

## Curriculum

### Healthcare terminology

<b>Semmelweis University, Faculty of Health and Public Services</b> <b>Healthcare organization (BSc)</b>					
<b>Course name:</b> <i>Egészségügyi terminológia</i> <b>English name:</b> <i>Healthcare terminology</i> <b>Course code:</b> <b>EUSZAK049_1M</b>				<b>Credit value:</b> 2 credits	
<b>Course classification:</b>  <b>compulsory course</b>	<b>Character of training (credit%)</b> <b>theory-practice:</b> 0-100%	<b>Type of lessons:</b> practice		<b>Test types:</b> practice mark	<b>Semester (Announcement frequency):</b> 1st (autumn semester)
		<b>Theory:</b> 0	<b>Practice:</b> 28 lessons		
<b>Prerequisites (prior requirement of studies):</b> none					
<b>Faculty and course coordinator:</b> <p style="text-align: center;"><b>FOGARASI, KATALIN PhD - Department of Languages for Specific Purposes, director</b></p> <b>Course leader:</b> <p style="text-align: center;"><b>ITTZÉS, DÁNIEL PhD - Department of Languages for Specific Purposes</b></p>					
<b>Aims and objectives of the course:</b> <p>The purpose of the one semester long practice-oriented Healthcare terminology course is to prepare students for the interpretation and use of medical terminology. The main aspect of the curriculum is that the lessons present various features of different domains of healthcare vocabulary and different types of medical documentation. The language skills and tasks included in the lessons are designed to teach the 3 main areas of healthcare terminology: anatomical terms, Latin and Greek clinical and pathological diagnoses and the structure of medical prescriptions using authentic illustrative materials. In addition, the course emphasizes the correct pronunciation and spelling of foreign words in a Hungarian context, as well as the regularities observed in Latin and Greek terminology (parts of speech, word roots, suffixes, word compositions).</p> <b>Main content:</b> <ul style="list-style-type: none"> <li>- basic terminology of effective communication between doctor–healthcare manager and healthcare manager–patient and the intentional use of technical terms</li> <li>- characteristics of anatomical nomenclature: one-word and multi-word anatomical names, recognition of different grammatical structures and agreement rules, identification of anatomical abbreviations</li> <li>- interpretation of simple clinical and pathological terms, diagnoses, procedures</li> <li>- terminology in the different types of medical documents and interpretation of anatomical and clinical abbreviations included in medical documents</li> </ul>					

- formal requirements for writing prescriptions, chemical names and names of herbal drugs, interpretation of abbreviations appearing on prescriptions

**Professional skills and key competences:**

After completing the course, the student

- knows the definition and various levels of medical language, terminology and nomenclature
- knows the language demands of healthcare genres
- knows the reliable sources of the nomenclature of the various specialties
- knows the correct pronunciation and spelling of medical terms
- knows the healthcare vocabulary in his /her mother tongue and in Latin
- is able to understand medical language
- is able to pronounce and write correctly Greek and Latin technical terms
- is able to interpret anatomical names, simple clinical and pathological terms, diagnoses, procedures and factory prescriptions
- is able to interpret abbreviations used in anatomical terms, in Latin-Greek clinical and pathological diagnoses and in medical prescriptions

**Course topics:**

week	topic
1.	<p>healthcare professional competences: awareness of the development of healthcare language and its Greek-Latin elements; the grouping of health terms based on specialties, source language, grammatical structure based on etymology; distinguishing the parallel use of Latin and Greek terms in the medical language.</p> <p>vocabulary: planes and directions of the human body, main body parts, bones of limbs and trunk, collocations expressing belonging to something</p> <p>linguistic phenomena: pronunciation of Latin and Greek terms, Latin noun (dictionary form, subject and possessive case, declension), simple possessive structures in anatomical terminology</p>
2.	<p>healthcare professional competences: understanding names of anatomical structures expressing size, location and shape similarity; interpreting simple musculoskeletal diagnoses and their abbreviations, Greek anatomical names in clinical terminology</p> <p>vocabulary: articular system, joints and muscles of limbs and trunk</p> <p>linguistic phenomena: adjectival word structures in anatomical names, locomotor diagnoses (agreement of Latin nouns and adjectives), basics of term construction (root, prefix, suffix)</p>
3.	<p>healthcare professional competences: understanding of complex anatomical names and their recognition in complex musculoskeletal diagnoses, abbreviations in them, interpretation of names musculoskeletal diseases</p> <p>vocabulary: most common locomotor system lesions and word elements</p> <p>linguistic phenomena: adjectival and possessive structures in anatomical names and simple diagnoses (the possessive case of the Latin noun and adjective)</p>
4.	<p>healthcare professional competences: plural anatomical names, understanding the structure of diagnoses</p> <p>vocabulary: bones, connections, joints, muscles and most common locomotor diseases of the head, word elements</p>

	linguistic phenomena: nouns with typical endings, plural in anatomical names (plural nominative case of Latin nouns and adjectives)
5.	<p>healthcare professional competences: understanding the use of plural anatomical names in diagnoses, typical abbreviations, structure of medical documents; structure of ICD and ICPM (medical procedures)</p> <p>vocabulary: musculoskeletal diagnoses in outpatient medical records, medical finding, discharge summaries, diagnostic imaging findings and autopsy reports</p> <p>linguistic phenomena: possessive plural structures in anatomical names and diagnoses (the plural possessive case of Latin nouns and adjectives)</p>
6.	<p>Test 1.</p> <p>healthcare professional competences: use of anatomical and clinical terms related to the cardiovascular system</p> <p>vocabulary: anatomy of the heart and the circulatory systems, description of conditions related to the cardiovascular system and accompanying diseases in discharge summaries, word elements representing common diseases</p> <p>linguistic phenomena: terms expressing condition and cause in medical documents (prepositions with accusative case)</p>
7.	<p>healthcare professional competences: use of anatomical and clinical terms related to the digestive system</p> <p>vocabulary: terminology related to the digestive system, names of symptoms and lesions of the stomach and digestive system; names of invasive procedures</p> <p>linguistic phenomena: terms expressing condition and cause in medical documents (prepositions with accusative case)</p>
8.	<p>healthcare professional competences: use of anatomical and clinical terms related to the respiratory system</p> <p>vocabulary: terminology of the structures of the lungs and the respiratory system, as well as their symptoms and changes; clinical tests</p> <p>linguistic phenomena: terms expressing localization in diagnoses (prepositions with ablative case)</p>
9.	<p>healthcare professional competences: use of terms related to the urinary system and the genitals</p> <p>vocabulary: anatomical, physiological, pathophysiological and surgical terms related to the kidney and excretion, as well as gynaecological, pregnancy pathological, obstetrics and andrological terms</p> <p>linguistic phenomena: structures expressing localization in diagnoses (prepositions with ablative case)</p>
10.	<p>healthcare professional competences: use of anatomical and clinical terms related to the sensory organs and the nervous system</p> <p>vocabulary: terms related to the structure and diseases of the sensory organs, terms of the nervous system, symptoms and examination methods of the nervous system</p> <p>linguistic phenomena: diminutive forms in anatomical nomenclature and diagnoses</p>

11.	<p>healthcare professional competences: understanding the basics of pharmaceutical terminology, types and structure of medical prescriptions, the characteristics and abbreviations of factory preparations, raising awareness of pharmacodynamic names</p> <p>vocabulary: packaging forms, numerals</p> <p>linguistic phenomena: quantitative expressions of the medical prescription (Latin numerals), use of pharmacodynamic term elements</p>
12.	<p>healthcare professional competences: understanding the peculiarities of the magistral products and the abbreviations</p> <p>vocabulary: terminology of medicine forms, units of measure, herbs and their drugs and drug products; the chemical names; the Pharmacopoea Hungarica and the Formulae Normales</p> <p>linguistic phenomena: instructions in prescriptions (imperative in Latin)</p>
13.	<p>Test 2.</p> <p>healthcare professional competences: understanding the prescriptions of large quantities of drugs, international unit; Spelling and orthography of medical language</p> <p>vocabulary: dosage forms, measurement units, indications</p> <p>linguistic phenomena: compound numerals</p>
14.	<p>course closure: evaluation of student performance, retakes</p>

According to the demand of each group and the updates in the university curriculum, minor changes can be made in the schedule which do not affect the definite topics of the course.

**The topics of the course were compiled by:**

KATALIN FOGARASI PHD, DÁNIEL ITTZÉS PHD, ANDREA KERESZTÉLYNÉ BARTA PHD, ÉVA KATALIN VARGA PHD, ÁKOS ZIMONYI

**Requirements:**

The evaluation of student performance is based on the marks received for the 2 written tests (and their retakes if relevant) and for active participation in classes. The method of creating the grade: a grade that can be given in case of at least pass completion of all tests. Students receive their end-of-semester grade based on the average of the two tests (plus corrections) and the class work.

**Grading system:**

90–100% = excellent (5)  
76–89% = good (4)  
61–75% = satisfactory (3)  
51–60% = pass (2)  
0–50% = fail (1) signature denied

**Requirement for signature:** Active participation in classes (no more than 3 absences [6 hours] allowed) and at least pass (2) completion of all tests.

**The number of mid-term tests ( presentations, spoken and written tests), their topics and dates, the possibilities to make up and retakes:**

Assessments: weeks 6 and 13

Topic: the material covered so far

Retake and grade improvement: out of class, last week

**Type of possible examinations and their requirements (topic list, test pool):** no exams

**Requirements for attendance and the possibility of making up for absences, and how to justify absences:**

Attendance of lessons and midterms is obligatory. Students are allowed to have maximum 3 absences a semester. In case of more absences, the teacher may deny giving the signature. Students who miss a class, can make up for it (max. two times a semester) in another group of the course. 50% of course score and active participation in classes is required for signature.

**The written course material, recommended literature, important technological and other resources that can be used:**

**Course book:**

Belák Erzsébet: Orvosi terminológia. Budapest, 2005, Semmelweis Kiadó.  
Egészségügyi latin. Kézirat. Összeállította: Ittzés Dániel. Budapest.

**Recommended literature:**

Belák Erzsébet: *Orvosi terminológia*. Budapest, 2005, Semmelweis Kiadó.  
Belák Erzsébet: *Lingua Latina medicinalis*. Budapest, 2007, Semmelweis Kiadó.  
*Brencsán orvosi szótár*. Szerk.: Krúdy Erzsébet. Budapest, 2002<sup>3</sup>, Medicina Könyvkiadó Rt.  
Donáth Tibor (szerk.): *Anatómia szótár - Lexicon Anatomiae - Anatomical dictionary - Anatomisches Wörterbuch*. Budapest, Semmelweis Kiadó.  
Paulsen F. - Waschke J.: *Sobotta Az ember anatómiájának atlasza I-III. kötet*. Budapest, Medicina Kiadó.  
Gaál Tamás (szerk.): *Formulae Normales VII. - Szabványos vényminták*. Budapest, 2003, Melánia Kiadó.  
*A betegségek és az egészséggel kapcsolatos problémák nemzetközi statisztikai osztályozása: BNO10, Tizedik revízió*. Budapest, 1995, Egészségügyi Stratégiai Kutatóintézet.  
Supporting materials, online teaching materials compiled and distributed by the teachers of the Department of Languages for Specific Purposes.

**The number and type of assignments the student has to complete individually, and the due date:** none