

**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD - Approved**

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| <b>Course Acronym:</b>              | NESL   |
| <b>Course Number:</b>               | 04A  |
| <b>Descriptive Title:</b>           | ESL for Healthcare I   |
| <b>Division:</b>                    | Humanities   |
| <b>Department:</b>                  | English as a Second Language   |
| <b>Course Disciplines:</b>          | English as a Second Language   |
| <b>Catalog Description:</b>         | Designed for intermediate ESL learners, this course helps prepare students for careers in healthcare. Students gain a general knowledge of healthcare settings, careers, and terminology including the major body systems and their basic functions. |
| <b>Prerequisite:</b>                |  |
| <b>Co-requisite:</b>                |  |
| <b>Recommended Preparation:</b>     | English as a Second Language 03D   |
| <b>Course Length:</b>               | Full Term  |
| <b>Hours Lecture (per week):</b>    | 5  |
| <b>Hours Laboratory (per week):</b> | 0  |
| <b>Outside Study Hours:</b>         | 10   |
| <b>Total Course Hours:</b>          | 90   |
| <b>Course Units:</b>                | 0  |
| <b>Grading Method:</b>              | P/NP/SP  |
| <b>Credit Status:</b>               | Non Credit   |
| <b>Transfer CSU:</b>                | No   |
| <b>Effective Date:</b>              |  |
| <b>Transfer UC:</b>                 | No   |
| <b>Effective Date:</b>              |  |
| <b>General Education:</b><br>ECC    |  |
| <b>Term:</b>                        |  |
| <b>Other:</b>                       |  |
| <b>CSU GE:</b>                      |  |
| <b>Term:</b>                        |  |
| <b>Other:</b>                       |  |
| <b>IGETC:</b>                       |  |
| <b>Term:</b>                        |  |
| <b>Other:</b>                       |  |

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| <p><b>Student Learning Outcomes:</b></p> | <p><b>SLO #1</b><br/>Upon completion of the course, students will be able to demonstrate a basic knowledge of the healthcare industry and concepts of health in the United States.</p> <p><b>SLO#2</b><br/>Upon completion of the course, students will be able to identify the major body systems and explain their functions.</p> <p><b>SLO #3</b><br/>Upon completion of the course, students will be able to use appropriate vocabulary in discussions and writings about common diseases, disorders, and treatments.</p> <p><b>SLO #4</b><br/>Upon completion of the course, students will be able to use appropriate vocabulary, pronunciation, and sociolinguistic knowledge to communicate with patients and their families.</p>   |
| <p><b>Course Objectives:</b></p>         | <ol style="list-style-type: none"> <li>1. Determine main ideas and relevant details from medically-related audio clips and videos.</li> <li>2. Discuss key information on medically-related topics based on readings, audio clips, and videos.</li> <li>3. Apply medical vocabulary to medically-related discussions and role-plays.</li> <li>4. Apply intercultural knowledge when participating in medically-related role-plays.</li> <li>5. Produce oral presentations on medical topics.</li> <li>6. Apply process writing skills to medically-related writing tasks.</li> <li>7. Skim, predict, and summarize medically-related written materials.</li> <li>8. Recognize and self-correct pronunciation errors in order to successfully communicate with patients and their family members.</li> <li>9. Demonstrate a basic understanding of American concepts of healthcare and the healthcare industry in the United States.</li> </ol> |
| <p><b>Major Topics:</b></p>              | <p><b>I. Introduction to healthcare and health careers in America (15 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Concepts of Health</li> <li>B. Healthcare settings and careers</li> <li>C. Healthcare pathways at El Camino College</li> <li>D. Vocabulary related to health careers and goals</li> <li>E. Creation of a personalized health career plan <ol style="list-style-type: none"> <li>1. Personal strengths related to health careers</li> <li>2. Future goals</li> </ol> </li> </ol>  |

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|   | <p>3. Steps to achieve goals</p> <p><b>II. Vocabulary related to the major body systems and their functions (15 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Musculoskeletal</li> <li>B. Cardiovascular</li> <li>C. Respiratory</li> <li>D. Gastrointestinal</li> <li>E. Neurological</li> </ul> <p><b>III. Vocabulary related to common diseases, disorders, and treatments (15 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Illnesses and disorders</li> <li>B. Symptoms of ailments</li> <li>C. Medical tests and diagnoses</li> <li>D. Treatments for ailments and disorders</li> </ul> <p><b>IV. Communicating with patients and families (15 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Appropriate topics of conversation</li> <li>B. Appropriate body language when interacting with clients</li> <li>C. Greetings and small talk</li> <li>D. Differentiating between formal and informal language</li> </ul> <p><b>V. Communicating in a hospital setting (15 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Interpreting common health care signs and symbols</li> <li>B. Asking for, giving, and clarifying directions in a hospital</li> <li>C. Identifying the meanings of key medical prefixes and suffixes</li> <li>D. Using prepositions of location to talk about location and giving directions</li> <li>E. Communicating with patients about basic tasks</li> </ul> <p><b>VI. Office Skills (15 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Greeting patients</li> <li>B. Setting doctor's appointments</li> <li>C. Responding to phone inquiries in a doctor's office</li> <li>D. Taking written phone messages in a doctor's office</li> <li>E. Completing new patient forms</li> <li>F. Using software to input data</li> <li>G. Basic tenets of HIPAA (Health Insurance Portability and Accountability Act)</li> </ul> |
| <b>Total Lecture Hours:</b>                                   | 90  |
| <b>Total Laboratory Hours:</b>                                | 0   |
| <b>Total Hours:</b>   | 90  |
| <b>Primary Method of Evaluation:</b>                          | 3) Skills demonstration   |
| <b>Typical Assignment Using Primary Method of Evaluation:</b> | In groups of two, practice asking and answering the common doctor's office phone questions from the handout. Each student should take the part of the patient and of the doctor's office worker at least once. After you have finished the role play, write a one-page reflection on your activity including answers that you liked and that you would use in a real phone conversation. These answers can be yours or your partner's.  |

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| <b>Critical Thinking Assignment 1:</b>   | <p>Doctor Hernandez examined three patients this morning. Based on what we have learned about body systems, identify the body system that each patient's symptoms are related to.</p> <ol style="list-style-type: none"> <li>The patient is complaining that he is having difficulty breathing.</li> <li>The patient's stomach is upset, and she feels like she has to vomit.</li> <li>The patient fell yesterday and landed on her arm. Now, her arm is swollen and feels numb.</li> </ol> |
| <b>Critical Thinking Assignment 2:</b>   | Watch "HIPAA Violations Video" and explain in a short paragraph (4-6 sentences) which HIPAA violations occurred and how they can be avoided.  |
| <b>Other Evaluation Methods:</b>   | Completion, Multiple Choice, Objective Exam, Oral Exams, Other Exams, Performance Exams, Quizzes, Reading Reports, Written Homework   |
| <b>Instructional Methods:</b>  | Discussion, Group Activities, Lecture, Multimedia presentations, Role play/simulation   |
| <b>If other:</b>   |   |
| <b>Work Outside of Class:</b>  | Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)  |
| <b>If Other:</b>   |   |
| <b>Up-To-Date Representative Textbooks:</b>  | <p>Melodie Hull. Medical English Clear and Simple. 1st ed. F.A. Davis, 2010.</p> <p>Qualifier Text: Discipline Standard</p>   |
| <b>Alternative Textbooks:</b>  |   |
| <b>Required Supplementary Readings:</b>  |   |
| <b>Other Required Materials:</b>   | Instructor-selected and instructor-created materials.   |
| <b>Requisite:</b>  |   |
| <b>Category:</b>   |   |
| <b>Requisite course(s): List both prerequisites and corequisites in this box.</b>  |   |
| <b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b> |   |
| <b>Requisite Skill:</b>  |   |
| <b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>                                       |   |
| <b>Requisite course:</b>   | English as a Second Language-03D  |

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| <p><b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b></p>                     | <p><b>Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.</b><br/> NESL 03D - Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.</p> <p><b>Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.</b><br/> NESL 03D - Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.</p> <p><b>Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries</b><br/> NESL 03D - Write simple expository paragraphs.<br/> a. comparing and contrasting<br/> b. cause and effect<br/> c. informal letters<br/> d. short summaries</p> <p><b>Predict content of a reading selection and scan the text to confirm specific information.</b><br/> NESL 03D - Predict content of a reading selection and scan the text to confirm specific information.</p> |
| <p><b>Requisite Skill:</b></p>  |   |
| <p><b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b></p> |   |
| <p><b>Enrollment Limitations and Category:</b></p>  |   |
| <p><b>Enrollment Limitations Impact:</b></p>  |   |
| <p><b>Course Created by:</b></p>  | Matthew Kline   |
| <p><b>Date:</b></p>   | 09/19/2016  |
| <p><b>Original Board Approval Date:</b></p>   | 01/23/2017  |
| <p><b>Last Reviewed and/or Revised by:</b></p>  | Matthew Kline   |
| <p><b>Date:</b></p>   | 10/04/2021  |
| <p><b>Last Board Approval Date:</b></p>   | 11/15/2021  |