

**PRESCRIPTION: HISTORY, GRAMMAR AND PECULIARITIES  
OF PRESCRIBING OF MEDICINAL FORMS  
TEACHERS' GUIDE TO PRACTICAL CLASSES  
FOR THE 2<sup>ND</sup> YEAR STUDENTS  
(Specialty 222 «General medicine»)**

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ**  
**Харківський національний медичний університет**

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**МЕТОДИЧНІ РОЗРОБКИ  
для викладачів  
до проведення практичного заняття  
з вибіркової дисципліни «Рецептура: історія, граматики  
та особливості виписування лікарських форм»  
зі студентами 2-го курсу медичних факультетів  
(спеціальність 222 «Медицина»,  
спеціальність 228 «Педіатрія»)**

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Compilers N. V. Derevyanchenko  
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Упорядники Н. В. Дерев'янченко  
О. В. Литовська  
Т. В. Некрашевич

## I semester

**Theme 1:** Rules of prescription: structure and its Latin part.

**1. Quantity of hours:** 2 hours.

**2. Basis of the theme:** The skills of writing the prescription are the inevitable part of doctor's professional activities.

**3. Target of the lesson:**

- *general*: to study structure of prescription and rules of its' execution.
- *specific*: to learn grammatical structure of prescription; to form skills of prescribing different types of prescriptions; to develop skills of reading and applying the most widespread prescription abbreviations.
  - a) to know the essence of the concept "prescription", structure of prescription, Latin names of its' parts, rules of execution of Latin part of prescription; of indicating dosage of remedies, additional inscriptions in prescription.
  - b) to be able to read Latin part of prescription, execute Latin part of prescription.

**4. Logical graph of the lesson:**

Presentation: introduction to the theme "Rules of prescription: structure and its Latin part"



Practical work: Working with theoretical material and vocabulary of the theme



Conclusion: Basic questions of the theme with examples (students)

**5. Material and methodical supply:** table of declensional endings, work book, table "Structure of prescription", blackboard, Order of Ministry of Health of Ukraine № 360 "On approval for issuing prescriptions and requirements for orders for medicines and medical devices" from 19.07.2005; list of main prescription abbreviations.

**6. Materials for practical lesson (content of the lesson):**

1. The concept "prescription". Law grounds for prescription.
2. Main requirements to prescription.
3. Rules of executing Latin part of prescription.
4. Indication of dosage of medicines.
5. two models of prescription.
6. Additional inscription in prescription.
7. Abbreviations in prescription.

**7. Practical skills**

Exercises:

**1. Translate from Latin into English:**

1. Herba Convallariae
2. Solutio Euphyllini in ampullis
3. Emulsum olei Vaselini
4. Dragee Tetracyclini cum Nystatino
5. Solutio Protargoli in vitro nigro
6. Suppositoria rectalia "Anaesthesolum"

**2. Translate into Latin:**

1. anise oil
2. lily of the valley tincture
3. sugar syrup
4. herb of lily of the valley
5. sea-buckthorn oil

### 3. Translate prescriptions from English into Latin:

1. Take: Valerian tincture  
Lily of the valley tincture 15 ml of each  
Belladonna ointment 5 ml  
Menthol 0,2  
Mix. Give. Sign. 20–25 drops 3 times a day.
2. Take: Opium simple tincture 10 ml  
Give. Sign. 5-8 drops a day.

### 4. Write down the following prescriptions without any abbreviations:

1. Rp.: Camphorae 0,1  
Sacchari 0,3  
M. f. pulv.  
D. t. d. N. 12  
S. 1 powder 3-4 times a day.
2. Rp.: Sol. Synoestrolis oleos. 0,1 % 1 ml  
D. t. d. N. 30 in amp.  
S. 1 ml into muscles.

## 8. Terminology

Prescription, abbreviation, models of prescription, dosage, standardized medicinal forms.

## 9. Control questions

1. What is the prescription?
2. What are the components of the prescription ?
3. How is Latin part of prescription executed?
4. Name main models of prescriptions/
5. Name ways of indicating the dosage in prescription.

## 10. Literature

### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
3. Latin Language for Students of Dental Faculties = Lingua Latina ad Usus Stomatologiae Studentium: textbook (III–IV a. l.) / O.M. Bieliaieva, V.H. Synytsia, L.Yu. Smolska et al.; edited by O.M. Bieliaieva. Kyiv : VSV «Medycyna», 2018. 488 p.
4. The Latin Language and Medical Terminology Basics / L.Yu. Smolska, O.H. Pylypiv, P.A. Sodomora et al.; edited by L.Yu. Smolska. 4rd ed. Kyiv : VSV «Medycyna», 2018. 400 p.
5. Stedman's Medical Dictionary for the Health Professions and Nursing. Stedman's; 7th edition. 2011. 2439 p.

### *Auxiliary*

1. Cohen B. J. Medical Terminology : an illustrated guide. 5th ed. Philadelphia ; Baltimore : Wolters Kluwer Health/Lippincott Williams&Wilkins, 2008. 761 p.
2. Kondratiev D. K., Vylegzhanina O. E., Knyazeva Y. V. Latin and Fundamentals of Medical Terminology. For Medical Students. Grodno: GrHMU, 2005. 250 p.
3. László Répás. Basics of Medical Terminology. Latin and Greek Origins: Textbook for 1st year students of medicine. Litográfia Nyomda, Debrecen, 2013. 94 p.
4. Latin language and medical terminology. Part II. Clinical and pharmaceutical terminology : methodic materials / N. V. Derevyanchenko, V. V. Lozenko, O. V. Lytovska. Kharkiv, 2018. 86 p.
5. Medical terminology. Language for Health Care. 3rd ed. / Nina Thierer, Deborah Nelson, Judy K. Ward, LaTanya Young. McGraw. Higher education, 2011. 786 p.

**Theme 2:** Verb (Verbum). Basic information about the verb. Imperative mood (Modus imperativus). Present tense of the present mood of active and passive voice (Praesens indicativi activi et passivi). Verb sum, esse.

**1. Quantity of hours:** 2 hours.

**2. Basis of the theme:** Mastering the notion about the verb as basic component of communication between doctor and pharmacist.

**3. Target of the lesson:**

– *general*: to form basic ideas about the verb, its paradigm and use in medical terminology;  
 – *specific*: To teach students to learn verbs in dictionary form, to determine their conjugation, to find the stem, to form the imperative mood and to use it in prescriptions. To teach students to form verb forms of the present tense in present mood of active and passive voices, to translate them from Latin into English and vice versa, to apply them competently in stableprescription phrases.

a) to know: grammatical categories of verbs; indications of the conjugation of the verb personal endings of present tense verbs of active and passive voice; models of word change of verbs; personal endings of the present tense of the active and passive voice; verb forms sum, esse; the most common prescription expressions with verbs.

b) to be able to: determine the affiliation of the verb to a certain conjugation; find the stem of the verb; to form the imperative mood of the present tense of the singular and the plural; know the paradigm of the verb sum, esse; correctly use prescription expressions with verbs.

**4. Logical graph of the lesson:**

Presentation: introduction to the theme “Verb (Verbum). Basic information about the verb. Imperative mood (Modus imperativus). Present tense of the present mood of active and passive voice (Praesens indicativi activi et passivi). Verb sum, esse.”

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Practical work: Working with theoretical material and vocabulary of the theme

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Conclusion: Basic questions of the theme with examples (students)

**5. Material and methodical supply:** table of declensional endings, work book, table of verb’s endings.

**6. Materials for practical lesson (content of the lesson):**

1. Grammar categories of the Latin verb.
2. Conjugations and their indications. Stem infecta
3. Formation of Imperative mood.
4. Formation of Present tense of the present mood, endings of active and passive voice.
5. Verb sum, esse.
6. Most common prescription phrases.

**7. Practical skills**

Exercises:

**1. Define the conjugation of a verb and stem:**

Verb	Conjugation	Stem
respondere		
signare		
praeparare		
capere		
servire		

## 2. Make Imperativus Singularis and Pluralis for the following verbs and translate:

Infinitivus	Imperativus Singularis	Imperativus Pluralis	Translation
signāre			
miscēre			
recipēre			

### 3. Translate into English:

1. Misce. Da. Signa. 2. Misceatur. Detur. Signetur 3. Sterilīsa (Sterilisetur) bis. 4. Verte. 5. Salve. Salvete. 6. Da tales doses numēro. 7. Misce, fiat lenimentum. 8. Da medicamentum in capsulis gelatinōsis. 9. Misce, fiat pulvis. 10. Divīde et impēra. 11. Vive valeque. 12. Festīna lente. 13. Noli nocēre. 14. Nota bene.

### 4. Translate into Latin.

1. Give acceptically. 2. Repeat twice. 3. Sterilize well. 4. Give such doses in number 10. 5. Take from ampules. 6. Prepare quickly. 7. Goodbye. 8. Divide the powder. 9. Take tablets "Aethazol".

## 8. Terminology

Verb, conjugation, personal endings, stem of the verb, present mood, imperative mood, prescription phrases

## 9. Control questions

1. Name grammar categories of the verb.
2. How many conjugations do Latin verbs have?
3. How is the verb conjugation determined?
4. How is the verb stem identified?
5. What are the personal endings in the 3-rd person plural praesens indicativi activi?
6. How are imperative mood forms formed?
7. How are forms of present tense formed?

## 10. Literature

### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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**Theme 3:** Present tense of the conditional mood of active and passive voice (Praesens conjunctivi activi et passivi). Verb *fio, fieri*.

**1. Quantity of hours:** 2 hours.

**2. Basis of the theme:** Mastering notions about peculiarities of conditional mood of the verbs as important part of professional language of medical and pharmaceutical workers.

**3. Target of the lesson:**

– *general*: to form basic ideas about the conditional mood of the verb, its paradigm in active and passive voice, usage of verb *fio, fieri* in medical terminology;

– *specific*: To teach students to form verb forms of the present tense of the conditional mood of active and passive voice, to translate them from Latin into English and vice versa, to use them competently in stable prescription phrases

a) to know: grammatical categories of verbs; indications of the conjugation of the verb personal endings of present tense verbs of the conditional mood active and passive voice; models of word change of verbs; personal endings of the present tense of the active and passive voice; verb forms *sum* and *fio* in the conditional mood; the most common prescription expressions with verbs.

b) to be able to: determine the affiliation of the verb to a certain conjugation; find the stem of the verb; to form the conditional mood of the present tense of the singular and the plural; know the paradigm of the verb *fio, fieri* in the conditional mood; correctly use the conditional mood forms in prescription expressions with verbs.

**4. Logical graph of the lesson:**

Presentation: introduction to the theme “: Present tense of the conditional mood of active and passive voice (Praesens conjunctivi activi et passivi). Verb *fio, fieri*.”



Practical work: Working with theoretical material and vocabulary of the theme



Conclusion: Basic questions of the theme with examples (students)

**5. Material and methodical supply:** table of declensional endings, work book, table of verb's endings.

**6. Materials for practical lesson (content of the lesson):**

1. Grammar categories of the Latin verb.
2. Conjugations and their indications. Stem *infecta*
3. Formation of conditional mood.
4. Verb *fio, fieri* in prescriptions.
5. Most common prescription phrases with the verb *fio, fieri*.

**7. Practical skills**

Exercises.

**1.** Form the conditional mood of the active and the passive voice for the following verbs:  
to add, to solve, to form, to give, to sign, to mix, to turn, to repeat, to keep.

**2.** Change the number in the verb forms:

*Sterilisetur, audi, praeparat, fiant, dentur, dat, misceat, signatur, nutriantur.*

**3.** Analyze the verb forms. Translate into English.

*Finiuntur, movēre, date, solvit, curet, habeatur, formantur, audiant, misceatur, veniant, misceatur, solvantur, signet.*



#### 4. Translate into Latin using vocabulary.

Misce, ut fiat pulvis. Misce, ut fiant species. Sterilisetur. Tertium non datur. Detur solutionem in ampullis. Repetatur! Dentur tales doses in capsulis gelatinosis.

#### 5. Translate into Latin.

Mix, let the paste be formed. Let it be sterilized. Mix, let the herbal combination be formed. Let dibasol and papaverin be given. Let novocain be given in ampoules. Let Valerian tincture be given.

### 8. Terminology

Verb, conjugation, personal endings, stem of the verb, conditional mood, prescription phrases

### 9. Control questions

1. Name grammar categories of the verb.
2. How many conjugations do Latin verbs have?
3. How is the verb conjugation determined?
4. How is the verb stem identified?
5. How are conditional mood forms formed?
6. Form conditional mood present tense forms of the verb sum and fio.

### 10. Literature

#### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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4. Latin language and medical terminology. Part II. Clinical and pharmaceutical terminology : methodic materials / N. V. Derevyanchenko, V. V. Lozenko, O. V. Lytovska. Kharkiv, 2018. 86 p.
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**Theme 4:** Latin chemical nomenclature. Chemical elements, acids, oxides salts, radicals and complex ethers names. Using in the prescription.

**1. Quantity of hours:** 2 hours.

**2. Basis of the theme:** Knowledge of the Latin chemical nomenclature enables correct prescribing multiple medicines which are important chemical substances.

**3. Target of the lesson:**

– *general:* to form skills of reading and prescribing medicinal forms which being chemical substances;  
– *specific:* to acquaint students with the Latin names of chemical elements; with the models of formation of Latin names of acids and oxides; to teach to read and translate the names of chemical elements, acids and oxides; to form the skills of prescribing chemical compounds; to give an idea of the model according to which the names of salts are formed; teach to read and translate the names of salts, put their names in Gen.Sing. (prescription); to acquaint with the peculiarities of the structure of the names of esters and their declension.

a) to know: the concept of "chemical nomenclature"; schemes of formation of Latin names of chemical elements, acids, oxides, formation of Latin names of salts and esters which are most often used in practice by the doctor and the pharmacist.

b) to be able to: correctly write in Latin any chemical element; to determine the degree of oxidation by the Latin name of acids, determine oxygen-free acids; write in the prescription the Latin name of the chemical element, acid, oxide, salt and ester as a component of the medicine; determine the level of salt oxidation by the Latin name of the anion

**4. Logical graph of the lesson:**

Presentation: introduction to the theme "Latin chemical nomenclature. Chemical elements, acids, oxides salts, radicals and complex ethers names. Using in the prescription.

↓  
Practical work: Working with theoretical material and vocabulary of the theme

↓  
Conclusion: Basic questions of the theme with examples (students)

**5. Material and methodical supply:** table of declensional endings, work book, periodic table of chemical elements, tables "Formation of acids names", "Latin and English equivalents for anions' endings".

**6. Materials for practical lesson (content of the lesson):**

1. Latin names of chemical elements.
2. Names of inorganic acids.
3. Names of organic acids.
4. Names of oxides.
5. Names of nitrous oxides.
6. Names of salts.
7. Names of basic salts
8. Names of organic salts of potassium and sodium
9. Names of esters

**7. Practical skills**

Exercises:

**1. Translate into English:**

1. Phosphorus radioactivus
2. Sulfur depuratum
3. Pasta Zinci
4. Hydrargyrum praecipitatum
5. Aqua Plumbi

## 2. Translate into Latin:

1. Iodine spirituous solution
2. Tetracycline ophthalmic ointment
3. Nicotinic acid tablets
4. Ascorbic acid dragee
5. Salicylic acid ointment
6. Zinc oxide liniment
7. Retinol acetate granules
8. Complex methyl salicylate liniment
9. Sodium sulphacile ointment
10. Ristomycine sulphate solution
11. Potassium iodide tablets

## 3. Translate into Latin and write down the prescriptions in a short form:

1. Take: Magnesium peroxide 0,5  
Give such doses in number 12  
Sign. 1 powder 3 times a day.
2. Take: Reduced iron 1,0  
Give out such doses a number 15 in gelatinous capsules.  
Sign. 2 capsules 4 times a day after meal.
3. Take: Sodium sulphacile 30 % 50,0  
Give. Sign. To treat a mouth mucous tunic.
4. Take: Reduced iron  
Calcium glycerophosphate 0,5 of each  
Mix, let the powder be formed.  
Give such doses a number 30.  
Sign. 1 powder 3 times a day.

## 8. Terminology

Chemical element, acid, organic acid, inorganic acid, oxide, peroxide, hydroxide, salt, organic salt, inorganic salt, basic salt, anion, cation, complex ester.

## 9. Control questions

1. What gender and declension do all chemical elements' names belong?
2. What is the rule of forming Latin names of acids?
3. What is the rule of forming Latin names of oxides?
4. What is the way of forming Latin names of salts?
5. Which suffixes are used in the names of oxygen-containing salts?
6. What is the rule of forming Latin names of potassium and sodium organic salts?
7. Which suffix do hydrocarbon and acid radicals contain?
8. How are Latin names of complex esters formed?

## 10. Literature

### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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1. Cohen B. J. Medical Terminology : an illustrated guide. 5th ed. Philadelphia ; Baltimore : Wolters Kluwer Health/Lippincott Williams&Wilkins, 2008. 761 p.

2. Kondratiev D. K., Vylegzhanina O. E., Knyazeva Y. V. Latin and Fundamentals of Medical Terminology. For Medical Students. Grodno : GrHMU, 2005. 250 p.

3. László Répás. Basics of Medical Terminology. Latin and Greek Origins: Textbook for 1st year students of medicine. Litográfia Nyomda, Debrecen, 2013. 94 p.

4. Latin language and medical terminology. Part II. Clinical and pharmaceutical terminology : methodic materials / N. V. Derevyanchenko, V. V. Lozenko, O. V. Lytovska. Kharkiv, 2018. 86 p.

5. Medical terminology. Language for Health Care. 3rd ed. / Nina Thierer, Deborah Nelson, Judy K. Ward, LaTanya Young. McGraw. Higher education, 2011. 786 p.

**Theme 5:** Final test.

**1. Quantity of hours:** 2 hours.

**2. Basis of the theme:** Test allows indicating level of mastering material of structural part as well as skills and abilities.

**3. Target of the lesson:**

- *general*: control of students' assimilation of the material of the structural section.
- *specific*: control of skills and abilities of reading, understanding, translation and formation of pharmaceutical terms; control of the ability to read, translate and write a prescription
  - a) to know the rules of writing Latin pharmaceutical terms, the structure of pharmaceutical terms, peculiarities of translation of names of chemical compounds, rules of prescription
  - b) to be able to: translate the pharmaceutical terms correctly, write the prescription.

**5. Material and methodical supply:** table of declensional endings, work book.

**6. Materials for practical lesson (content of the lesson):**

1. Oral questioning for actualization of achieved knowledge.
2. Written test.

**7. Practical skills**

1. Knowledge of theoretical and lexico-grammatical materials of the course.
2. Acquisition of skills and abilities defined by the structural part of the course.

**8. Example of the final test.**

**1. Translate into Latin**

1) liquid aloe extract; 2) sodium arsenate solution; 3) magnesium peroxide ointment; 4) papaverin hydrochloride; 5) antipyretic remedies; 6) acetylsalicylic acid; 7) theophyllin suppositories; 8) peach oil; 9) pectoral herbal combination; 10) chamomile flowers infusion

**2. Translate the prescriptions**

- 1) Take: Pyracetam solution 20 % 5 ml  
Give such doses in number 10 in ampoules.  
Sign. 10–20 ml in muscles

- 2) Take: Boric acid  
Zinc oxide of each 2,0  
Resorcin 0,6  
Vaseline 30,0  
Mix, let the ointment be formed.  
Give Sign: for skin smearing
  - 3) Take: Benzylpenicillin-sodium 30 ml  
Hydrocortisone acetate suspension 5 drops  
Cocoa oil 0,5  
Mix, let the suppository be formed.  
Give. Sign. 1 suppository in acoustic meatus.
  - 4) Take: Senna leaves infusion 10,0 – 150 ml  
Mix. Give. Sign: 1 spoon 2 times a day
3. Write down the prescriptions in full form (without abbreviations)
- 1) Rp.: Sol. Oestroni oleos. 0,0 5% 1,0  
D.t.d.N 6 in ampull. S. Intravenously
  - 2) Rp.: Tab. Extr. Valerianae 0,02 obduct. N 50  
D.S. 1 tablet 2 times a day

## 9. Literature

### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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3. László Répás. Basics of Medical Terminology. Latin and Greek Origins: Textbook for 1st year students of medicine. Litográfia Nyomda, Debrecen, 2013. 94 p.
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## II semester

**Theme 1:** Modern dosage forms. Non-traditional dosage forms: lozenges, caramels, spansuls, cachets, pearls, etc. Modern expressions with prepositions. Constant professional medical expressions. Grammatical features of writing solid dosage forms in Latin.

**1. Quantity of hours:** 2 hours

**2. Basis of the theme:** Laying theoretical information of pharmaceutical terminology.

**3. Target of the lesson:**

– *general*: to give students a general idea of modern types of dosage forms, to form a motivating basis for studying the section.

– *specific*:

a) *to know* the types of dosage forms, methods of word formation and typical structures of the names of drugs and preparations, grammatical features of writing in Latin solid dosage forms.

b) *to be able to*: translate pharmaceutical terms different in structure; be able to translate the names of groups of drugs; be able to correctly use modern expressions with prepositions and medical expressions.

**4. Logical graph of the lesson:**

Explanation of the material: theoretical material of the topic: "Modern dosage forms. Non-traditional dosage forms: lozenges, caramels, spansuls, cachets, pearls, etc. Modern expressions with prepositions. Constant professional medical expressions. Grammatical features of writing solid dosage forms in Latin."



Practical work: Working with theoretical material and vocabulary of the theme



Conclusion: Basic questions of the theme with examples (students)

**5. Material and methodical supply:** table of declensional endings, work book, table "Structure of prescription", blackboard. Order of Ministry of Health of Ukraine № 360 "On approval for issuing prescriptions and requirements for orders for medicines and medical devices" from 19.07.2005; list of main prescription abbreviations.

**6. Materials for practical training (content of the lesson):**

1. The concept of non-traditional dosage forms "lozenges", "caramels", "spanzula", "pearls".
2. Names of medicines. Rules for writing a trivial name.
3. Constant professional medical expressions.
4. Modern expressions with prepositions.

**7. Practical skills**

**1.** Write down the following prescriptions without any abbreviations and translate into English:

1. Rp.: Papaverini hydrochloridi 0,02

Sacchari 0,3

M.f pulv.

D. t. d. N 6

S.:

2. Rp.: Acidi acetylsalicylici

Phenacetini ana 0,25

D. t. d. N 12 in tab.

S.:

3. Rp.: Tab. «Pentalginum» N 10

D. S.:

4. Rp.: Ferrireducti 1,0  
D. t. d. N 15 in caps. gel.  
S.:

**2. Write prescriptions in Latin:**

1. 10 powders containing 0.25 sodium hydrocarbonate. Assign 1 powder in case of heartburn.
2. 30 tablets containing 0.05 g of ascorbic acid and 0.002 folic acid. Assign 1 tablet three times a day.
3. 10 capsules containing 0.2 g of anesthetic. Assign 1 capsule three times a day.

**3. Translate prescriptions into Latin:**

1. Take: Ascorbic acid pills 0.05 in the amount of 50.  
Give it out. Mark.
2. Take: Phenacetin 0.25  
Caffeine 0.05  
Stir to form a powder.  
Give the following doses of 15.  
Mark.

**8. Terminology**

Dosage form, lozenges, caramels, cachets, pearls, medical expressions, solid dosage forms.

**9. Control questions**

1. Define the following concepts of non-traditional dosage forms: "lozenges", "caramels", "spanzula", "kakheti", "pearls".
2. Name the constant professional medical expressions.
3. What is the difference between the names of solid dosage forms in Latin?
4. Name the grammatical features of writing in Latin solid dosage forms.

**10. Literature**

*Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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**Theme 2:** The specifics of prescribing liquid dosage forms.

**1. Quantity of hours:** 2 hours

**2. Basis of the theme:** Get acquainted with liquid forms of drugs for external and internal use; Master the rules of prescribing various liquid forms of drugs; learn to calculate doses and concentrations.

**3. Target of the lesson:**

– *general*: to give students a general idea of the specifics of prescribing liquid dosage forms.

– *specific*:

a) *to know* the rules of writing liquid dosage forms in a prescription in Latin; tinctures, their characteristics, methods of preparation, dosage, prescription; extracts, their characteristics, types, methods of preparation, purpose in various dosage forms, prescribing liquid extracts; suspensions, their characteristics, differences from the solution; potions, their characteristics and composition; syrups, aromatic waters, mucus as components of potions, prescription of potions, their dosage.

b) *to be able* to: prescribe liquid dosage forms and translate prescriptions.

**4. Logical graph of the lesson:**

Explanation of the material: theoretical material of the topic: "Specifics of prescribing liquid dosage forms."



Practical work: Working with theoretical material and vocabulary of the theme



Conclusion: Basic questions of the theme with examples (students).

**5. Material and methodical supply:** table of declensional endings, work book, table "Structure of prescription", blackboard. Order of Ministry of Health of Ukraine № 360 "On approval for issuing prescriptions and requirements for orders for medicines and medical devices" from 19.07.2005; list of main prescription abbreviations.

**6. Materials for practical training (lesson content):**

1. Describe the names of liquid drugs.
2. What are the basic requirements for prescribing liquid dosage forms in a prescription?
3. Name the main models of prescription.
4. Name the ways to indicate the dosage in the recipe.
5. Powders, their classification, rules of prescription.
6. Pills, prescribing rules in prescriptions.
7. Dragee, rules of prescription.
8. Capsules, their types.
9. Rules for prescribing drugs in capsules.

**7. Practical skills**

**1. Translate prescriptions into English:**

1. Recipe: Unguenti Prednisoloni 0,5 % – 5,0

Da. Signa:

2. Recipe: Tincturae Convallariae

Tincturae Valerianae aa 10 ml

Tincturae Belladonnae 5 ml

Mentholi 0,2

Misce. Da. Signa:



3. Reĉipe: Suppositorium cum Nystatino 250000 OD  
Da tales doses numero 20.  
Signa:
4. Reĉipe: Solutionis Synoestrolis oleosae 0,1% 1 ml  
Da tales doses numero 6 in ampullis  
Signa:

**2. Translate into Latin:**

1. Take: Tablets of furacillin 0.02 for internal use number 10.  
Give it out. Label: Dissolve 1 tablet in 100 ml of rinsing water
2. Take: Liniment streptocide 5% 30.0  
Give it out. Mark. To lubricate the skin
3. Take: Camphor oil solution 10% 100 ml  
Give it out. Mark: For rubbing joints
4. Take: Anesthesia 0.25  
Cocoa Butter 3.0  
Mix to form a rectal suppository.  
Give such doses as 10.  
Mark: 1 candle per night

**3. Write down prescriptions without abbreviations.**

1. Rp .: Supp. "Anusolum" number 10  
D. S. 1 suppository 1 time per day.
2. Rp .: Tab. Extr. Valerianae obd. 0.02 N 50  
D. S. 1 tablet 2–3 times a day
3. Rp .: Insulins for injection. 10 ml (40 OD – 1 ml)  
D. t. d. N. 10  
S. Subcutaneously 10 UNITS 2 times a day for 20 minutes before meals.

**4. Write down the following prescriptions into Latin.**

1. 200 ml. 10 % solution of calcium chloride. Assign 1 tablespoon 3 times a day.
2. 20ml. 3.44 % oil solution of retinol acetate. Assign orally 2 drops 2 times daily before meals.
3. 50 ml of 5 % liniment syntomyacin (Synthomyacinum). Intended for application to the affected area of skin 2 times a day.
4. Suspensions of hydrocortisone acetate. Assign 2 eye drops 2 times a day.

**5. Test tasks:**

1. Water extract from solid parts of plants is:
  - a) Infusum; b) Decoctum; c) Tincture; d) Solutio; e) Emulsum.
2. Suspension is:
  - a) dissolved solid drug in a solvent; b) water extract from the soft parts of plants; c) a transparent mixture of drugs under the solvent; d) alcohol extract from medicinal plants; e) a mixture of liquid oil and distilled water.
3. Determine the dosage form that is used orally and dosed with spoons:
  - a) infusion; b) liquid extract; c) tinctures; d) novogalenic preparations; e) liniment; e) starch

**8. Terminology**

Liquid dosage forms, solution, mixture, injection, infusion, decoction, drops, tincture, extract, emulsion, mucus, aerosol.

## 9. Control questions

1. Describe the names of liquid drugs.
2. Name the ways to indicate the dosage in the recipe.
3. Rules for prescribing solutions in recipes.
4. Mucus – general characteristics, the most used mucus, their use.
5. Infusions and decoctions, application. Rules for writing prescriptions.
6. Tinctures and extracts – general characteristics. Dosage methods.
7. Types of extracts, their use, dosage.
8. Rules for prescribing tinctures and extracts in recipes.
9. The concept of novogalenic drugs, prescribing them in prescriptions.
10. Emulsions and suspensions – general characteristics. Rules for writing prescriptions.
11. Potion – general characteristics, application. Rules for prescribing potions in recipes.

## 10. Literature

### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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**Theme 3:** Grammatical features of prescribing soft dosage forms.

**1. Quantity of hours:** 2 hours

**2. Basis of the theme:** Consolidate theoretical knowledge, get acquainted with mild forms of drugs. Master the rules of prescribing soft forms of drugs.

**3. Target of the lesson:**

- *general:* to give students a general idea of the specifics of prescribing soft dosage forms.
- *specific:*
  - a) *to know* the components of ointments, pastes and suppositories; know the general rules of prescribing and mild forms of medication.
  - b) *to be able* to prescribe soft dosage forms and translate prescriptions.

#### 4. Logical graph of the lesson:

Explanation of the material: theoretical material of the topic: "Grammatical features of prescribing soft dosage forms."



Practical work: Working with theoretical material and vocabulary of the theme



Conclusion: Basic questions of the theme with examples (students).

**5. Material and methodical supply:** table of declensional endings, work book, table "Structure of prescription", blackboard. Order of Ministry of Health of Ukraine № 360 "On approval for issuing prescriptions and requirements for orders for medicines and medical devices" from 19.07.2005; list of main prescription abbreviations.

#### 6. Materials for practical lesson (content of lesson):

1. Types of soft dosage forms.
2. Ointments, their composition. Ointment bases (vaseline, lanolin, synthetic bases), their characteristics and significance for the action of drugs. Eye ointments.
3. Pastes, their differences from ointments.
4. Liniments, their varieties.
5. Plasters and medical adhesives. Other mild dosage forms: gel, cream.
6. Rectal and vaginal suppositories, their purpose.
7. Advantages and disadvantages of mild dosage forms in their use. Rules for prescribing soft dosage forms.

#### 7. Practical skills

##### 1. Write prescriptions in Latin.

1. 30.0 10 % ointment of ichthyol. Intended for lubrication of the affected area of skin with boils.
2. 20.0 ointments on lanolin and vaseline in a ratio (1:9) containing 20 % sodium sulfacyl. Assign to close the eyelid of both eyes 4 times a day.
3. Paste containing 5.0 anesthetic (Anaesthesinum), 10.0 talc (Talcum) and (Amylum) with a total weight of 50.0. Assign to lubricate the affected area of skin 2 times a day.
4. Ointment containing 0.5 anesthetic (Anaesthesinum). 5.0 xeroform (Heroformium) with a total of 50.0. appoint to lubricate the affected areas of the skin.
5. Paste containing zinc oxide 10.0, talc 15.0 (Talcum) with a total weight of 50.0. Apply to affected areas of skin.
6. 10 rectal suppositories with euphyllin 0.2 (Euphyllinum). Assign 1 suppository at night in the rectum.

##### 2. Translate the prescriptions into Latin:

1. Take: Gray Mercury Ointment 5.0  
Give it out. Mark.
2. Take: Volatile liniment 100.0  
Give it out. Mark.
3. Take: Resorcinol 1.0  
Zinc paste up to 10.0  
Stir to form a paste.  
Let it be issued. Let it be marked.

#### 8. Terminology

Soft dosage forms: ointments, pastes, liniments, suppositories, plasters.

## 9. Control questions

1. What are the methods of prescribing trunk and official ointments?
2. What is the difference between paste and ointment?
3. How are recipes for pasta written?
4. Describe suppositories as a dosage form.
5. Types of suppositories and how they differ.
6. How are prescriptions written on suppositories?

## 10. Literature

### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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**Theme 4:** Plant names in botanical nomenclature and pharmaceutical terminology: common features and differences.

**1.Quantity of hours:** 2 hours.

**2. Basis of the theme:** Numerous medicines contain the names of plants and their parts, so it is important to know their Latin names.

### **3. Target of the lesson:**

– *general:* formation of the idea of binomial botanical nomenclature and the name of vegetable raw materials; formation of the ability to correctly write, read and write in the recipe the names of medicinal plants and their parts.

– *specific:*

a) *to know* the structure of grammatical models of botanical names; botanical names of plants and their pharmaceutical counterparts; inconsistency of some botanical and pharmaceutical names of plants; recommended plant names.

b) *to be able* to correctly translate botanical names; distinguish between botanical and pharmaceutical medicinal names of plants; correctly use the Latin names of plants in their professional activities.

#### 4. Logical graph of the lesson:

Explanation of the material: theoretical material on the topic "Names of plants in botanical nomenclature and pharmaceutical terminology: common features and differences."



Practical work: Working with theoretical material and vocabulary of the theme



Conclusion: Basic questions of the theme with examples (students).

**5. Material and methodical supply:** table of declensional endings, work book, table "Structure of prescription", blackboard. Order of Ministry of Health of Ukraine № 360 "On approval for issuing prescriptions and requirements for orders for medicines and medical devices" from 19.07.2005; list of main prescription abbreviations.

#### 6. Materials for practical lesson (content of the lesson):

1. Botanical and pharmaceutical names of plants.
2. Features of writing fees in the prescription.
3. Features of prescribing liquid dosage forms that are made from a part of a plant.

#### 7. Practical skills

1. Translate the terms into Latin:

decoction of oak bark  
anise oil  
buckthorn extract  
decoction of buckthorn bark  
tablets of dry hay extract  
infusion of digitalis leaves  
liquid extract of dog nettle  
infusion of chamomile flowers  
liquid aloe extract for injection  
spring mustard grass  
infusion of valerian root

2. Translate into English:

emulsum seminum, rhizōma cum radicibus Valeriānae  
flores Helichrysi arenarii  
decoction of corticos Quercus  
infusum florum Chamomillae  
Rosae fruit syrup  
pectoral species against all  
infusum herbae Adonidis vernālis  
semīna Amygdāli dulcis  
oleum Amygdalārum  
folium Menthae piperitae  
Menthae tincture.

3. Translate into Latin:

1. Take: Decoction of marshmallow root 5.0 – 100 ml  
Licorice syrup 20.0  
Mix. Give it out.  
Label: 1 teaspoon 3 times a day

2. Take: Sand cumin flower 40.0  
Herbs tree  
Peppermint leaves 20.0  
Mix, let the collection form  
Give it out. Tag: Brew like tea
3. Take: Digitalis leaf powder 0.03  
Quinine hydrochloride 0.05  
Bromocamphor 0.25  
Stir to form a powder  
Give such doses number 12 in gelatin capsules  
Label: 1 capsule 3 times a day
4. Take: Anesthesia 2.0  
Vaseline oil 90.0  
Eucalyptus oil 5.0  
Mix. Mark: Three times a day
5. Take: Infusion of chamomile flowers 20.0 – 400ml  
Boric acid 8.0  
Glycerin 20.0  
Mix. Give it out. Mark: For gargling.

## 8. Terminology

Botanical name of the plant, pharmaceutical name of the plant, botanical nomenclature, plant raw materials, herbal combination.

## 9. Control questions

1. Describe the originality of botanical and pharmaceutical names of plants.
2. How are the fees written in the prescription?
3. Describe the structure of the names of drugs that are made from a certain part of the plant.

## 10. Literature

### *Basic*

1. Chabner Davi-Ellen. Medical Terminology: A Short Course. Elsevier – Health Sciences Division, 2017. 448 p.
2. Medical Terminology for Health Professions / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.
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### **Theme № 5: Credit.**

**1. Quantity of hours:** 2 hours

**2. Basis of the theme:** control allows to identify the level of assimilation of the material of the structural part, as well as skills and abilities.

### **3. Target of the lesson:**

– *general*: control of students' mastering of the material of structural sections of pharmaceutical terminology.

– *specific*:

a) *to know* the rules of writing Latin pharmaceutical terms, the structure of pharmaceutical terms, frequency segments with different meanings, the rules of prescribing.

b) *to be able to*: correctly form and translate pharmaceutical terms, write prescriptions.

**4. Material and methodical supply:** table of declensional endings, work book, table “Structure of prescription”, blackboard. Order of Ministry of Health of Ukraine № 360 “On approval for issuing prescriptions and requirements for orders for medicines and medical devices” from 19.07.2005; list of main prescription abbreviations.

### **5. Materials for the practical lesson (content of the lesson):**

1. Frontal survey on the actualization of acquired knowledge.

2. Writing a written work.

### **6. Practical skills**

1) knowledge of theoretical and lexical and grammatical material of the section.

2) acquisition of skills and abilities due to the boundaries of the structural section.

### **7. Example of an exam card**

I. Write the prescriptions without abbreviations, translate into English:

Rp .: Extr. Belladonnae 5.0

T-rae Valeriānae

T-rae Convallariae aa 10 ml

Mentals 0.1

M. D. S. 25 drops 3 times a day for bradycardia

II. Write the prescriptions in Latin:

Take: Nicotinic acid tablets 0.05 number 50

Give it out. Mark: 1 table 2 times a day.

Take: Atropine sulfate 0.1

Morphine hydrochloride 0.3

A solution of boric acid 2% 10 ml

Mix. Give it out.

Label: eye drops.

III. Translate terms into Latin:

1. piperacillin powder; 2. liquid belladonna extract; 3. arsenic acid, arsenic acid; 4. iron lactate tablets; 5. isotonic sodium chloride solution; 6. aloe syrup with iron; 7. ricine oil in gelatinous capsules.

## 8. Literature

### *Basic*

1. Chabner Davi-Ellen. *Medical Terminology: A Short Course*. Elsevier – Health Sciences Division, 2017. 448 p.

2. *Medical Terminology for Health Professions* / Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina Schroeder Smith. Cengage Learning; 8th ed., 2016. 688 p.

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