Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
RUDN University

Law Institute, Foreign Languages Department

educational division (faculty/institute/academy) as higher education programme developer

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COURSE SYLLABUS

Translation in Healthcare Settings: Introduction (English-Russian; 2nd foreign language)

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02. Linguistics

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Translation and Interpreting for Public Services and Institutions

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higher education programme profile/specialisation title

1. COURSE GOAL(s)

The goal of the course *Translation in Healthcare Settings; Introduction* is to train a qualified specialist capable of solving professional tasks in the field of medical translation through the formation and development of professional competencies among students that allow them to ensure social mobility, demand and competitiveness in the labor market.

The basis of subject-specific competencies are skills and abilities in the field of functional stylistics and cross-cultural communication, which allow to perceive and translate English medical texts into Russian in compliance with lexical, grammatical and stylistic norms of the source language and target language.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course *Translation in Healthcare Settings (English-Russian)* is aimed at the Master's students' formation of the following competencies (part of competencies):

In the field of generic professional competencies, the student:

- Can carry out interlingual and cross cultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers (GPK-5).

In the field of professional competencies, the student:

- Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the business field (PC-4).

- Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the healthcare field (PC-5).

Table 2.1. List of competencesthat students acquire through the coursestudy

Competence code	Competence descriptor	Competenceformationindicators (within this course)
GPC-5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	GPC 5.1. Knowledge of the specifics of the speech functional styles and genres in Russian and foreign languages under study.
		GC-5.2. Mastering of comprehensive cognitive -discursive tools to produce and perceive texts of various functional styles and genres in the foreign language under study as well as to edit and proofread the above texts.
PC-4	Readiness to conduct expert and analytical activities, linguistic and cultural mediation, and translation in the business field	GPC-4.1. Knowledge of the specifics of cross-cultural interaction (based on a working language pair) in the business field
		GPC-4.2. Mastering the strategy and tactics of cross-cultural interaction (based on a working language pair) in the business field

Competence code	Competence descriptor	Competenceformationindicators (within this course)
PC-5	Readiness to conduct expert and analytical activities, linguistic and cultural mediation, and translation in the healthcare field	Knowledge of the specifics of cross-cultural interaction (based on a working language pair) in the healthcare field
		Mastering of the strategy and tactics of cross-cultural interaction (based on a working language pair) in the healthcare field

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course *Translation in Healthcare Settings (English-Russian)*refers to the core/<u>variable</u>/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers.	Cross Cultural Communication and Mediation (in English)	Interlinguistic Communication (in English)
PC-4	Readiness to conduct expert and analytical activities, linguistic and cultural mediation, and translation in the business field	Translator's Professional Ethics (in English) Translation Studies (in English)	Editing and Proofreading (English-Other Language)
PC-5	Readiness to conduct expert and analytical	Cross Cultural Communication and	Interpreting in Administrative-Legal Settings (English-

Compete nce code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	activities, linguistic and cultural mediation, and translation in the healthcare field	Mediation (in English) Translation in Administrative-Legal Settings (English-Russian)	Russian)

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES
Possible wording

1)The total workload of the course *Translation in Healthcare Settings (English-Russian)* is 6 credits (266 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (__full-time training__)*

Type of academic activities	Totalacademic hours	Semesters/training modules			
		1	2	3	4
Contact academic hours	*50*	*-*	*16*	*18*	*16*
including:					
Seminars (workshops/tutorials) (S)	50	-	16	18	16
Self-studies	*112*	*-*	*65*	*45*	*2*
Evaluation and assessment (exam/passing/failing grade)	*54*	*-*	*27*	*9*	*18*
Course workload — academic hours_	**266**	**-**	**124**	**90**	**52**
credits	**6**	**-**	**3**	**2**	**1**

5. COURSE CONTENTS

Table 5.1. Course contents and academic activitiestypes

Course module title	Course module contents (topics)	Academic activitiestypes
Chapter 1. (Module 2.) Health and Illness	Topic 1.1. Topical Vocabulary Discussion	S
	Topic 1.2. Formation of the Question-Answer Medical Translation Skills	S
	Topic 1.3. Translation of Individual Statements on the Topic	S
	Topic 1.4. Translation and discussion of translation techniques of the medical texts on the topic	S
Chapter2. (Module 2.) Parts of the Body	Topic 2.1. Topical Vocabulary Discussion	S
	Topic 2.2. Formation of the Question-Answer Medical Translation Skills	S
	Topic 2.3. Translation of Individual Statements on the Topic	S

Course module title	Course module contents (topics)	Academic activitiestypes
	Topic 2.4. Translation and discussion of translation techniques of the medical texts on the topic	S
Chapter 3. (Module 3.) Tissues and Organs	Topic 3.1. Topical Vocabulary Discussion	S
	Topic 3.2. Formation of the Question-Answer Medical Translation Skills	S
	Topic 3.3. Translation of Individual Statements on the Topic	S
	Topic 3.4. Translation and discussion of translation techniques of the medical texts on the topic	S
Chapter 4. (Module 3.) Functions of the Body	Topic 4.1. Topical Vocabulary Discussion	S
	Topic 4.2. Formation of the Question-Answer Medical Translation Skills	S
	Topic 4.3. Translation of Individual Statements on the Topic	S
	Topic 4.4. Translation and discussion of translation techniques of the medical texts on the topic	S
	Topic 4.5. Translation and discussion of translation techniques of the medical texts on the topic	S
Chapter 5. (Module 4.) Medical Practitioners	Topic 5.1. Topical Vocabulary Discussion	S
	Topic 5.2. Formation of the Question-Answer Medical Translation Skills	S
	Topic 5.3. Translation of Individual Statements on the Topic	S
	Topic 5.4. Translation and discussion of translation techniques of the medical texts on the topic	S
	Topic 5.5. Translation and discussion of translation techniques of the medical texts on the topic	S
Chapter 6. (Module 4.) Nurses	Topic 6.1. Topical Vocabulary Discussion	S
	Topic 6.2. Formation of the Question-Answer Medical Translation Skills	S
	Topic 6.3. Translation of Individual Statements on the Topic	S

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
Lecture	Alecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term	

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
	assessment; equipped with a set of specialised furniture and machinery.	
Seminar	A classroom for conducting seminars, group and individual consultations, current andmid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Computer Lab	A classroom for conducting classes, group and individual consultations, current andmid-term assessment, equipped with personal computers (in the amount of ____pcs), a board (screen) and technical means of multimedia presentations.	
Self-studies	Aclassroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

* The premises for students' self-studies are subject to**MANDATORY**mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Glendinning E. H., Howard R. (2007) Professional English in Use. Medicine. Cambridge: Cambridge University Press.

2. Глинская Н.П. (2020) Английский язык для медиков.
https://elib.vvsu.ru/book/id/1426601384/angliiskii_iazyk_dlia_medikov

3. Check your English Vocabulary for Medicine (2006) London: A&C Black Publisher Ltd.

Additional readings:

1. Ramón Ribes, Pablo R. Ros (2005) Medical English. Cordoba: Springer Science & Business Media

2. Petterson S, McNellis R, Klink K, Meyers D, Bazemore A. (2018) The state of primary care in the United States: A chartbook of facts and statistics. Washington, DC: Robert Graham Center.

2. 2019 statistical profile of certified physician assistants (2020). NCCPA (National Commission on Certification of Physician Assistants) Johns Creek, GA: National Commission on Certification of Physician Assistants.

3. HHS, HRSA, and NCHWA (U.S. Department of Health and Human Services, Health Resources and Services Administration, and National Center for Health Workforce Analysis). Characteristics of the U.S. nursing workforce with patient care responsibilities: Resources for epidemic and pandemic response. (2020) Rockville, MD: Health Resources and Services Administration.

4. BLS (U.S. Bureau of Labor Statistics). Occupational employment and wages, May 2019: 21-1094 community health workers. 2019. [November 24, 2020]. https://www.bls.gov/oes/current/oes211094.htm. [Reference list]

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
- ……….

 2.Databases and search engines:
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

Training toolkit for self- studies to master the course *:

Methodological recommendations.
The classes are devoted to introduce the students to special English medical terminology.
Classes are held two hours a week.
During the periods of self-studies, students are invited to learn English medical terms on the topic under study and choose representative variants of their translation into Russian. As a result, students form their own English-Russian glossary of basic medical terms.
In the process of preparing for the translation of dialogical and monological statements and special medical texts on the topic under study, students need to independently analyze parallel texts of English and Russian to create target texts of correct stylistic and cross cultural correspondence for the given pair of languages.

* The training toolkit for self- studies to master the course isplaced   on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVELUPON COURSECOMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completionare specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

Associate Professor of Foreign Languages Department		**N.A. Kalmazova**
position, department	signature	name and surname
position, department	signature	name and surname
position, department	signature	name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

Head of Foreign Languages Department		**A.A. Atabekova**
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