



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NESL
Course Number:	504B
Descriptive Title:	ESL for Healthcare II
Division:	Humanities
Department:	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	<p>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. Note: This course is open entry/open exit.</p>
Prerequisite:	NESL 504A
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	5
Hours Laboratory (per week):	0
Outside Study Hours:	5
Total Course Hours:	90
Course Units:	0
Grading Method:	P/NP/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	

<p>Other:</p>	<p>SLO#1</p> <p>Upon completion of the class, students will be able to communicate effectively with medical professionals.</p> <p>SLO #2</p> <p>Upon completion of the class, students will be able to apply sociolinguistic knowledge to interactions with patients and their families.</p> <p>SLO #3</p> <p>Upon completion of the class, students will be able to demonstrate an understanding of diversity in the healthcare field.</p> <p>SLO #4</p> <p>Upon completion of the class, students will be able to describe an emergency situation.</p> <p>SLO #5</p> <p>Upon completion of the class, students will be able to identify and describe appropriate first aid procedures.</p> <p>SLO #6</p> <p>Upon completion of the class, students will be able to communicate with a patient the potential side effects of a medication.</p>
<p>Student Learning Outcomes:</p>	<p>Course Objectives:</p> <ol style="list-style-type: none"> 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. 2. Demonstrate an understanding of diversity in healthcare. 3. Identify, describe, and respond to emergency situations. 4. Identify proper first aid procedures. 5. Apply appropriate safety procedures in a variety of medically-related scenarios. 6. Effectively communicate vital information regarding medication to patients.
<p>Major Topics:</p>	<p>I. Communicating with primary care providers and staff (10 hours, lecture)</p> <ol style="list-style-type: none"> A. Appropriate responses to orders, requests, directions, and discussions <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 B. Appropriate small talk including basic knowledge of American workplace culture and customs <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) C. Medical charts <ol style="list-style-type: none"> 1. The components of charts 2. Inputting information <p>II. Communicating with patients and family members of patients (10 hours, lecture)</p> <ol style="list-style-type: none"> A. How to relate instructions from primary care providers and staff B. Appropriate responses to questions C. Appropriate language for reassurance (e.g., "I'm here to try to help you") D. Handling complaints E. Expressing condolences

	<p>F. Recognition of patient body language</p> <p>G. Patient rights in the United States</p> <p>III. Diversity in American healthcare (10 hours, lecture)</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> <p>IV. Medical emergencies (15 hours, lecture)</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> <p>V. First Aid (15 hours, lecture)</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> <p>VI. Safety (15 hours, lecture)</p> <p>A. Identifying and preventing safety hazards in a healthcare setting</p> <p>B. Using modals and the imperative to talk about safety hazards</p> <p>C. Writing a memo about unsafe conditions</p> <p>D. Reporting an accident</p> <p>E. Using sequential terms to talk about the order of steps in hand washing and food safety procedures</p> <p>VII. Pharmacology and medication (15 hours, lecture)</p> <p>A. Interpreting abbreviations used in prescriptions, medication labels, and patient charts</p> <p>B. Using adverbs of frequency to describe how often to take medicine</p> <p>C. Asking and answering questions with "how often" to describe when to take medicine</p> <p>D. Interpreting medicine warning labels</p>
Total Lecture Hours:	90
Total Laboratory Hours:	0
Total Hours:	90
Primary Method of Evaluation:	3) Skills demonstration
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 five-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.
Critical Thinking Assignment 1:	Working with a classmate, create a role-play about a dialogue between a patient and a medical professional (e.g., a CNA, nurse, doctor, etc.). The patient must express a complaint about the care she/he has been receiving. The medical professional needs to respond to the complaint using phrases and techniques we have covered in class.
Critical Thinking Assignment 2:	In a three- to five-minute presentation, describe the parts of a medical chart and give at least three reasons why it is important to document everything in a medical chart.
Other Evaluation Methods:	Class Performance, Homework Problems, Multiple Choice, Objective Exam, Oral Exams, Performance Exams, Quizzes, Reading Reports, Written Homework

Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations, Role play/simulation
If other:	Internet Presentation/Resources
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Nina Ito and Christopher Mefford. Take Care. University of Michigan, 2011. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	Instructor-selected and instructor-created materials.
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	NESL 504A
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Determine main ideas and relevant details from medically-related audio clips and videos.</p> <p>NESL 504A - Determine main ideas and relevant details from medically-related audio clips and videos.</p> <p>Discuss key information on medically-related topics based on readings, audio clips, and videos.</p> <p>NESL 504A - Discuss key information on medically-related topics based on readings, audio clips, and videos.</p> <p>Apply medical vocabulary to medically-related discussions and role-plays.</p> <p>NESL 504A - Apply medical vocabulary to medically-related discussions and role-plays.</p> <p>Apply process writing skills to medically-related writing tasks.</p> <p>NESL 504A - Apply intercultural knowledge when participating in medically-related role-plays.</p> <p>Skim, predict, and summarize medically-related written materials.</p> <p>NESL 504A - Skim, predict, and summarize medically-related written materials.</p> <p>Recognize and self-correct pronunciation errors in order to successfully communicate with patients and their family members.</p> <p>NESL 504A - Recognize and self-correct pronunciation errors in order to successfully communicate with patients and their family members.</p>
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold	

the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	09/19/2016
Original Board Approval Date:	01/23/2017
Last Reviewed and/or Revised by:	Matthew Kline
Date:	02/21/2024
Last Board Approval Date:	05/20/2024
Effective Term:	FALL 2025