific-pedagogical specialist, independently apply it in practice, control their own activities; to correct mistakes, among which there are significant ones, to select arguments for confirmation the thoughts, has at least 75% of knowledge on the topic both while testing and in all other types of control.
3 (satisfactory)	D	The applicant for higher education reproduces a significant part of the theoretical material, presents knowledge and understanding of the main notions with the involvement of scientific-pedagogical
		specialist, can analyze educational material, correct errors, among which there are many significant ones, has at least 65% of knowledge on the topic both while testing and in all other types of control.
	E	The applicant for higher education can present educational material at a level higher than the initial one, a significant part of which at the reproductive level, has at least 60% of knowledge on the topic both while testing and in all other types of control.

2 (unsatisfactory)	FX	The applicant for higher education can reproduce the material at the level of certain fragments which make up insignificant part of the material, he has less than 60% of knowledge on the topic both while testing and in all other types of control.
	F	The applicant for higher education reproduces the material at the level of elementary recognition and reproduction of individual facts, elements, has less than 60% of knowledge on the topic both while testing and in all other types of control.

The assessment of knowledge, skills and abilities of each applicant for higher education is carried out at each lesson according to a four-point (traditional) scale, considering the standardized generalized criteria for knowledge evaluation of applicants for higher education (see Table 1). Assessment of academic performance for each lesson is integrated, that is, all types of activities of the higher education applicant are evaluated – both while preparing for the lesson and in-class activities. The assessment is simultaneously presented by the lecturer in the "Journal of attendance and student academic performance" and in "PSMU electronic academic performance journal" at the end of the lesson or after checking individual control tasks (written tasks, solving typical or situational problems and test tasks), but no later than 2 calendar days after conducting a lesson (in accordance with the "Regulations on the electronic academic performance journal").

Continuous assessment is carried out in the form of oral questioning, written control, solving situational problems, written or computer testing in practical classes, discussions, etc.

Conversion of the grade on the traditional 4-point scale into multi-point (maximum 120 points) is carried out only after the last current lesson, which precedes FMC (see Table 2). The conversion is performed according to the following algorithm:

a) average grade of the student during the current classes included in this module is calculated according to traditional 4-point scale (up to the nearest hundredth point);

b) to obtain a convertible multi-point total score of the current performance for the module, the average score obtained on the traditional 4-point scale is multiplied by a factor of 24.

c) average score of the current performance is calculated on the total number of classes in the module.

Table 2

Unified table of average score correspondence according to the traditional four-point assessment to the current academic performance scores

Average score for current performance (A)	Points for FMC (A * 24)
1	2
2	48
2,1	50

2,15	52
2,2	53
2,25	54
2,3	55
2,35	56
2,4	58
2,45	59
2,5	60
2,55	61
2,6	62
2,65	64
2,7	65
2,75	66
2,8	67
2,85	68
2,9	70
2,95	71
3	72
3,05	73
3,1	74
3,15	76
3,2	77
3,25	78
3,3	79
3,35	80
3,4	82
3,45	83
3,5	84
3,55	85
3,6	86
3,65	88
3,7	89
3,75	90
3,8	91
3,85	92
3,9	94
3,95	95
4	96
4,05	97
4,1	98
4,15	100
4,2	101
4,25	102
4,3	103
4,35	104
4,4	106
4,45	107
4,5	108
4,55	109
4,6	110
4,65	112
4,7	113

4,75	114
4,8	115
4,85	116
4,9	118
4,95	119
5	120

FMC is conducted after studying the scheduled material of the module in the discipline at the last session of the module. The hours provided for in the work program for practical classes are used to conduct the FMC. Students who have attended all practical classes (or completed missed classes according to the regulations), fulfilled all the requirements of the curriculum and scored a convertible amount of points not less than the minimum – 72 points are allowed to take FMC.

The result of FMC is evaluated in points. The maximum number of points according to the results of FMC is 80 points.

The maximum number of points for the module is **200 (120 points – for current activities + 80 points – for FMC)**.

The minimum number of points according to the results of FMC is 50, the minimum number of points per module is **122 (72 points – for current activities + 50 points – for FMC)**.

In case when the higher education applicant violates the rules of academic integrity, the assessment results obtained for FMC are canceled and his work is evaluated as “unsatisfactory”.

The higher education applicant has the right to retake FMC before completing the study of the relevant discipline.

In case when the student disagrees with the assessment received at FMC in Latin language and medical terminology, he has the right to appeal in accordance with the Regulation on the appeal of the final control results of the higher education applicant knowledge (<https://u.to/br4fHA>).

Applicants for higher education, who have an average score from 4.5 to 5.0 for the corresponding module, are exempted from passing FMC and receive FMC grade according to the scores (grade A) presented in the "Unified table of correspondence of points for current performance to FMC scores and exam traditional four-point assessment”(see Table 3).

Table 3

Unified table of correspondence of points for current performance to FMC scores and exam traditional four-point assessment

4,5	108	72	180	A	5 excellent
4,55	109	73	182		
4,6	110	74	184		
4,65	112	74	186		
4,7	113	75	188		
4,75	114	76	190		
4,8	115	77	192		
4,85	116	78	194		
4,9	118	78	196		
4,95	119	79	198		

5	120	80	200		
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If the higher education applicant wants to improve result, he/she takes FMC on general terms.

The assessment result on the Latin language and medical terminology is recorded in the "Student progress sheet on the discipline" and in the student's record book within two working days after FMC.

Teaching methods

1. Traditional methods – verbal (explanation, conversation), visual (observation, demonstration, illustration), practical (exercises, lexical dictation).
2. Methods of active learning – the method of problem-based presentation of educational material, flipped learning, blended learning (in the presence of the Order of IHE PDMU), case study, brainstorming, group discussion, business game, learning in small groups, heuristic conversation, research methods.
- 3.

Methods and forms of monitoring the educational achievements of the higher education applicants

Oral control

- individual testing;
- general questioning.

Written control

- performance of control written works (dictations, answers to questions, performance of exercises and individual tasks);
- performance of test tasks of various level of complexity;
- final module control.

Combined control

Computer-assisted control

Self-directed control

Methodological support

- education and professional program “Medicine” (<https://u.to/fLVIHA>);;
- working program of academic discipline;
- schedule of practical training sessions;
- materials for self-development of the higher education applicant;
- presentations;
- stands, tables, diagrams, schemes.

Recommended reading

I. Basic

The Latin Language and Medical Terminology Basics: textbook. — 4th edition / L.Yu. Smolska, O.H. Pylypiv, P.A. Sodomora et al.; edited by L.Yu. Smolska. — K., 2018. — 400 p.

II. Supplementary

1. Byelyayeva O. M. Latynsko-ukrayinskyi tlumachnyi slovnyk klinichnykh terminiv / O. M. Byelyayeva. – K. : VSV «Medytsyna», 2016. – 224 s.
2. Basics of Medical Terminology = Основи медичної термінології : підручник / [Sodomora P., Smolska L., Bieliaieva O. et al.]. – Vinnytsia : Nova Knyha, 2020. – 264 pp.
3. Pobichna diya likiv: navchalnyi posibnyk u 2 kn. / V.M. Bobyriov, M.M. Potyazhenko, O.M. Byelyayeva y in.; za zah. red. V. M. Bobyriova, M.M. Potyazhenka. Vinnytsya: Vyd-vo «Nova knyha», 2020. Kn. 1. – 352 s.
4. Ukrayinsko-latynsko-anhliyskyi medychnyi entsyklopedychnyi slovnyk : u 4 t. – T. 3. O-S / ukladachi: L. I. Petrukh, I. M. Holovko. – K. : VSV «Medytsyna», 2016. – 744 s.
5. Ukrayinsko-latynsko-anhliyskyi medychnyi entsyklopedychnyi slovnyk : u 4 t. – T. 4. T-Ya / ukladachi: L. I. Petrukh, I. M. Holovko. – K. : VSV «Medytsyna», 2016. – 744 s.

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