



El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Non-Credit English as a Second Language 04B
Descriptive Title: ESL for Healthcare II

Course Disciplines: English as a Second Language (ESL): Noncredit

Division: Humanities

Catalog Description: This second course in a two-course sequence develops the listening, speaking, reading, and writing skills of intermediate ESL students seeking a career in the healthcare field. Emphasis is on terminology and communication skills for interacting with patients and professionals in the medical field. Topics include communication, safety, medical emergencies, first aid, and pharmacology.

Conditions of Enrollment: **Prerequisite**
 Non-Credit English as a Second Language 04A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 5.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 0
Min/Max Hours: 90

Grading Method: No Grade
Credit Status: Non Credit

Transfer CSU: No
Transfer UC: No

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning

outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon completion of the class, students will be able to communicate effectively with medical professionals.
2. Upon completion of the class, students will be able to apply sociolinguistic knowledge to interactions with patients and their families.
3. Upon completion of the class, students will be able to demonstrate an understanding of diversity in the healthcare field.
4. Upon completion of the class, students will be able to describe an emergency situation.
5. Upon completion of the class, students will be able to identify and describe appropriate first aid procedures.
6. Upon completion of the class, students will be able to communicate with a patient the potential side effects of a medication.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Utilize sociolinguistic knowledge, medical terminology, and proper pronunciation to communicate with medical professionals, patients, and patient families in a variety of real world scenarios.
Performance exams
2. Demonstrate an understanding of diversity in healthcare.
Objective Exams
3. Identify, describe, and respond to emergency situations.
Objective Exams
4. Identify proper first aid procedures.
Objective Exams
5. Apply appropriate safety procedures in a variety of medically-related scenarios.
Performance exams
6. Effectively communicate vital information regarding medication to patients.
Performance exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
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Lecture	15	I	<p>Communicating with primary care providers and staff</p> <p>A. Appropriate responses to orders, requests, directions, and discussions</p> <ol style="list-style-type: none"> 1. Culturally appropriate assertiveness strategies 2. Clarification requests 3. Summarization, paraphrasing, and restatement for clarification 4. Verbal instructions given by primary care providers and staff <p>B. Appropriate small talk including basic knowledge of American workplace culture and customs</p> <ol style="list-style-type: none"> 1. Work settings versus social settings 2. Informal communication skills (e.g., initiating, carrying on, and completing short conversations) <p>C. Medical charts</p> <ol style="list-style-type: none"> 1. The components of charts 2. Inputting information
Lecture	15	II	<p>Communicating with patients and family members of patients</p> <p>A. How to relate instructions from primary care providers and staff</p> <p>B. Appropriate responses to questions</p> <p>C. Appropriate language for reassurance (e.g., "I'm here to try to help you")</p> <p>D. Handling complaints</p> <p>E. Expressing condolences</p> <p>F. Recognition of patient body language</p> <p>G. Patient rights in the United States</p>
Lecture	5	III	<p>Diversity in American healthcare</p> <p>A. Age and its effect on communication in different cultures (e.g., an older individual taking instructions from a younger person)</p> <p>B. Gender and its effect on communication (e.g., female doctors giving instructions to male nurses)</p>
Lecture	15	IV	<p>Medical emergencies</p> <p>A. Identification of different types of emergencies</p> <p>B. Responding to emergencies</p> <p>C. Calling 911 to report emergencies in a healthcare setting</p> <p>D. Describing an emergency situation</p>
Lecture	15	V	<p>First Aid</p> <p>A. Identifying procedures to stop bleeding</p> <p>B. Identifying procedures to immobilize a limb</p> <p>C. Describing and addressing shock</p> <p>D. Asking permission before giving help in an emergency</p>
Lecture	10	VI	<p>Safety</p> <p>A. Identifying and preventing safety hazards in a healthcare setting</p>

			<ul style="list-style-type: none"> B. Using modals and the imperative to talk about safety hazards C. Writing a memo about unsafe conditions D. Reporting an accident E. Using sequential terms to talk about the order of steps in hand washing and food safety procedures
Lecture	15	VII	Pharmacology and medication <ul style="list-style-type: none"> A. Interpreting abbreviations used in prescriptions, medication labels, and patient charts B. Using adverbs of frequency to describe how often to take medicine C. Asking and answering questions with "how often" to describe when to take medicine D. Interpreting medicine warning labels
Total Lecture Hours	90		
Total Laboratory Hours	0		
Total Hours	90		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Using the basic principles and vocabulary related to pharmacology and medication you have learned, design a poster and prepare a 5-minute oral presentation on a prescription drug of your choice. The presentation will include a visual aid, description of the drug, intended use, dosage, side effects, drug interactions, and other information that a patient would need to know about the drug. You may use magazines and the Internet to prepare your poster and presentation.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. N/A
2. N/A

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Objective Exams

Oral exams

Quizzes

Reading reports
Written homework
Class Performance
Homework Problems
Multiple Choice
Completion
Presentation

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 5

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Nina Ito and Christopher Mefford. Take Care. University of Michigan, 2011.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Instructor-selected and instructor-created materials.

VIII. CONDITIONS OF ENROLLMENT**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
Course Prerequisite English as a Second Language-04A	Sequential

B. Requisite Skills

Requisite Skills
Determine main ideas and relevant details from medically-related audio clips and videos. ESL 04A - Determine main ideas and relevant details from medically-related audio clips and videos.
Discuss key information on medically-related topics based on readings, audio clips, and videos. ESL 04A - Discuss key information on medically-related topics based on readings, audio clips, and videos.
Apply medical vocabulary to medically-related discussions and role-plays. ESL 04A - Apply medical vocabulary to medically-related discussions and role-plays.
Apply process writing skills to medically-related writing tasks. ESL 04A - Apply intercultural knowledge when participating in medically-related role-plays.
Skim, predict, and summarize medically-related written materials. ESL 04A - Skim, predict, and summarize medically-related written materials.
Recognize and self-correct pronunciation errors in order to successfully communicate with patients and their family members. ESL 04A - Recognize and self-correct pronunciation errors in order to successfully communicate with patients and their family members.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Matthew Kline on 09/19/2016.

BOARD APPROVAL DATE: 01/23/2017

LAST BOARD APPROVAL DATE: 03/26/2018

Last Reviewed and/or Revised by Lavonne Plum on 09/19/2016