

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

<b>Course Acronym:</b>	NESL
<b>Course Number:</b>	10
<b>Descriptive Title:</b>	ESL for Radiologic Technology
<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>	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.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	English as a Second Language 51A
<b>Course Length:</b>	Full Term
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<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> 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>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b> Upon completion of the course, students will be able to communicate therapeutically with patients.</p> <p><b>SLO #2</b> Upon completion of the course, students will be able to take a patient's history gathering information for a medical imaging examination.</p> <p><b>SLO #3</b> Upon completion of the course, students will be able to communicate effectively with different age groups within the context of radiographyrelated tasks.</p> <p><b>SLO #4</b> Upon completion of the course, students will be able to communicate on the telephone within the context of radiographic duties.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Use appropriate oral and aural skills to take a patient's history.</li> <li>2. Demonstrate awareness of cultural norms and nonverbal communication that affect interactions with patients, family members of patients, supervisors, and colleagues.</li> <li>3. Communicate therapeutically with patients.</li> <li>4. Validate communicated information from supervisors, colleagues, and patients.</li> <li>5. Demonstrate an understanding of appropriate ways of communicating with people of different age groups in the context of radiographic duties.</li> <li>6. Effectively communicate with patients, colleagues, and supervisors regarding various job duties.</li> </ol>
<b>Major Topics:</b>	<p><b>I. Taking a patient's history (18 hours, lecture)</b></p> <p>A. Guidelines for taking a history</p> <p>B. Questioning techniques</p> <ol 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> </ol> <p>C. Detailed history elements</p> <ol style="list-style-type: none"> <li>1. Onset</li> <li>2. Duration</li> <li>3. Specific location</li> <li>4. Quality of pain</li> </ol> <p><b>II. Professional attitudes and communication (18 hours, lecture)</b></p> <p>A. Awareness of cultural norms</p> <p>B. Nonverbal communication</p> <p>C. Validating information</p> <p>D. Therapeutic communication</p> <ol style="list-style-type: none"> <li>1. Accepting</li> <li>2. Giving recognition</li> </ol>

	<ul style="list-style-type: none"> <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> <p>E. Communicating respect</p> <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> <p>F. Providing valid choices</p> <ul style="list-style-type: none"> <li>1. "Would you like to sit by the window or down the hall?"</li> </ul> <p>G. Communicating effectively with clients of different ages</p> <ul style="list-style-type: none"> <li>1. Avoid using "hurt" with young children</li> </ul> <p>H. Communicating with families</p> <p>I. Communicating with co-workers</p> <p>J. Communicating on the telephone</p> <p><b>III. Communication necessary to complete various job duties (18 hours, lecture)</b></p> <p>A. Assisting patients with a bedpan</p> <p>B. Taking a patient's temperature and measuring blood pressure</p> <p>C. Transferring patients</p> <ul 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> </ul> <p>D. Administering medication</p> <ul style="list-style-type: none"> <li>1. I.V.</li> </ul> <p>2. Injections</p> <p>E. Medical imaging</p> <ul style="list-style-type: none"> <li>1. Fluoroscopy</li> <li>2. MRI</li> <li>3. CT</li> <li>4. Ultrasound</li> </ul>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	3) Skills demonstration

<b>Typical Assignment Using Primary Method of Evaluation:</b>	Pretend you are a radiographer and your classmate is a patient who is about to get a fluroscopic 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.
<b>Critical Thinking Assignment 1:</b>	Pretend you are a veteran radiographer who is being interviewed by a student in El Camino College's radiology program. One of the questions the student asks you is, "What are the three most important things a radiographer should remember when communicating with a patient?" What is your answer and why?
<b>Critical Thinking Assignment 2:</b>	As a radiographer in the Los Angeles area, you will interact with patients from a variety of cultural backgrounds. How can you best avoid verbal and non-verbal misunderstandings with a diverse group of patients? What strategies will you employ, and why do think these strategies are beneficial?
<b>Other Evaluation Methods:</b>	Class Performance, Completion, Embedded Questions, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Oral Exams, Other Exams, Performance Exams
<b>Instructional Methods:</b>	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Skill practice, Study
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Ruth Ann Ehrlich and Dawn M. Coakes. Patient Care in Radiography. 9th ed. Elsevier Mosby, 2013. Discipline Standard.
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	Teacher-selected and teacher-generated 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-51A
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Employ basic idioms with accuracy and appropriateness.</b> ESL 51A - Employ basic idioms with accuracy and appropriateness.</p> <p><b>Ask for clarification and check that a conversational message has been understood.</b> ESL 51A - Ask for clarification and check that a conversational message has been understood.</p> <p><b>Effectively communicate in everyday life situations using appropriate vocabulary.</b> ESL 51A - Effectively communicate in everyday life situations using appropriate vocabulary.</p> <p><b>Recognize phonemic differences in most American vowels and consonants.</b> ESL 51A - Recognize phonemic differences in most American vowels and consonants.</p> <p><b>Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness.</b> ESL 51A - Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness.</p> <p><b>Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.</b> ESL 51A - Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.</p>
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Matthew Kline
<b>Date:</b>	12/01/2016
<b>Original Board Approval Date:</b>	06/19/2017

<b>Last Reviewed and/or Revised by:</b>	Matthew Kline
<b>Date:</b>	10/04/2021
<b>Last Board Approval Date:</b>	11/15/2021