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ФИО: Ястребов Олег Александрович
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**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

COURSE SYLLABUS

**Interpreting in Healthcare Settings: Advanced (English-Other Foreign Language/
Russian)**

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

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The goal of the course *Interpreting in Healthcare Settings: Advanced* is improve existing skills of solving professional tasks in the field of medical interpreting 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 main focus of the course is to polish the students' knowledge in subject-specific competencies, skills and abilities in the field of functional stylistics and cross-cultural communication, which allow to perceive and interpret English speech in the medical field into Russian in compliance with lexical, grammatical and stylistic norms of the source language and target language. It is important to advance the skill of institutional oral medical translation in the speech genres of medical discourse, where the content and functional features of a speech work have interlanguage and cross-cultural specificity.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course *Interpreting 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 competences that students acquire through the course study

| Competence code | Competence descriptor | Competence formation indicators (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 | Competence formation indicators (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 *Interpreting in Healthcare Settings (English-Russian)* refers to the core/variable/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. | Translator's Professional Ethics (in English) | Techniques and Resources for TIPS |
| PC-4 | Readiness to conduct expert and analytical activities, linguistic and cultural mediation, and translation in the business field | Cross Cultural Communication and Mediation (in English) Translation Studies (in English) | Interlinguistic Communication (in English) |

| Competence code | Competence descriptor | Previous courses/modules* | Subsequent courses/modules* |
|-----------------|---|---|---|
| PC-5 | Readiness to conduct expert and analytical activities, linguistic and cultural mediation, and translation in the healthcare field | Interpreting in Administrative-Legal Settings (English-Russian) | Consecutive Interpreting Course (English-Russian) |

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

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course *Interpreting in Healthcare Settings (English-Russian)* is 2 credits (72 academic hours).

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

| Type of academic activities | Total academic hours | Semesters/training modules | | | | |
|---|----------------------|----------------------------|-----------|---|---|---|
| | | 6 | | | | |
| <i>Contact academic hours</i> | 8 | 8 | - | - | - | |
| Seminars (workshops/tutorials) (S) | 8 | 8 | - | - | - | |
| <i>Self-studies</i> | 55 | 55 | - | - | - | |
| <i>Evaluation and assessment (exam/passing/failing grade)</i> | 9 | 9 | - | - | - | |
| Course workload | academic hours | 72 | 72 | - | - | - |
| | credits | 2 | 2 | - | - | - |

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

| Course module title | Course module contents (topics) | Academic activities types |
|---------------------------|--|---------------------------|
| Chapter 1. Medical Ethics | Topic 1.1. Topical vocabulary discussion. Formation of the oral translation skill of the institutional medical discourse texts on the topic. | S |
| Chapter 2. Case History | Topic 2.1. Topical vocabulary discussion. Formation of the oral translation skill of the institutional medical discourse texts on the topic. | S |

| Course module title | Course module contents (topics) | Academic activities types |
|---------------------------------|--|---------------------------|
| Chapter 3. Examination | Topic 3.1. Topical vocabulary discussion. Formation of the oral translation skill of the institutional medical discourse texts on the topic. | S |
| Chapter 4. Explaining Diagnosis | Topic 4.1. Topical vocabulary discussion. Formation of the oral translation skill of the institutional medical discourse texts 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 course study (if necessary) |
|-----------------------------|---|---|
| Lecture | A lecture 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 assessment; equipped with a set of specialised furniture and machinery. | |
| Seminar | A classroom for conducting seminars, group and individual consultations, current and mid-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 and mid-term assessment, equipped with personal computers (in the amount of ___ pcs), a board (screen) and technical means of multimedia presentations. | |
| Self-studies | A classroom 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.elsevier.com/abstract/scopus/>

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

Methodological recommendations.

The classes are devoted to the study of the English medical terminology of institutional discourse in the situation of a multidimensional process of medical examination and medical consultation.

Classes are held two hours a week.

During periods of self-study, students are invited to learn English medical terms on the relevant topic and choose representative variants of their translation into Russian. As a result, students form their own English-Russian glossary of basic medical terms on the topic under study.

In the process of preparing for the translation of dialogical and monological statements and texts of special medical discourse, students need to independently analyze analog texts of English and Russian to create target texts of the correct stylistic and intercultural correspondence for this pair of languages.

* The training toolkit for self- studies to master the course is placed 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 LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are 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

position, department

N.A. Kalmazova

signature

name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

Head of Foreign Languages

Department

name of department

A.A. Atabekova

signature

name and surname

HEAD

OF HIGHER EDUCATION PROGRAMME:

Head of Foreign Languages

Department

position, department

A.A. Atabekova

signature

name and surname