

## REQUIREMENTS

**Semmelweis University, Faculty of General Medicine Department of Languages for Specific Purposes**

– **single, long-cycle medical training programme**  
**Name of the host institution (and any contributing institutions):-**

**Name of the subject:** Orosz Szaknyelv IV.  
**in English:** Russian for Medicine IV  
**in German:** Medizinische Fachsprache Russisch IV

**Credit value:**2  
**Semester:**  
*(as defined in the curriculum)*

<b>Total number of classes per week:</b> (1x90 min)	<b>2</b>	<b>lectures:</b>	<b>practical lessons:</b>	<b>seminars:28</b>
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**Type of subject:**    **compulsory**        **optional**        **elective**  
(PLEASE UNDERLINE AS APPLICABLE)

**Academic year:** 2023 / 2024

**Language of instruction, for optional or elective subjects:** Hungarian

**Course code:** AOSNYE933\_4M

*(In the case of a new subject, this cell is filled in by the Dean's Office, following approval)*

**Course coordinator:** Katalin Fogarasi PhD, habil.

**Place of work, phone number:** Semmelweis University, Department of Languages for Specific Purposes (1094 Bp., Ferenc tér 15.) + 36-20-670-1330

**Position:** director, habilitated associate professor

**Date and number of habilitation:** February 06, 2023. 11/2023/habil

**Objectives of the course and its place in the medical curriculum:**

The course is built upon conversation using specific terminology and on written/spoken terminology panels. It aims to improve B2 level students' competence in language for specific purposes.

Main Topics:

- Infancy, Baby-care
- Hereditary diseases. Screenings
- Common childhood diseases
- Female reproductive system
- Fertility issues, IV fertilizations
- Menopause
- Male genitals and most common diseases

**Place of instruction (address of lecture hall or seminar room etc.):**

1094 Budapest, Ferenc tér 15.

**Competencies acquired through the completion of the course:**

On completion of the course, the students will

- know the medical terminology related to the course topics
- be familiar with the professional language panels of differentially diagnostically relevant patient questioning, patient information and referral
- know the structure of the target medical language
- knows how to use technical terms in a sophisticated and unambiguous way

The student:

- will be able to communicate medical terminology to patients in an understandable way
- can use different registers in doctor-patient and doctor-health professional situations
- can interpret medical documents in the target language
- will be able to give advice to patients and explain the patient journey
- will communicate with patients in a way that they can understand, explaining technical terms
- contributes effectively to professional communication

**Prerequisites for course registration and completion:**

**Conditions for concurrent course registration and permission thereof in the case of a multi-semester subject:**

**Student headcount conditions for starting the course (minimum, maximum) and method of student selection:**

Minimum number of students: 7  
 Maximum number of students: 20  
 Anyone can take the course.

**Detailed course description:**

*(Theoretical and practical instruction must be broken down into lessons (weeks), numbered separately. Please provide the names of lecturers in both types of lessons, indicating guest lecturers. This information is not to be attached separately. CVs of guest lecturers, however, must be attached.)*

The course provides terminology within special situations such as requesting information on patients' complaints, forming instructions, informing patients and about medical documentation. Students acquire language skills through communication situations. The course is built upon authentic conversation using specific terminology, on written / spoken terminology panels and special documentation using terminology.

Teachers:

Dr. Éva Katalin Varga

Week:            Topic:

1. Introduction, university studies, subjects, specialities  
 Skills: asking for basic information, orientation in medical fields
2. Infancy. The mother-child relationship. Baby-care  
 Skills: communicating with the parents, giving advice
3. The most common childhood diseases, symptoms and treatment  
 Skills: taking a pediatric history
4. Hereditary diseases. Screenings  
 Skills: family and social history in paediatrics
5. Examining a sick child  
 Skills: giving instructions and asking questions
6. Infectious diseases and their prevention. Vaccination calendar. Patient education  
 Skills: informing the patient information and giving advice
7. Midterm test. Female genital organs. The menstrual cycle
8. The most common gynaecological diseases, symptoms and treatment. Screening and prevention  
 Skills: gynaecological history taking, differentially diagnostically relevant patient inquiry
9. Fertilization, artificial insemination, contraception  
 Skills: giving information and advice

<p>10. Pregnancy and childbirth. Prenatal care Skills: giving information and advice</p> <p>11. Menopause, the most common disease, symptoms and treatment Skills: giving information and advice</p> <p>12. Male genital organs, the most common diseases, symptoms and treatment Skill: andrological history taking, differential-diagnostically relevant patient inquiry</p> <p>13. Endterm test. Presentations</p> <p>14. Closing the term. Evaluating the term</p>
<p><b>Related subjects due to interdisciplinary fields (both compulsory and elective) and potential overlaps between subjects:</b></p>
<p><b>Attendance requirements; conditions under which students can make up for absences and the method of absence justification:</b></p> <p>A maximum 3,5 absences are allowed i.e. 7x45 minutes of absence are allowed ; if the number of absences exceeds this, the student may make up (maximum one occasion) in agreement with the instructor. A student who misses more than 25% of the seminars will not be allowed to get a signature (Study and Examination Regulations §29). According to the Study and Examination Regulations (§ 28), three tardies count as one absence. Arriving 15 minutes later than the start of the lesson is considered tardiness.</p>
<p><b>Form of assessment in the study period:</b> (including the number, topics and scheduling of oral and written tests, their share in the overall evaluation, make-up tests and improvement tests) Written mid-term (week 7, Topics: week 1-6 ) ; end-of-term oral test (week14 , Topics: week: 1-13) The evaluation of student performance is based on the marks received for the 2 tests. 1-49%= 1(fail) 50–60% = 2 (pass) 61–75% = 3 (satisfactory) 76–89% = 4 (good) 90–100% = 5 (excellent)</p>
<p><b>Number and type of assignments for individual work and the deadline for submission:</b></p>
<p><b>Requirements to obtain the teacher’s signature:</b> Taking the written and oral tests, and class attendance . A maximum 3,5 absences are allowed i.e. 7x45 minutes of absence are allowed ; if the number of absences exceeds this, the student may make up (maximum one occasion) in agreement with the instructor. A student who misses more than 25% of the seminars will not be allowed to get a signature (Study and Examination Regulations §29). According to the Study and Examination Regulations (§ 28), three tardies count as one absence. Arriving 15 minutes later than the start of the lesson is considered tardiness.</p>
<p><b>Type of assessment</b> (<i>comprehensive examination, end-term examination, term-grade, term-grade on a three-grade rating scale, no examination</i>): term grade</p>
<p><b>Examination requirements:</b> (<i>list of examination topics, subject areas of tests / examinations, lists of mandatory parameters, figures, concepts and calculations, practical skills</i>)</p>
<p><b>Method and type of grading:</b> (<i>Share of theoretical and practical examinations in the overall evaluation. Inclusion of the results of the end-of-term assessment. Possibilities of and conditions for offered grades.</i>)</p> <p>The evaluation of student performance is based on the marks received for the 2 tests. The result of the written test makes up the 40% of the term grade and the result of the oral test makes up 60% of the term grade. Student performance is assessed as follows:</p>

0–49% = 1 (fail)  
50–60% = 2 (pass)  
61–75% = 3 (satisfactory)  
76–89% = 4 (good)  
90–100% = 5 (excellent)

**List of course books, textbooks, study aids and literature facilitating the acquisition of knowledge to complete the course and included in the assessment, precisely indicating which requirement each item is related to (e.g., topic by topic) as well as a list of important technical and other applicable study aids:**  
Authentic material compiled by the Department of Languages for Specific Purposes. E-learning materials on moodle.

**Signature of habilitated instructor (course coordinator) announcing the course:**

**Signature of the director of the host institution:**

**Date of submission:** April 30,2023