

**PRIVATE HIGHER EDUCATIONAL INSTITUTION  
"INTERNATIONAL ACADEMY OF ECOLOGY AND MEDICINE"  
Department of Social Medicine and Humanitarian Disciplines**

**WORKING PROGRAM OF EDUCATIONAL DISCIPLINE**

**"English Language"**

**LEVEL OF HIGHER EDUCATION** Second (master's) level  
**DEGREE OF HIGHER EDUCATION** Master's degree  
**BRANCH OF KNOWLEDGE** 22 Healthcare  
**SPECIALTY** 222 Medicine

Reviewed and approved  
at the meeting of the Academic Council  
Protocol No. 1, dated August 01, 2016

**Kiev 2016**

Working program of education discipline English Language for the preparation of students of higher education of the second (master's) level of higher education in specialty 222 Medicine.

## INTRODUCTION

The program of study of the academic discipline "English language" compiled in accordance with the project of the Standard of Higher Education of Ukraine of the second (master's) level of higher education fields of knowledge 22 "Health care" specialty 222 "Medicine" of the Master of Medicine educational program and the sample curriculum for the training of specialists of the second (master's) level of higher education in the field of knowledge 22 "Healthcare" in higher educational institutions of the Ministry of Health of Ukraine in the specialty 222 "Medicine" educational qualification "Master of Medicine", professional qualification "Doctor", approved on 26.07. 2016 in at. Minister of Health V. Shafranskyi.

### 1. Description of the academic discipline (abstract)

The study of a English language is carried out during the 1st year of study at HMEE.

*English language* as an academic discipline:

- is based on students' study of specialized material in a English language and is integrated with the disciplines of biology, biophysics, biochemistry, anatomy, histology, physiology, Latin and bioethics
- lays the foundations of knowledge of medical terminology with the prospect of their further use in professional activity

Types of educational activities of students according to the curriculum are:

- practical training
- independent work of students (ISW)

Auditory classes according to the method of their organization are practical, as they include:

- studying the basics of terminology based on the processing of original and adapted medical texts in a English language
- mastering the skills of reading, understanding and two-way translation of the text
- writing abstracts and resumes in a English language
- development of communication skills within the scope of the program

At practical classes in a English language, students are recommended to:

- write down lexical and grammatical material explained by the teacher
- perform written tasks
- make oral reports on the studied topic
- perform two-way translation
- participate in discussions, conduct dialogues

Name indicators	A wealth of knowledge education level	Characteristics of the academic discipline	
		Full-time education	
The number of credits is 5	A wealth of knowledge "Health care"		
Modules - 2	Specialty 222 "Medicine"	<b>A year of training</b>	
Content modules - 3		1st	
		<b>Semester</b>	
		1st	2nd
		<b>Practical</b>	
		40 hours	40 hours
		<b>Independent work</b>	
		40 hours	30 hours
		<b>Type of control:</b>	
the total number of hours - 150 hours			current and final module control

## 2. The purpose and tasks of the educational discipline

The purpose of learning English - the final goals are established on the basis of the OPP of training a doctor by specialty in accordance with the block of its content module and is the basis for building the content of the educational discipline. The description of goals is formulated through skills in the form of target tasks (actions). On the basis of the final goals, specific goals are formulated for each module or content module in the form of certain skills (actions), target tasks that ensure the achievement of the final goal of studying the discipline. The final goals are presented at the beginning of the program and precede its content, specific goals - the content of the corresponding content module.

### The ultimate goals of the discipline

Interpret the content of general scientific literature in a English language.

Demonstrate the ability to communicate in a English language in oral and written forms.

### **Task:**

The task of the discipline is to teach, develop and improve various types of speech activity, listening, speaking, dialogic speech, reading, writing and translation.

### **As a result of studying the academic discipline, the student must**

**know:** lexical and grammatical material related to the subject of the curriculum.

### **be able:**

- differentiate and analyze terms and term elements of Greek-Latin origin;

- identify and interpret grammatical structures in their relationship with the semantic features of the text;
- use general and scientific vocabulary when performing cognitive tasks;
- apply the knowledge gained in anatomy and Latin classes in the process of studying English medical terminology;
- to carry out oral and speech communication (in monologic and dialogic forms) on a situationally determined topic;
- include learned lexical and grammatical material in active communication.

**Competencies and learning outcomes**, the formation of which contributes to the discipline.

According to the National Framework of Qualifications, specialists of the second (master's) level of higher education in the field of knowledge 22 "Health care" specialty 222 "Medicine" during the study of the discipline "English language" must acquire the ability to independently solve complex educational and professional tasks and problems in the field of medicine by means of a English language, which involves conducting research and/or implementing innovations in the field of health care and within the limits of one's specialty.

According to the requirements of the Standard of Higher Education, the discipline ensures that students acquire a number of competencies, namely:

**general:**

- ability to abstract thinking, analysis and synthesis
- the ability to learn and master modern knowledge
- the ability to apply knowledge in practical situations
- ability to adapt and act in a new situation
- interpersonal skills
- the ability to communicate in a English language
- skills in using information and communication technologies

**special (non-language professionally oriented communicative):**

- the ability to correctly use the structural and lexical aspects of the English language of the specialty in the process of education and professional activity
- the ability to effectively interact with the patient in a English language environment; using English medical terminology in order to solve professional tasks in the field of pulmonology, gastroenterology, endocrinology, cardiology, immunology, gynecology and urology
- the ability to conduct a medical consultation in a English-language environment, mastering a English language at a variable-adaptive level during interpersonal interaction in a professional environment
- the ability to effectively use a English language during the preparation of the patient's medical history, establishing a diagnosis, assigning treatment, writing a prescription, providing professional advice on disease prevention, diet and healthy lifestyle
- the ability to perform oral and written translation of scientific and medical literature in English and native languages

- the ability to conduct scientific research, understand original literature in a English language on medical topics, interpret the content of general scientific literature in a English language
- the ability to use the means of modern information technologies when communicating in a English language and transmitting information
- the ability to use the English language of the specialty at the appropriate level; compliance with the grammatical norms of a English language
- the ability of proper moral and ethical behavior and professional activity, compliance with civil rights and duties, raising the general educational cultural level.

According to with requirements educational and professional programs students should know:

- structured knowledge of patient history taking in English
- has knowledge of ethics in the medical profession

be able:

- can conduct a medical interview with a patient in English
- to give basic instructions to the patient during a general examination in English
- to give the patient an interpretation of laboratory test results in English
- to convey bad news to the patient or the patient's family
- to read and listen in English with comprehension, and analyze and interpret material on the issues discussed;
- to complete basic medical records in English;
- prepare in English a short medical presentation on a case.

is ready to:

- perceive and recognize own limitations and self-assessing educational deficits and needs;
- use objective sources of information;
- understands the need for lifelong learning, can inspire and organize the learning process of others;
- to interact and work in a group, assuming various roles in it;
- understands and applies ethical assumptions, among others, when giving bad information, obtaining consent for surgery;
- independently and critically supplement knowledge and skills.

Matrix of competences

No	Competence	Knowledge	Skill	Communication	Autonomy and responsibility
<b>Special (professional) competences</b>					
1	<p>The ability to correctly use the structural and lexical aspects of the English language of the specialty in the process of learning and professional activity</p>	<p><i>Know:</i></p> <ul style="list-style-type: none"> <li>• basic lexical and semantic structures of a English language</li> <li>• rules of word formation</li> <li>• terms and term elements of Greek-Latin origin</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate and analyze terms and term elements of Greek-Latin origin</li> <li>• implement the learned lexical and grammatical material in the form of oral and written messages; conduct a discourse on a situationally determined topic</li> <li>• use general and scientific vocabulary when performing cognitive tasks</li> <li>• recognize and analyze lexical structures and their relationship with the semantic features of the text</li> </ul>	<p>Interpersonal interaction: effective communication with teachers, students</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p>	<p>Independence, responsibility</p>
2	<p>The ability to effectively interact with the patient in a English language environment; using English medical terminology in order to solve professional tasks in the field of pulmonology, gastroenterology, endocrinology, cardiology, immunology, gynecology and urology</p>	<p><i>Know:</i></p> <ul style="list-style-type: none"> <li>• basic communicative strategies of interaction with the patient</li> <li>• the structure of human body systems in a English language</li> <li>• English vocabulary related to respiratory, gastrointestinal, endocrine, cardiovascular, immune, gynecological and urological diseases and disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduce lexical material related to structure of body systems</li> <li>• to operate with the necessary lexical and grammatical knowledge during the study of a English language at HM(F)EE</li> <li>• use terminology in a English language related to respiratory, gastrointestinal, endocrine, cardiovascular, immune, gynecological and urological diseases and disorders.</li> <li>• conduct dialogues</li> </ul>	<p>Interpersonal interaction: effective communication with students, administrative, scientific and pedagogical staff of HM(F)EE</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p>	<p>Autonomy, independence</p>

<p>3</p> <p>The ability to conduct a medical consultation in a English-language environment, mastering a English language at a variable-adaptive level during interpersonal interaction in a professional environment</p>	<p><i>Know:</i></p> <ul style="list-style-type: none"> <li>• lexical and grammatical strategies for conducting a discussion in a English language</li> <li>• structure of medical consultation</li> <li>• types of medical examination</li> </ul>	<ul style="list-style-type: none"> <li>• To reproduce the terminology of the structure of the body in a English language in oral and written forms</li> <li>• describe the structure of organs, the course of diseases</li> <li>• demonstrate knowledge of general respiratory, gastrointestinal, endocrine, cardiovascular, immune, gynecological and urological diseases and disorders in a English language</li> <li>• describe the medical examination procedure</li> <li>• name and characterize types of diagnosis</li> <li>• to demonstrate the skills of conducting a medical examination during role-playing in a English language class</li> <li>• use lexical and grammatical strategies for dialogue with patients during role-playing games</li> </ul>	<p>Interpersonal interaction: communication with patients</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p>	<p>Independence, responsibility</p>
<p>4</p> <p>The ability to effectively use a English language when preparing a patient's medical history, establishing a diagnosis, prescribing treatment, writing a prescription, providing professional advice on disease</p>	<p><i>Know:</i></p> <ul style="list-style-type: none"> <li>• English vocabulary and the technology of recording the patient's medical history</li> <li>• linguistic and moral and ethical aspects of counseling patients in a English language</li> <li>• course, methods of diagnosis, prevention of symptoms, treatment, respiratory, gastrointestinal,</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduce in oral and written forms the terminology related to common symptoms and diseases</li> <li>• draw up a medical history</li> <li>• demonstrate the ability to listen and clarify information during a medical examination using a role-playing game in the form of a dialogue with a colleague</li> <li>• show empathy during a medical consultation</li> </ul>	<p>Interpersonal interaction: communication with patients</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p>	<p>Independence, responsibility</p>

	prevention, diet and healthy lifestyle	endocrine, cardiovascular, immune, gynecological and urological diseases in a English language	<ul style="list-style-type: none"> <li>• lead a discussion on the topics of disease prevention, rational nutrition and a healthy lifestyle</li> </ul>	
5	Ability to perform oral and written translation of scientific and medical literature in English and native languages	<p><i>Know:</i></p> <ul style="list-style-type: none"> <li>• basic medical terminology of fundamental disciplines</li> <li>• dictionaries and translation resources</li> <li>• methods of translation from a English language into Ukrainian and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the terminology of fundamental medical disciplines in English language classes</li> <li>• perform two-way oral and/or written translation of professional texts on the subject of the discipline</li> <li>• use the recommended dictionaries and information resources during independent translation of professional texts</li> </ul>	<p>Communicative interaction with students and colleagues; scientific communication</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p>
6	Ability to conduct scientific research, understand original literature in a English language on medical topics, interpret the content of general scientific literature in a English language	<p><i>Know:</i></p> <ul style="list-style-type: none"> <li>• basic terminology of fundamental medical disciplines</li> <li>• strategies for reading a professional text</li> <li>• methods and means of abstracting and annotating the necessary material from a English language specialist text</li> <li>• dictionaries and resources</li> <li>• means of modern information technologies to improve the effectiveness of scientific communication</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of medical terminology of fundamental medical disciplines in English language classes</li> <li>• to carry out oral and/or written transfer of professional texts during practical classes in a English language</li> <li>• write annotations to professional texts</li> <li>• use modern information technologies to facilitate communication with the teacher</li> <li>• develop English language resources of scientific medical information on the subject of the discipline</li> </ul>	<p>Interpersonal interaction: communication with students, colleagues, scientific community</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p> <p>Autonomy, responsibility</p>

		<ul style="list-style-type: none"> <li>to prepare scientific work in a English language based on processed English language sources</li> <li>to present the results of one's own research in a English language at student conferences</li> </ul>		Autonomy, responsibility
7	<p>The ability to use modern information technology tools when communicating in a English language and transmitting information</p>	<p><i>Know</i> types and methods of using modern computer and information technologies for the purpose of performing educational and professional tasks:</p> <ul style="list-style-type: none"> <li>implementation of translation</li> <li>search for educational information</li> <li>conducting scientific research</li> <li>communication with teachers, fellow students, colleagues, etc</li> </ul>	<p>Interpersonal interaction: communication with students, colleagues, teachers, scientific community</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p>	Autonomy, responsibility
8	<p>Ability to use the English language of the specialty at an appropriate level;</p>	<p><i>Know</i> practical grammatical aspects of a English language, in particular:</p> <ul style="list-style-type: none"> <li>Article.</li> </ul>	<p>Interpersonal interaction: communication with</p>	Autonomy, responsibility

	<p>compliance with the grammatical norms of a English language</p>	<ul style="list-style-type: none"> <li>• Noun. Plural nouns of Latin and Greek origin</li> <li>• Word-forming elements of Greek-Latin origin</li> <li>• Adjectives Analytical and synthetic methods of formation of degrees of comparison</li> <li>• Adverbs Adverbs of time and place. Degrees of comparison of adverbs</li> <li>• Pronouns</li> <li>• Numerals. Simple and decimal fractions</li> <li>• Verb. Auxiliary verbs</li> <li>• Modal verbs and their equivalents</li> <li>• A group of indefinite tenses</li> <li>• Active and passive states</li> <li>• A group of long tenses</li> <li>• Active and passive states</li> <li>• Group of perfect tenses</li> <li>• Active and passive states</li> <li>• A group of perfect continuous tenses. Active and passive states</li> <li>• Active and imperative modes of the verb</li> <li>• Connectors</li> <li>• Coordination of times</li> </ul>	<p>using numerals, adverbs, verbs, modal verbs</p> <ul style="list-style-type: none"> <li>• use correct time constructions during practical classes and independent work</li> <li>• use tense forms during oral and written communication within the scope of discipline tasks, which include tasks for practical classes, test tasks, oral and written transfer, role interaction, etc.</li> </ul>	<p>students, colleagues, scientific community</p> <p>Subject-object interaction: use of educational lexical-grammatical material</p>	
9	<p>The ability of proper moral and ethical behavior and</p>	<p><i>Know:</i> Basic rules of conduct during studies at HM(F)EE</p>	<ul style="list-style-type: none"> <li>• Compliance with the basic rules of behavior and etiquette during English language classes</li> </ul>	<p>Interpersonal interaction: communication with</p>	<p>Responsibility</p>

	<p>professional activity, compliance with civil rights and duties, raising the general educational and cultural level</p>	<p>civil rights and duties the Hippocratic Oath</p>	<ul style="list-style-type: none"> <li>• show respect, follow the rules of subordination</li> <li>• demonstrate polite English language skills</li> <li>• defend your point of view using polite forms of speech</li> <li>• read and present the cultural literature of the country whose language is being studied</li> </ul>	<p>students, teachers, colleagues</p>
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**3. Program of academic discipline**  
**Module 1. Introductory.**  
***Content module 1. Higher medical education.***

***Specific goals:***

Learn lexical material related to this topic.

Develop analytical and search reading and translation skills.

Form syntactic constructions using relevant grammatical categories and patterns.

Familiarize yourself with the features of higher medical education and the health care system in the countries where the language is studied.

Conduct a discourse on a situationally determined topic.

Include learned lexical and grammatical material in active communication.

***Topic 1. I am a student of the Higher medical education establishment.***

To study the lexical material related to the forms of education, faculties, structure of the VMNH.

To deepen narrative skills based on the description of the features of the educational process.

Develop dialogic speech when studying this topic.

Fill out questionnaires using active vocabulary.

Describe the types of work of a medical student.

***Topic 2. HMEE, where I study.***

Learn the lexical material of this topic.

To develop narrative skills in the process of discourse on the history of the educational institution and the peculiarities of its functioning.

Consolidate the skills of dialogic speech.

Describe the types of work of a higher medical educational institution.

***Topic 3. History of medicine.***

To study lexical material related to the history of the development of medicine.

To study word-forming elements, Greek-Latin term elements related to this topic.

Make announcements about the peculiarities of each stage of the development of medicine.

***Topic 4. Higher medical education in the countries where the language is studied.***

To study the word-forming elements that make up the proper names of higher medical educational institutions.

Learn vocabulary about the development of medical education in the countries whose language is being studied.

To study methods of comparison based on the description of common and distinctive features in the medical education of Ukraine and the countries whose language is studied.

***Topic 5. Medical specialties.***

List the main medical specialties.

To know the functional duties of a therapist, surgeon, pediatrician, sanitary doctor.

Describe the peculiarities of the work of representatives of the main medical professions

List the functional duties of a doctor.

Make an oral message on the topic "My future specialty".

***Content module 2. Health care.***

***Specific goals:***

Learn lexical material related to this topic.

Develop analytical and search reading and translation skills.

Recognize and analyze relevant grammatical phenomena and patterns and include them in active communication.

Implement learned lexical and grammatical material in the form of oral and written messages.  
Conduct a discourse on situational and professional topics.

**Topic 6. World Health Organization.**

Learn the lexical material for the topic.

Describe the purpose and tasks of the WHO.

Make an oral report on the topic "WHO achievements in the fight against the most dangerous epidemic diseases".

Summarize the text "The role of WHO in solving environmental problems and protecting the environment".

**Topic 7. Medical ethics.**

Learn the lexical material for the topic.

To analyze the ethics of Hippocrates in the conditions of the modern system of providing medical services. Highlight the prerequisites and reasons for the transformation of traditional medical ethics under the influence of bioethics.

State the main principles and rules of medical bioethics, which are important for the formation of domestic medical ethics.

**Topic 8. Health care in the countries where the language is studied.**

Identify active vocabulary through searching reading.

List the purpose, tasks, problems, health care systems in the countries whose language is being studied.

Describe the institutions of the health care system: polyclinics, hospitals, dispensaries, sanatoriums...

Make an oral presentation on the topic "Insurance medicine".

**Topic 9. Medical examination.**

Learn new lexical material for the topic.

Describe the medical examination procedure.

Name the stages of patient examination.

Compose dialogues using active vocabulary.

**Topic 10. First aid.**

Learn vocabulary related to the topic.

Describe types of injuries and injuries and methods of first aid.

List medications and tools used to provide first aid.

**Topic 11. Hospital.**

List the types of inpatient medical facilities.

Describe the types of treatment departments in the hospital.

Name the functional duties of the medical staff.

Name the methods of examination of patients.

Make a notification about the organization of inpatient treatment.

**Topic 12. Medical history.**

Learn vocabulary related to the topic.

Describe the types of case histories.

Describe the structure of the patient's medical history record.

List the information that should be included in the family history.

**Topic 13. Pharmacy.**

Name the types of pharmaceutical establishments.

Describe the organization of pharmacies.

List medicinal forms of medicines and requirements for their storage.

Know the structure of the recipe.

## Module 2. Basic

### Content module 3. Structure of the human body.

#### **Specific goals:**

Learn new vocabulary from this section and include it in active communication.

Develop analytical and search reading and translation skills.

Distinguish, understand and use term elements of Greek-Latin origin.

Recognize and analyze relevant grammatical phenomena and patterns and include them in active communication.

Compose dialogues on situationally determined topics.

Conduct a discourse on a situationally determined topic.

#### **Topic 18. Structure of the human body.**

Learn terms and term elements related to the structure of the head, skeleton and limbs.

Describe the structure of the oral cavity.

Describe the organs of the chest, abdominal and pelvic cavities and their functions.

Describe the structure of limbs. Differentiate word-forming elements.

#### **Topic 19. Cell.**

Learn the terms related to the structure of cells.

List the functions of cell components.

Describe the chemical elements that make up cells.

Separate the creative basis and components of the term.

#### **Topic 20. Fabrics.**

Learn terms related to tissue structure.

Classify tissue types.

Describe the structure of organs.

Name the concepts that indicate the localization of individual tissues.

Analyze term elements.

#### **Topic 21. Human body systems.**

Learn the terms related to the topic "Systems of the human body"

Classify the main systems and explain their significance for human physiology.

Determine the system of organs belonging to one or another system.

Describe each human system, taking into account its functioning and the organs of this system.

#### **Topic 22. Skeleton. Skeletal system.**

Learn the terms and term elements related to the structure of the skeleton.

Describe the structure and functioning of the skeleton.

Determine the sexual differences of the human skeleton.

Name the main bones of the skeleton in the picture.

#### **Topic 23. Bones.**

Learn terms related to the structure and function of bones.

Form new words and analyze terms used to describe bones.

Describe the processes of bone formation and their growth.

Name the main bones of the body in the picture.

#### **Topic 24. Muscles.**

Learn terms related to the structure and function of muscles.

Separate the components of terminoelements.

Name the types of muscles.

Define muscle function.

#### **Topic 25. Injuries of the musculoskeletal system and soft tissues.**

Learn the clinical terms of injuries of the musculoskeletal system and soft tissues.

- Differentiate word-forming elements.
- Name the types of fractures, dislocations and wounds.
- Describe the process of wound treatment.
- List the causes of fractures and dislocations.

**Topic 26. Blood.**

- Learn terms related to the composition and functions of blood.
- Form terms and analyze their constituent components.
- Determine blood functions.
- Read the blood test.

**Topic 27. Blood groups. Blood Transfusion.**

- Learn the terms related to blood groups.
- Differentiate word-forming elements.
- Characterize blood groups.
- Call screenings for blood transfusions.
- Describe the mechanism of blood transfusion.

**Topic 28. Leukemia**

- Learn relevant clinical terms.
- Analyze word-forming elements.
- Define the disease.
- Name the causes and symptoms of the disease.
- Describe the course of the disease and treatment.

**Topic 29. Vessels**

- Differentiate the types of blood vessels of the circulatory system.
- Learn the terms that describe the three types of blood vessels and their activities.
- To characterize the main vessels of the circulatory system.
- Describe the function of three types of blood vessels.

**Topic 30. Circulatory systems.**

- Learn terms that describe the activity of blood vessels.
- Separate terminoelements.
- Differentiate blood circulation circles.
- Describe the cardiac cycle.

**Topic 31. Alternative medicine.**

- Learn relevant terminology.
- Describe forms of medical treatment that do not use artificial drugs or surgery.
- Describe alternative methods of treatment (acupuncture, homeopathy, chiropractic, etc.)
- To distinguish positive and negative phenomena of alternative medicine.
- Name contraindications for the use of alternative methods of treatment.

**4. The structure of the academic discipline**

Full-time education						
Names of content modules and topics	everythi ng	including				
		l	p	lab	ind.	i.s. w.
1	2	3	4	5	6	7
<b>Module 1. Introductory.</b>						
<i>Content module 1. Higher medical education.</i>						
<b>Topic 1. Lesson 1.</b> I am a student of a medical university			4			

<b>Topic 2.</b> Lesson 2. The higher medical institution of education in which I study			4			
<b>Topic 3.</b> Lesson 3.Higher medical education in the countries where the language is studied.			4			
<b>Topic 4.</b> Lesson 4.The profession I choose Hippocrates is the father of medicine. Avicenna			4			10
<b>Together according to content module 1</b>			<b>16</b>			<b>10</b>
<b>Content module 2.</b> <i>Health care.</i>						
Great domestic scientist M. I. Pirogov			5			10
<b>Topic 5.</b> Lesson 5.The health care system in the countries where the language is studied			5			10
World Health Organization			4			
<b>Topic 6.</b> Lesson 6.Outpatient treatment			4			10
<b>Topic 7.</b> Lesson 7.Medical examination			4			
<b>Topic 8.</b> Lesson 8.Inpatient treatment						
<b>Topic 9.</b> Lesson 9.Pharmaceutical support in the health care system						
Lesson 10.Final control of learning module 1			2			
<b>Together according to content module 2</b>			<b>40</b>			<b>40</b>
<b>Module 2. Basic.</b>						
<b>Content module 3.</b> <i>The structure of the human body.</i>						
<b>Topic 10.</b> Lesson 11.The structure of the human body			3			
<b>Topic 11.</b> Lesson 12.A cell is the basic structural and functional unit of a living organism			3			
<b>Topic 12.</b> Lesson 13.Tissues of the human body			3			
Injuries of the musculoskeletal system			3			
Soft tissue injuries			3			6
<b>Topic 13.</b> Lesson 14. Human body systems			3			6
<b>Topic 14.</b> Lesson 15.Human torso			3			
<b>Topic 15.</b> Lesson 16. Bone system			3			
<b>Topic 16.</b> Lesson 17.Muscular system			3			
<b>Topic 17.</b> Lesson 18.The Digestive System			3			
Gastritis			2			
<b>Topic 18.</b> Lesson 19.Stomach			2			6
<b>Topic 19.</b> Lesson 20.Liver			2			
<b>Topic 20.</b> Lesson 21.Blood			2			
Leukemia			2			
<b>Topic 21.</b> Lesson 22. Vessels						6
<b>Topic 22.</b> Lesson 23.Heart						
Myocardial infarction						
<b>Topic 23.</b> Lesson 24.Circulatory system. Plasma						6
Lesson 25. Final modular control assimilation <b>module 2</b>			2			
<b>Together according to content module 3</b>			<b>40</b>			<b>30</b>
<b>Only hours</b>	<b>150</b>		<b>80</b>			<b>70</b>

### 5. Topics of lectures

Lectures are not included in the curriculum.

#### 6. Topics of seminar classes

Seminar classes are not included in the curriculum.

#### 7. Thematic plan of practical classes

Topic name
<b>Module 1. Introductory</b>
<i>Content module 1. Higher medical education.</i>
<b>Topic 1.</b> Lesson 1. I am a student of a medical university <b>Topic 2.</b> Lesson 2. The higher medical institution of education in which I study <b>Topic 3.</b> Lesson 3. Higher medical education in the countries where the language is studied. <b>Topic 4.</b> Lesson 4. The profession I choose
<i>Content module 2. Health care.</i>
<b>Topic 5.</b> Lesson 5. The health care system in the countries where the language is studied <b>Topic 6.</b> Lesson 6. Outpatient treatment <b>Topic 7.</b> Lesson 7. Medical examination <b>Topic 8.</b> Lesson 8. Inpatient treatment <b>Topic 9.</b> Lesson 9. Pharmaceutical support in the health care system
Lesson 10. Final control of learning module 1
<b>Module 2. Basic</b>
<i>Content module 3. The structure of the human body.</i>
<b>Topic 10.</b> Lesson 11. The structure of the human body <b>Topic 11.</b> Lesson 12. A cell is the basic structural and functional unit of a living organism <b>Topic 12.</b> Lesson 13. Tissues of the human body <b>Topic 13.</b> Lesson 14. Human body systems <b>Topic 14.</b> Lesson 15. Human torso <b>Topic 15.</b> Lesson 16. Bone system <b>Topic 16.</b> Lesson 17. Muscular system <b>Topic 17.</b> Lesson 18. The Digestive System <b>Topic 18.</b> Lesson 19. Stomach <b>Topic 19.</b> Lesson 20. Liver <b>Topic 20.</b> Lesson 21. Blood <b>Topic 21.</b> Lesson 22. Vessels <b>Topic 22.</b> Lesson 23. Heart <b>Topic 23.</b> Lesson 24. Circulatory system. Plasma
Lesson 25. Final modular control <i>assimilation module 2</i>

#### 7. Topics of laboratory classes

Laboratory classes are not included in the curriculum.

#### 8. Thematic plan of independent work

<b>Module 1. Introductory.</b>
<i>Content module 1. Higher medical education.</i>
1. Hippocrates is the father of medicine. Avicenna
<i>Content module 2. Health care.</i>
1. Great domestic scientist M. I. Pirogov 2. World Health Organization 3. Medical examination
<b>Module 2. Basic.</b>
<i>Content module 3. The structure of the human body.</i>
1. Injuries of the musculoskeletal system 2. Soft tissue injuries 3. Gastritis 4. Leukemia 5. Myocardial infarction

### 9. Individual tasks

The program does not provide for individual tasks.

### 10. Control methods

#### **Forms of discipline control and assessment**

When assessing students' knowledge, preference is given to standardized control methods: testing students' knowledge (oral, written, computer), structured written works, structured control of practical skills.

The grade in the discipline is defined as the average of the grades for the two modules on which the academic discipline is structured.

The grade for the module is defined as the sum of the grades of the current educational activity and the final module control grade and is expressed according to the 200-point system.

#### **Forms of control**

*Current control* is carried out in each practical lesson in accordance with the specific goals of the topic. Objective control of theoretical training and learning of practical skills is used in all practical classes.

#### **Forms of current control:**

*Theoretical knowledge*— test tasks, computer testing, individual survey, interview, dictionary dictations, written works.

*Practical skills and abilities*— independent performance of oral and written tasks using the studied lexical topics and the ability to draw conclusions, the ability to independently perform individual tasks, conducting dialogues, compiling annotations and summaries of scientific medical publications in English and communication skills in the professional field. Final control is carried out on the basis of theoretical knowledge, practical skills and abilities.

*Final control learning* of the module takes place after completing the study of the block of relevant content modules through testing and is considered passed if the student has scored at least 50 points.

#### **Forms of final control:**

Forms of final control should be standardized and include control of theoretical and practical training.

When mastering a topic according to the traditional system, the student is assigned the following points: "5", "4", "3", "2".

### 10.1. Evaluation of the module

The grade for the module is determined on the basis of the sum of the grades of the current educational activity and the final module control grade (PMK), which is issued during the assessment of theoretical knowledge and practical skills in accordance with the lists determined by the discipline program. The final module control is carried out after the completion of the study of all topics of the module in the last control session of the module.

**The maximum number of points that a student can score while studying each module is 200, including 80 points based on the results of the final module control.**

Students who have attended all the classroom training sessions provided by the curriculum for the discipline are admitted to the final modular control. have no academic debt and have an average score for current academic activities of at least 3.0.

The forms of the final modular control are standardized and include the control of theoretical and practical training. Evaluation of the final test task is carried out by dividing the maximum score of the final control - 80 - by the number of test questions in the variant and multiplying by the number of correct test answers of the student.

In the version of 40 test questions, the student answered 30 correctly.  $80/40 \cdot 30 = 60$  points. According to the scheme indicated above, this score corresponds to "3".

The maximum number of points that a student can score during the final module control is 80. They are converted on a 4-point scale as follows:

Traditional assessment	Number of points
5	71-80
4	61-70
3	50-60
2	0-49

The traditional grade is entered in the "Journal of Attendance and Student Performance" as a class grade.

The final module control is considered passed if the student scored at least 60% of the maximum number of points for PMK (at least 50 points).

### 10.2. Assessment of current educational activities

During the evaluation of mastering of each topic of the module, the student is given grades on a 4-point (traditional) scale and on a multi-point scale using the Academy's and approved evaluation criteria for the relevant discipline. At the same time, all types of works provided for by methodical development for studying the topic are taken into account. A student must receive a grade in each session.

Forms of assessment of current educational activities are standardized and include control of theoretical and practical training.

The average final score (SPB) for the current activity is recognized as the arithmetic mean (up to two digits) of the sum of points for each lesson and individual work.

Estimates given on a traditional scale are converted into points.

***Conversion into points is carried out before the final control (or at the last lesson for disciplines whose control form is credit).***

Only those students who have no academic debt and have an average score for the current educational activity of at least 3.0 are admitted to the final certification.

### 10.3. Assessment of final control.

A course grade is awarded only to students who have passed all the course modules.

The final examination is carried out after the completion of the study of all topics of the discipline at the last examination session (if the study of the discipline ends with a credit, diff. credit).

Students who have attended all the classroom classes prescribed by the curriculum and have scored at least 72 points are allowed to take the final control of the discipline.

Forms of final control are standardized and include control of theoretical and practical training.

The maximum number of points that a student can take during the final examination is 80 points. The final test is considered passed if the student scored at least 50 points.

**FC evaluation- settlement.** *On the basis of the marks on the traditional scale, given during the study of the discipline (for each lesson and for the individual task), the arithmetic mean (SPB) of the marks of the current educational activity on the traditional scale, rounded to 2 (two) decimal places, is calculated. The obtained value is converted into a score on a 200-point scale.*

The assessment of disciplines, the form of final control of which is credit, is based on the results of the assessment of current activities and is expressed on a two-point scale: "passed" or "not passed". To enroll, a student must receive a score of at least 60% of the maximum number of points (at least 120 points) for the current educational activity.

#### **FC Evaluation -differentiated assessment.**

On the differentiated assessment, the student receives two grades: the first according to the traditional 4-point scale and the second according to the 80-point system. The traditional assessment is converted into points from 50 to 80 points.

<b>Average score for the discipline</b>	<b>GPA ratio up to max. possible value</b>
5	71-80
4	61-70
3	50-60
2	0-49

For the evaluation of disciplines that end with a differentiated assessment, the sum of the rating point for the current educational activity (120-point scale) and the point for the exam (differential assessment) (80-point scale) is determined and expressed as points on a 200-point scale.

*Before the final control (PC), based on the marks on the traditional scale, given during the study of the discipline (for each lesson and for the individual task), the arithmetic average (SPB) of the marks on the traditional scale, rounded to 2 (two) decimal places, is calculated. The obtained value is converted into a score on a 120-point scale.*

The sum of the rating point for the current educational activity and the point for the diff. the credit is converted on a 200-point scale and converted into a traditional grade in the discipline on a 4-point scale.

#### **10.4. Assessment of individual student tasks**

Points for individual assignments are awarded to the student only under the conditions of their successful completion and defense.

The number of points awarded for different types of individual tasks depends on their volume and importance, but no more than 10-12 points. They are added to the sum of points scored by the student in classes during the current educational activity. In no case can the total sum of points for the current educational activity exceed 120 points.

#### **10.5. Assessment of students' independent work**

Students' independent work, which is provided for by the topic of the lesson along with classroom work, is evaluated during the current control of the topic in the corresponding lesson. The mastery of topics that are presented only for independent work is checked during the final module control.

Final (general) evaluation of the academic discipline is the sum of rating assessments (points) received for separate evaluated forms of educational activity: current and final testing of the level of assimilation of theoretical material during classroom classes and independent work (modular control); evaluation (points) for performing laboratory tests; assessment (points) for practical activities during practices; assessment for individual work; grade for coursework; assessment (points) for participation in scientific conferences, Olympiads, scientific publications, etc.

Final (overall) assessment from the discipline is presented as the sum of the average rating current score, converted to 120 points, and points for the final control (50-80 points), which in total is a maximum of 200 points.

## 11. Distribution of points received by students

### Rating scale: national and ECTS

Score in points	Evaluation on a national scale	Evaluation on the ETSS scale	Amount of students
180 -200	5 (excellent)	A	10%
160-179	4 (good)	B	25%
150-159		C	30%
130-149	3 (satisfactory)	D	25%
120-129		E	10%
50-119	2 (unsatisfactory with refolding)	FX	
0-49	2 (unsatisfactory with repeated study)	F	

#### *THEORETICAL KNOWLEDGE ASSESSMENT CRITERIA*

A grade of "5" is awarded if the student: gives complete answers to the questions posed by the teacher, gives the correct definition of the material; demonstrates deep knowledge of the material; accurately formulates thoughts and justifies them; consistently, coherently presents the material, reasons logically; demonstrates the ability to illustrate theoretical knowledge, gives examples, compares, compares, analyzes.

The grade "4" is given if the answer meets the same requirements as the answer to the grade "5", but the student made minor mistakes and admitted small inaccuracies; the answer is reproductive, not creative;

The grade "3" is given if the student:- knows and understands the main provisions of the topic, but does not have a deep enough knowledge of the material, makes mistakes when defining concepts; - cannot give convincing examples; - the answer lacks consistency, clarity, certainty;

The grade "2" is given if the student does not orient himself in the material, shows a lack of understanding of the topic, makes significant mistakes that distort the content of the material.

The grade is given not only for a one-time performance of the student, but for the sum of the answers that the student gives during the class, asking questions, while demonstrating familiarity with the material.

#### CRITERIA FOR EVALUATING PRACTICAL SKILLS

Grade "5" - The student performs practical work independently and in a timely manner, without errors. Confidently applies the acquired theoretical knowledge in independent work. Disciplined, competent and clearly possesses practical skills.

Rating "4"- The student has mastered practical skills well. Can theoretically substantiate the need for their implementation. Performs work on time and independently with minor errors. Orderly.

Grade "C"- The student satisfactorily mastered the methodology of practical skills. Performs basic procedures smoothly, but without sufficient skill. Has deficiencies in theoretical and practical training. Does work with bugs that can be fixed, but it takes time.

Rating "2"- The student cannot independently perform the work, substantiate it theoretically. Does not have practical skills according to the list.

## **12. Methodological support**

1. Preparation materials for practical classes.
2. Methodical instructions for practical classes.
3. Variants of tasks for independent work of students.
4. Test tasks for the final test module control.
5. Test tasks for daily control.
6. Variants of theoretical questions for independent study.

### **List of questions for control Theoretical material**

1. I am a student of a medical university
2. The higher medical educational establishment in which I study
3. Higher medical education in the countries where the language is studied
4. The profession I choose
5. The health care system in the countries where the language is studied
6. Outpatient treatment
7. Medical examination
8. Inpatient treatment
9. Pharmaceutical support in the health care system
10. The structure of the human body
11. A cell is the basic structural and functional unit of a living organism
12. Tissues of the human body
13. Human body systems
14. Human torso
15. Bone system
16. Muscular system
17. The Digestive System
18. Stomach
19. Liver
20. Blood
21. Vessels
22. Heart
23. Circulatory system
24. Plasma

### **Grammatical material**

1. Article
2. Noun. Plural nouns of Latin and Greek origin
3. Word-forming elements of Greek-Latin origin
4. Adjectives Analytical and synthetic methods of formation of degrees of comparison
5. Adverbs Adverbs of time and place. Degrees of comparison of adverbs
6. Pronouns
7. Numerals. Simple and decimal fractions
8. Verb. Auxiliary verbs
9. Modal verbs and their equivalents
10. A group of indefinite tenses. Active and passive states

11. A group of long tenses. Active and passive states
12. A group of perfect tenses. Active and passive states
13. A group of perfect continuous tenses. Active and passive states
14. Active and imperative modes of the verb
15. Connectors
16. Sequence of tenses

**An approximate list of practical works and tasks**

1. Translate the original text with minimal use of the dictionary.
2. Recognize and differentiate complex grammatical phenomena based on formal features.
3. Understand and convey the content of texts in Ukrainian or a English language.
4. Identify thematic and anatomical lexical groups.
5. Learn the structure of medical documentation.
6. Annotate special and general scientific texts.
7. Define Latin terms in English texts.
8. Recognize term elements of Greek-Latin origin.
9. Define different syntactic constructions.
10. Distinguish and recognize active and passive constructions.
11. Determine the etymology of terms.
12. Conduct a discourse, including dialogic speech, based on learning the learned terminology.
13. Identify and define Latin and Greek term elements.
14. Group affixes according to their meaning.
15. Form terms by characteristic affixes.
16. Identify, recognize and decode terms in microtexts.
17. Recognize complex words by their components.
18. Explain the key vocabulary of the texts.
19. To do an etymological analysis of terms.
20. Decode abbreviations.
21. Identify and differentiate grammatical phenomena and patterns.
22. Know the peculiarities of translating passive constructions.
23. Translate and parse sentences.
24. Identify syntactic constructions based on grammatical models and active vocabulary.
25. Search for given information in a generally popular text.
26. Make a translation and grammatical analysis of the microtext.
27. Divide the read text into logical and meaningful groups and make a discourse plan.
28. Compile summaries and annotations of general scientific texts.
29. Fill out questionnaires, recipes, instructions.

Approved:



В.о.Ректора /Acting Rector *Mikhailo SALIUTA*