



Odesa National Medical University
Department of Philosophy, Bioethics, and Foreign Languages

Syllabus of the course
“English for professional purposes”

Scope	90 hours / 3 ECTS credits
Term, Academic year	3 rd year/V term
Days, time, place	According to the timetable
Instructors	Professor Lyudmila G. Rusalkina; Associate professors: Veronika Ye. Abramovych, Olena V. Kiriazova; Senior instructors: Nataliia V. Lasor, Elina M. Mokrienko, Anna I. Levytska Instructors: Anastiia A. Tsiba, Oleksandr M. Bermas.
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Location	Department of Philosophy, Bioethics and Foreign Languages; 2 Pasteur str., Odesa
Consultations	Every Thursday from 2 p.m. till 4 p.m.; on Saturdays from 9 a.m. to 1 p.m. according to the approved schedule. Online consultations are provided to each group by its instructor.

Communication with higher education seekers is ensured in a mixed form (face-to-face and online).

During distance learning, communication is carried out through the Microsoft Teams platform, as well as through e-mail correspondence, Viber, and Telegram messengers (within which the groups are created, separately through the head of a group).

COURSE DESCRIPTION

The course subject is English for professional purposes

Pre-requisites:

English, Latin, and Ukrainian languages, medical biology, medical and biological physics, biological and biochemistry, human anatomy, histology, cytology and embryology, physiology, microbiology, virology and immunology, pathomorphology, pathophysiology, and pharmacology.

Post-requisites:

English medical terminology, features of medical English translation.

The course's purpose is to master the knowledge and professional competencies in English within the spheres and topics outlined in the educational program by the higher education seeker of medicine which involves advanced development of a foreign language communicative proficiency.

Course objectives:

- to build up the abilities and skills to communicate in English within the spheres, topics, and situations defined by the current EPP;
- to improve the skills of understanding, critical analysis and translation of authentic professional texts;
- to develop mastering the ability to express one's thoughts, feelings and attitudes; apply appropriate communication strategies according to different needs in professional activities in English.

Expected outcomes:

Upon completing the course, a higher education seeker must *know*:

- terminology and grammatical constructions for expressing thoughts; stylistic features of medical English;
- rules for writing messages, opinions, explanations, definitions, reviews, reports, abstracts, etc., which have semantic and logical completeness and correspond to norms of medical records management;
- peculiarities of communication in professional and social spheres.

be able to:

- communicate with patients and colleagues in English at a highly professional level, in oral and written forms;
- operate and actively use foreign vocabulary in the process of synthesis and analysis of various information sources;
- read, translate (from English to Ukrainian and vice versa), interpret, and analyse

authentic professional materials in English with annotations and summaries of scientific medical publications;
- keep medical records in English.

COURSE SCOPE

Forms of study and teaching techniques

The course includes 60 hours of practical classes and 30 hours of self-study activities.

Teaching techniques:

by the nature of presentation and perception of information:

- *Verbal*: narration, explanation, conversation, instruction, discussion, dispute, case study.
- *Visual*: illustration (including multimedia presentations), demonstration, observation.
- *Practical*: tests; training and creative exercises; solving clinical cases; practical assignments, project design.

by the way of the received information implementation:

- *reproductive* (role play, simulation of a case, etc.);
- *search* (work with reference literature, electronic search information systems, etc.);
- *perceptive* (video lessons, meetings with English-speaking representatives, etc.);
- *logical* (communicative exercises, "case studies" or analysis of a real clinical situation).

Self-study: independent work with recommended basic and additional literature, methodical recommendations of the department, electronic information resources, bank of Step-1 English language proficiency test

Course Content

MODULE I. HUMAN ANATOMY

Topic 1. Normal Anatomy

Word-forming elements of Greek-Latin origin in medical terminology. Medical terms related to normal anatomy: translation, features of word formation, plural forms of nouns, and adjectives of Greek-Latin origin. Translation, critical analysis of cases, and description of human anatomical structures in English.

MODULE II. BIOLOGY AND HISTOLOGY

Topic 2. Biology

Genetic variation by genotype and phenotype, types of mutations. Medical terms related to biology: translation, features of word formation, plural forms of nouns and adjectives of Greek-Latin origin. Translation, critical analysis of genetic cases, and specific medical literature. in English

Topic 3. Histology

Medical terms in histology: translation, features of word formation, collocations. Translation, critical analysis of situational tasks and cases in histological studies of normal and pathological structures in the human body at the microscopic level, and

description of types of tissues, layers, and organelles according to their composition and functions in English.

MODULE III. PHYSIOLOGY

Topic 4. Normal physiology

Medical terms related to normal physiology: translation, peculiarities of word formation, analysis of elements of Greek-Latin origin. Translation, critical analysis of cases, and description of life processes in the human body at the systemic and organismal levels in English.

Topic 5. Morbid physiology

Embolism, its types, pathogenesis, and consequences. Medical terms related to pathological physiology: translation, peculiarities of word formation, analysis of Greek-Latin origin elements, their use in professional sources of information, and professional communication. Development of skills to evaluate the psychomotor and physical development of a patient, analysis of the laboratory and instrumental studies' results, and evaluation of the diagnosis in English. Description of typical pathological processes in cirrhosis and allergies. Compilation of abstracts and summaries in scientific medical publications

MODULE IV. BIOCHEMISTRY AND MICROBIOLOGY

Topic 6. Biochemistry

Enzymes, Vitamins and minerals. Medical terms related to biological chemistry: translation, peculiarities of word formation, analysis of elements of Greek-Latin origin. Translation, critical analysis of cases, and description of biochemical processes of vital activity in the human body and their disorders in English. Development of analytical and searching reading and translation skills. Presentation of clinical cases of endocrine and nervous disorders.

Topic 7. Microbiology

Pathogens: types and their ways of transmission. Medical terms related to microbiology: translation, peculiarities of word formation, analysis of elements of Greek-Latin origin, their use in professional sources of information, and professional communication. Development of skills in analyzing the results of microbiological research in English. Development of analytical and searching reading and translation skills. Presentation of clinical cases of infectious diseases.

MODULE V. TREATMENT

Topic 8. Pharmacology

Translation, critical analysis of situational tasks, clinical cases and description of pharmacological therapy specifics in English. Determination of drugs' interactions, indications for prescribing, side effects, contraindications, etc. for certain drugs. Explanation to a patient of a pharmacological treatment course. Peculiarities of drug administrations in GI diseases and antibiotics.

Recommended reading

Basic:

1. English for professional purposes: Study guide to practical classes for the 3rd year seekers of higher education in medicine [Electronic edition] / O. V. Kyriazova, V. Ye. Abramovych, A. I. Levytska, A. A. Tsyba. – Odesa: ONMedU, 2023. – 260 p.
2. Eremkina and others. English language manual for 3rd year higher education seekers of the Faculty of Pharmacy. Elective course "Features of translation of medical literature" - Odessa: ONMedU, 2020. - 150 p.
3. Manual "English grammar exercises for medical students" (for VTS) ONMedU, Dept. Foreign languages. Odessa, 2020.

Additional

1. Medical English for Academic Purposes, Yu.V. Lysanets, OM Belyaeva, MP Melashchenko 2018, Medicine Publishing House, 312 pages
2. Sabluk A. H., Levandovska L. V. English for medical students. Kyiv: Medycyna, 2018. 576 p.
3. Medicine (Oxford English for careers) 2. Student's Book, Publisher: Oxford University Press, Sam McCarter, 2010. 144 p.
4. Lippincott Illustrated Reviews: Pharmacology, Author Karen Whalen Lippincott Williams & Wilkins Publishing House, 2018. 576 p.
5. Practical English Usage, Michael Swan. Oxford University Press, 2017. 768 p.

Online sources

1. Collection of test tasks for preparation for the licensing exam STEP 1: General medical training. ONMedU, Department of Foreign Languages, 2021. https://info.odmu.edu.ua/chair/foreign_lang/fileinfo/73/142214
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. The International Medical Interpreters Association
<https://www.imiaweb.org/>
5. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
6. Medical Dictionary Online
<https://www.online-medical-dictionary.org/>

ASSESSMENT

Formative assessment: oral survey, testing, evaluation of practical tasks, communication skills, solving clinical cases, class activities and independent work of a higher education seeker.

Formative assessment is carried out at each practical class on a particular topic. Standardized control methods are used to evaluate higher education seekers' learning activities: oral reports on relevant topics, testing, and structured written assignments. Forms of academic performance assessment are standardized and include control of lexical, grammatical, and communication skills.

During the evaluation of each topic in current learning activities, a higher education seeker obtains grades on a 4-point (traditional) scale considering the approved criteria: maximum grade - 5, minimum grade - 3, unsatisfactory grade - 2.

Formative assessment criteria

«5»	A higher education seeker is fluent in the learned material, takes an active part in the subject discussions, confidently demonstrates practical skills while performing tasks, and expresses his own opinion on the topic and creative thinking. The level of competence is high.
«4»	A higher education seeker has mastered the material, participates in the general topic discussion, demonstrates practical skills while performing tasks with some errors, and expresses his own opinion on the topic. The level of competence is sufficient.
«3»	A higher education seeker hasn't got sufficient knowledge of the material studied, is not confident in the topic's discussion. The level of competence is average, reproductive. He/She knows how to overcome the mistakes made.
«2»	A higher education seeker does not master the material studied and does not take part in class discussions. The level of competence is low.

At the end of the course, the current academic performance is calculated as the average score, that is, the arithmetic average of all current grades on a traditional scale, rounded to two decimal places.

Final control: Graded test.

The final control is allowed to be taken only by those higher education seekers who have no academic debts and have an average grade score for the course's academic performance of at least 3.00.

The graded credit is conducted at the last practical class by inquiring a higher education seeker. It is based on the results of the oral answer on a card and graded by 4-points score. The average current performance score and a grade for the graded test are calculated as the arithmetic average for the discipline and converted into points.

Assessment of learning outcomes at the final control – graded test

Content of assessed activity	Rating
Name a term by its description	2
Define the term	3

Criteria for the learning outcomes evaluating a higher education higher education seeker at the graded test

Rating	Evaluation criteria
Excellent	A higher education seeker correctly, accurately, and fully has completed all the tasks of the examination card, clearly and logically answered the questions posed by the examiners; thoroughly and comprehensively knows the content of theoretical issues, fluent in professional and scientific terminology; thinks and constructs an answer logically, and freely uses acquired theoretical knowledge when analysing practical tasks; has demonstrated the ability to independently update and replenish knowledge; level of competence - high (creative).
Good	A higher education seeker fully completes all the tasks of the examination card, clearly and logically answers the questions posed by the examiners; sufficiently thoroughly and comprehensively knows the content of the discipline, and possesses professional and scientific terminology; thinks and constructs an answer logically, uses acquired theoretical knowledge when analysing practical tasks. But some his answers are not full and substantiated, with some minor mistakes, which he corrects himself when the examiner points them out; the level of competence is sufficient (constructive and variable).
Satisfactory	A higher education seeker has not fully completed all the tasks of the examination card, and the answers to additional and leading questions are unclear and vague; possesses a basic scope of theoretical knowledge, and uses professional and scientific terminology inaccurately; experiences significant difficulties in constructing an independent logical answer, in applying theoretical knowledge in the analysis of practical tasks, but has the necessary knowledge to overcome the mistakes under the guidance of an examiner; level of competence - average (reproductive).
Unsatisfactory	A higher education seeker did not complete the task of the examination card, in most cases did not answer the additional and leading questions of the examiners. He did not master the basic scope of theoretical knowledge, and showed a low level in mastering professional and scientific terminology; answers to questions are fragmentary, inconsistent, illogical, and cannot

	apply theoretical knowledge when analysing practical tasks; did not manage to master the skills of independent work; the level of competence is low (receptive-productive).
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HIGHER EDUCATION SEEKERS' SELF-STUDY WORK

Higher education seekers' self-study, which is performed on the topic studied along with classroom activities, is evaluated during the formative assessment at the corresponding session.

Self-study work involves preparation for each class and the graded test.

COURSE POLICIES

Deadlines and make-ups policy.

Undue absences at practical sessions are made up according to the schedule with an instructor on duty. Tasks must be completed on time by the deadlines set by a lecturer under the "Regulations on the organization of the educational process at ONMedU" (<https://onmedu.edu.ua/wp-content/uploads/2020/01/osvitnij-proces.pdf>).

Absences for valid reasons are worked out according to an individual schedule with the permission of the dean's office. Make-up of missed classes by an individual schedule is carried out in full at a time specially determined by the department's head instructor every day, but no more than one absence per day.

Academic Integrity Policy

The policy on this educational component is based on the principles of academic integrity (<https://onmedu.edu.ua/wp-content/uploads/2020/07/polozhennja-pro-dobrochesnist.pdf>) and is determined by the system of requirements that a teacher acknowledges his/her higher education seekers.

Higher education seekers must observe academic integrity, namely:

- independent performance of all types of work, assignments, forms of assessment provided by this course program;
- cite all sources of information in the case of using ideas, designs, statements, data;
- observance of legislation on copyright and related rights;
- providing reliable information about the results of one's own educational (scientific) activity, used research methods and sources of information.

Unacceptable for participants of the educational process are:

- using family or official ties to obtain a positive or higher grade during any form of control of learning outcomes or advantages in academic performance;
- use of prohibited auxiliary materials or technical means (cheat sheets, notes, micro-earphones, telephones, smartphones, tablets, etc.) at controls;
- passing procedures for learning outcomes control by fake persons.

For violation of academic integrity, higher education seekers may get the following academic penalties:

- decrease in grades for the control work, current performance, credit, etc.;
- retake of assessment (control work, credit, etc.);
- additional control assignments (additional individual tasks, control works, tests, etc.);
- conducting an additional inspection of other works authored by a violator.

Attendance and Tardiness Policy

Attendance and work in practical classes are compulsory for obtaining a satisfactory grade. A higher education seeker is allowed to be late for no more than 10 minutes.

Mobile devices

It is allowed to be used with the instructor's permission to perform a task.

Higher education seeker Conduct

Within the educational process, the following values should be cultivated: respect for colleagues; tolerance for others; receptivity and impartiality; argumentation of agreement or disagreement with the opinion of other participants in the discussion, as well as one's own opinion; respecting the dignity of the opponent's personality during communication; compliance with the ethics of academic relationships.

Higher education seekers and instructors' conduct in classrooms must be working and calm, strictly complying with the rules established by the Regulations on academic integrity and ethics in academic relations at Odesa National Medical University, under the Code of Ethics for employees and higher education seekers of Odesa National Medical University (<https://onmedu.edu.ua/wp-content/uploads/2021/05/CODE-OF-ETHICS.pdf>), Regulations on Prevention and detection of academic plagiarism in the research and educational work of higher education seekers, scientists and educators of Odesa National Medical University.