



# El Camino College

## COURSE OUTLINE OF RECORD - Approved

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Non-Credit English as a Second Language 10  
**Descriptive Title:** ESL for Radiologic Technology

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

**Division:** Humanities

**Catalog Description:** This course is designed to help intermediate to advanced ESL learners acquire the listening and speaking skills necessary for communicating in the radiography field. Emphasis is on communicating with fellow radiographers and radiologists, other healthcare workers, and clients and their families. This course provides ESL support for students who plan to take or who concurrently take Radiologic Technology A.

**Conditions of Enrollment:** **Recommended Preparation**  
 English as a Second Language 51A

**Course Length:**  Full Term  Other (Specify number of weeks):  
**Hours Lecture:** 3.00 hours per week  TBA  
**Hours Laboratory:** 0 hours per week  TBA  
**Course Units:** 0  
**Min/Max Hours:** 54

**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 course, students will be able to communicate therapeutically with patients.
2. Upon completion of the course, students will be able to take a patient's history gathering information for a medical imaging examination.
3. Upon completion of the course, students will be able to communicate effectively with different age groups within the context of radiography-related tasks.
4. Upon completion of the course, students will be able to communicate on the telephone within the context of radiographic duties.

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. Use appropriate oral and aural skills to take a patient's history.  
Oral exams
2. Demonstrate awareness of cultural norms and nonverbal communication that affect interactions with patients, family members of patients, supervisors, and colleagues.  
Objective Exams
3. Communicate therapeutically with patients.  
Oral exams
4. Validate communicated information from supervisors, colleagues, and patients.  
Oral exams
5. Demonstrate an understanding of appropriate ways of communicating with people of different age groups in the context of radiographic duties.  
Other exams
6. Effectively communicate with patients, colleagues, and supervisors regarding various job duties.  
Other 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

Lecture	18	I	<p><b>Taking a patient's history</b></p> <ul style="list-style-type: none"> <li>A. Guidelines for taking a history</li> <li>B. Questioning techniques                             <ul style="list-style-type: none"> <li>1. Open-ended</li> <li>2. Facilitation</li> <li>3. Reflection or reiteration</li> <li>4. Clarification or probing</li> <li>5. Summarization</li> </ul> </li> <li>C. Detailed history elements                             <ul style="list-style-type: none"> <li>1. Onset</li> <li>2. Duration</li> <li>3. Specific location</li> <li>4. Quality of pain</li> </ul> </li> </ul>
Lecture	18	II	<p><b>Professional attitudes and communication</b></p> <ul style="list-style-type: none"> <li>A. Awareness of cultural norms</li> <li>B. Nonverbal communication</li> <li>C. Validating information</li> <li>D. Therapeutic communication                             <ul style="list-style-type: none"> <li>1. Accepting</li> <li>2. Giving recognition</li> <li>3. Placing events in time or sequence</li> <li>4. Restating</li> <li>5. Reflecting</li> <li>6. Exploring</li> <li>7. Focusing</li> <li>8. Seeking clarification</li> <li>9. Suggesting collaboration</li> <li>10. Encouraging clients to continue talking</li> <li>11. Presenting reality</li> <li>12. Voicing doubt</li> <li>13. Attempting to translate into feelings</li> <li>14. Expressing empathy</li> </ul> </li> <li>E. Communicating respect                             <ul style="list-style-type: none"> <li>1. Appropriate ways of addressing                                     <ul style="list-style-type: none"> <li>i. Clients</li> <li>ii. Colleagues</li> <li>iii. Supervisors</li> <li>iv. Family members of clients</li> </ul> </li> </ul> </li> <li>F. Providing valid choices                             <ul style="list-style-type: none"> <li>1. "Would you like to sit by the window or down the hall?"</li> </ul> </li> </ul>

			<p>G. Communicating effectively with clients of different ages</p> <ol style="list-style-type: none"> <li>1. Avoid using "hurt" with young children</li> </ol> <p>H. Communicating with families</p> <ol style="list-style-type: none"> <li>I. Communicating with co-workers</li> <li>J. Communicating on the telephone</li> </ol>
Lecture	18	III	<p>Communication necessary to complete various job duties</p> <ol style="list-style-type: none"> <li>A. Assisting patients with a bedpan</li> <li>B. Taking a patient's temperature and measuring blood pressure</li> <li>C. Transferring patients             <ol style="list-style-type: none"> <li>1. Wheelchair</li> <li>2. Stretcher</li> <li>3. Draw sheet</li> <li>4. Slider board</li> <li>5. Sliding mat</li> </ol> </li> <li>D. Administering medication             <ol style="list-style-type: none"> <li>1. I.V.</li> <li>2. Injections</li> </ol> </li> <li>E. Medical imaging             <ol style="list-style-type: none"> <li>1. Fluoroscopy</li> <li>2. MRI</li> <li>3. CT</li> <li>4. Ultrasound</li> </ol> </li> </ol>
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Pretend you are a radiographer and your classmate is a patient who is about to get a furoscopic exam. Greet the patient (i.e., your classmate) and then take her/his history. Make sure you use the questioning techniques we have discussed in class. Once you have taken your patient's history, switch roles

with your classmate and give her/him your history.

**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

Other exams

Embedded questions

Class Performance

Homework Problems

Multiple Choice

Completion

Matching Items

**V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Role Play

**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

Skill practice

Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 3**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Ruth Ann Ehrlich and Dawn M. Coakes. Patient Care in Radiography. 9th ed. Elsevier Mosby, 2013.

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

Teacher-selected and teacher-generated materials

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation English as a Second Language-51A	

### D. Recommended Skills

Recommended Skills
Employ basic idioms with accuracy and appropriateness. ESL 51A - Employ basic idioms with accuracy and appropriateness.
Ask for clarification and check that a conversational message has been understood. ESL 51A - Ask for clarification and check that a conversational message has been understood.
Effectively communicate in everyday life situations using appropriate vocabulary. ESL 51A - Effectively communicate in everyday life situations using appropriate vocabulary.
Recognize phonemic differences in most American vowels and consonants. ESL 51A - Recognize phonemic differences in most American vowels and consonants.
Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness. ESL 51A - - Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness.
Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future. ESL 51A - Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.

### E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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**Course created by Matthew Kline on 12/01/2016.**

**BOARD APPROVAL DATE: 06/19/2017**

**LAST BOARD APPROVAL DATE:**

**Last Reviewed and/or Revised by Lavonne Plum on 12/01/2016**

20322