SYLLABUS HANDOUT
FOR
WINTER 2010

MEDICAL ENGLISH FOR ESL
HEALTHCARE PROFESSIONALS

ESLX 1000 7A

INSTRUCTORS: Jean Phelan, MS, RN
Naomi Mardock, MATESOL

WELCOME TO METROPOLITAN COMMUNITY COLLEGE

Metropolitan Community College
Course Syllabus – Winter, 2010
COURSE IDENTIFICATION

Title: Medical English for ESL Healthcare Professionals
Prefix/Section: ESLX 1000 7A
Credit Hours: 4.5
Begins/Ends: Thursday, December 2, 2010 / Thursday, February 24, 2011
Meeting Day/Time: Tuesday/Thursday, 4:00 PM to 5:55 PM
No-Class Days: December 23 – January 2, 2010 (Holiday Recess)
Last Day to Withdraw: 02/09/2011
Class Location: SOC CON 245
Lab Location: No Lab

CONTACT INFORMATION

Instructors: Jean Phelan, MS, RN
Office Location: SOC, Mahoney RM 513
Office Telephone: 402-738-4785
Cell: 402-547-0464
Facsimile: 402-738-4552
Office Hours: Thursdays, 1 pm to 3 pm
Email Address: jdphelan@mccneb.edu
Academic Program Area: Health Careers
Dean’s Office Telephone: 402-738-4789

Naomi Mardock, MATESOL
Office Location: SOC, Mahoney 300
Office Telephone: 402-738-4736
Facsimile: 402-738-4553
Office Hours: Mondays / Wednesdays, 12 – 3 pm
Email Address: nmardock@mccneb.edu
Academic Program Area: ESL (credit)
Dean’s Office Telephone: 402-457-2360
Faculty website: http://faculty.mccneb.edu/nmardock
ESLX Program resource portal: http://resource.mccneb.edu/eslx
COURSE INFORMATION
Course Description: This course is designed for non-native English speakers with previous healthcare training who seek to enter a U.S. health education program. The purpose of this course is to prepare students for communicating in English in academic and professional environments in the context of North American health care. The focus of the course is language; the context is the culture and context of health care delivery in North America. Students will have opportunities for reading, writing, speaking and listening in order to build a comprehensive repertoire of linguistic and cultural knowledge within the context of their health careers. To provide opportunities for students to put their knowledge and experience to use for the benefit of the community and to expand students’ communicative competencies in health topics, service learning opportunities will be presented as an optional learning activity.

Course Prerequisites: ESLX 0220 AND 0142 OR Assessment testing, advisor recommendation

REQUIRED TEXTBOOK:
Title: Medical English Clear & Simple: A practice-based approach for ESL healthcare professionals
Edition: current – 2010
Author: Melodie Hill
Publisher: F.A. Davis Company

COURSE OBJECTIVES:
Upon successful completion of the course, the student will be able to:
1. demonstrate the ability to communicate effectively in English in academic and healthcare settings,
2. demonstrate knowledge and adequate pronunciation of basic medical terminology in English, including commonly used prefixes, suffixes and roots,
3. demonstrate general knowledge of the U.S. health care system.
**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 2, 2010</td>
<td>Introduction / Unit 1</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Unit 1 (continued), Writing Assignment (WA) 1 due</td>
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<tr>
<td>Dec. 9</td>
<td>Unit 1 (continued); WA 2 due</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>Vocabulary Quiz (VQ) 1; Listening Log (LL) 1 due; Unit 2</td>
</tr>
<tr>
<td>Dec. 16</td>
<td>Unit 2 (continued); WA 3 due</td>
</tr>
<tr>
<td>Dec. 21</td>
<td><strong>Exam 1</strong>; LL 2 due; start Unit 3</td>
</tr>
<tr>
<td>Jan. 4, 2011</td>
<td>Unit 3 (continued); WA 4 due</td>
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<tr>
<td>Jan. 6</td>
<td>Unit 3 (continued); WA 5 due</td>
</tr>
<tr>
<td>Jan. 11</td>
<td>VQ 2; LL 3 due; start Unit 4</td>
</tr>
<tr>
<td>Jan. 13</td>
<td>Unit 4 (continued); WA 6 due</td>
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<tr>
<td>Jan. 18</td>
<td>Unit 4 (continued); WA 7 due</td>
</tr>
<tr>
<td>Jan. 20</td>
<td><strong>Exam 2</strong>; LL 4 due; start Unit 5</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Unit 5 (continued); WA 8 due</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>Unit 5 (continued); WA 9 due</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>VQ 3; LL 5 due; start Unit 6</td>
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<tr>
<td>Feb. 3</td>
<td>Unit 6; WA 10 due</td>
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<td>Feb. 8</td>
<td>Unit 6; WA 11 due</td>
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<tr>
<td>Feb. 10</td>
<td><strong>Exam 3</strong>; LL 6 due; start Unit 7</td>
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<tr>
<td>Feb. 15</td>
<td>Unit 7 (continued)</td>
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<tr>
<td>Feb. 17</td>
<td>Unit 7 (continued); WA 12 due</td>
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<tr>
<td>Feb. 22</td>
<td>LL 7 due; WA 13 due</td>
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<tr>
<td>Feb. 24</td>
<td><strong>Exam 4</strong></td>
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**Evaluation of Learning**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Classroom participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Vocabulary quizzes (3)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Listening logs (7)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Examinations (4)</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Writing assignments (13)</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale**

93-100% = A  
84-92% = B  
78-83% = C  
70-77% = D  
Below 70% = F  
FX = attendance-related failure

**Course Assessment**

METHODS OF INSTRUCTION: The instructors will use lecture format, critical thinking exercises, small group activities, writing assignments, activity logs, quizzes, and examinations.

MAKE-UP TEST PROCEDURES:
If it is necessary to be absent during an assigned test period, the student must make-up that examination within one week of the original test date (i.e., if the exam is given on Monday, it must be made up PRIOR to the next Monday). Failure to do so will result in a zero for the examination. The student may miss one examination without penalty, as long as the test is made up within the specific time period. If the student misses more than one examination, the exam may be made up, but the maximum score allowed is 80%.

Students **may not enter the classroom** after testing has begun. If the student is not in the classroom when tests are being distributed the student must follow the procedure for make up testing.

When it is necessary to make up an examination, it will be placed in the Test Center. It is the student’s responsibility to make an appointment and take the test within the specified period of time.

Exceptions to these guidelines may be considered, but only if the student consults with the instructor in advance.

LATE ASSIGNMENTS:
The assignment for the teaching project is to be submitted at the time indicated. Failure to submit at the appropriate time will result in a zero.

MAINTENANCE OF STUDENT RECORDS:
The teaching project will be returned to the student at the following class meeting. The tests will be reviewed in the following class period if all makeup exams have been completed. All test papers are to be returned to the instructor at the completion of the review. Exams will be kept for one academic year.
STUDENT EXPECTATIONS

METHODS OF LEARNING:
Students will be expected to read all assigned material, participate in the lecture-discussion classes, and participate in small group activities as assigned. Objectives for each unit of study are provided in this syllabus. Students will be expected to prepare for activities related to the assigned objectives.

ATTENDANCE STATEMENT:
You are expected to attend all classes. If it is necessary to be absent from class, the student is responsible for all assignments and materials covered in class. It will be necessary to obtain a fellow classmate’s notes or have a classmate tape-record the lecture for you. If there are questions on handouts, see the instructor as necessary.

*Students who attend no class meetings up to and including the Section Census Date published in the Class Schedule at [www.mccneb.edu/schedule/](http://www.mccneb.edu/schedule/) may be disenrolled from the class. There is no appeal for this disenrollment.*

Notice: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructors reserve the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and guidelines of Metropolitan Community College.

LEARNING SUPPORT

Metro’s Learning, Math, and Writing Centers can help you achieve educational success. The staff in these centers provides drop-in assistance with basic math, reading, writing and computer skills. We offer a friendly, supportive learning environment. Self-paced computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available.

Detailed information about these services are in the Student Handbook, College Catalog, and online. Links to these resources are located at [http://www.mccneb.edu/learningcenter/](http://www.mccneb.edu/learningcenter/).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: If you have a disability that may substantially limit your ability to participate in this class, please contact a Vocational Special Needs Counselor, located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student’s responsibility to request accommodations. For further information, please contact the Student Services Office at your campus.

COLLEGE POLICIES

College policies, such as student rights and responsibilities, academic standards, plagiarism, and etc. are outlined in the College Catalog and Student Handbook. This information can be accessed via the online catalog at [http://www.mccneb.edu/academic/catalog.asp](http://www.mccneb.edu/academic/catalog.asp).
STUDENT WITHDRAWAL: If you cannot participate in and complete this course, you should officially withdraw by calling Central Registration at 402-457-5231 or 1-800-228-9553. Failure to officially withdraw will result in either an attendance-related failure (FX) or failing (F) grade. The last date to withdraw is noted in the CLASS IDENTIFICATION section of this syllabus.

STUDENT CODE OF CONDUCT: The College has a standard code of conduct that involves consequences for specific academic and non-academic behavior that may result in a failing grade, probation, or suspension from the college. More complete information about the code of conduct is located in the Student Services portion of the online catalog (http://www.mccneb.edu/catalog/studentinformation.asp).

ATTENDANCE/PARTICIPATION POLICY
Students who attend no class meetings up to and including the Section Census Date published in the Class Schedule at www.mccneb.edu/schedule/ may be disenrolled from the class. There is no appeal for this disenrollment.

REFUND POLICY
Eligibility for a refund is automatically calculated by the date of the withdrawal. The amount of refund is based on the number of class meetings held prior to the withdrawal compared to the total number of scheduled sessions for the course.

For refund or account questions call: (402) 457-2405 or 1-800-228-9553, extension 2405.
TOPICAL UNIT OUTLINE/UNIT OBJECTIVES:

UNIT 1: Concepts of Health & Wellness

Unit Objectives: Upon completion of this unit of study, the student will be able to:
1. Describe perspectives on health care and identify basic characteristics of U.S. healthcare system.
2. Compare and contrast health care systems and traditions.
3. Explain health care professionals and members of the health care team.
4. Explore and describe the concepts of privacy, diversity, cultural awareness, and team work in the context of healthcare education and practice.
5. Explore and describe the role of technology in healthcare education and practice.
6. Identify the general meaning of short texts.
7. Determine the meaning of words from context.

Required Reading
Hull, pp. 1-52

Writing Assignments
(See Resource Packet provided by instructors for detailed assignments and grading rubrics.)
1. Write a reflective paragraph on the definition of health in your country of origin.
2. Write a autobiographical narrative paragraph about your decision to become a healthcare provider.

Listening Assignment
(See Resource Packet provided by instructors for instructions and logs related to the listening assignments.)
Listening Log: “Teamwork in Health Care” or “Holistic Health Care” or related topic

UNIT 2: The Musculoskeletal System

Unit Objectives: Upon completion of this unit of study, the student will be able to:
1. Discuss organization of the body.
2. Identify components of the musculoskeletal system
3. Explain body movement, posture, gait, ambulation, and position
4. Discuss treatments, interventions, and assistance associated with the musculoskeletal system.
5. Identify the general meaning of short texts.
6. Determine the meaning of terms from context.

Required Reading
Hull, pp. 53-92

Writing Assignment
3. Write a five-paragraph narrative composition on the topic of a bone fracture.

Listening Assignment
Listening Log: “broken bone,” “fractures,” or “musculoskeletal injuries”
UNIT 3: The Cardiovascular System

Unit Objectives: Upon completion of this unit of study, the student will be able to:
1. Explain the cardiovascular or circulatory system.
2. Describe the physiology of the pulse.
3. Define blood pressure
5. Describe angina and myocardial infarction.
6. Identify the general meaning of short texts.
7. Determine the meaning of terms from context.

Required Reading
Hull, pp. 93-140

Writing Assignments
4. Write a short, informative report that uses proper medical terminology to describe a cardiac disorder or disease.
5. Write a short, informative report that uses everyday English to describe that same cardiac disorder or disease.

Listening Assignment
Listening Log: Search “cardiovascular multimedia information network” or use a keyword from Unit 3.

UNIT 4: The Respiratory System

Unit Objectives: Upon completion of this unit of study, the student will be able to:
1. Discuss the purpose of the respiratory system.
2. Explain the anatomy and physiology of the respiratory system.
3. Describe chronic obstructive pulmonary disease.
4. Define acute bronchitis and asthma.
5. Discuss lung cancer.
6. Identify the general meaning of short texts.
7. Determine the meaning of terms from context.

Required Reading
Hill, pp. 141-184

Writing Assignments
6. Write a reflective paragraph on the use of inhalants among young people in the US and your country of origin.
7. Write a narrative entitled “An Incidence of Cardiopulmonary Resuscitation.”

Listening Assignment
Listening Log: “dangers of inhalant abuse” or another key term from Unit 4.
UNIT 5: The Gastrointestinal System

Unit Objectives: Upon completion of this unit of study, the student will be able to:
1. Explain the anatomy and physiology.
2. Describe the concept of nutrients.
3. Discuss the process of elimination.
4. List the assessment and pathology of the GI tract.
5. Discuss the concept of constipation.
6. Identify the general meaning of short texts.
7. Determine the meaning of terms from context.

Required Reading
Hull, pp. 185-230

Writing Assignments
8. Write a process paragraph on the purpose and function of the gastrointestinal system.
9. Write a reflective paragraph that discusses the role/place of nutrition education in your country of origin and your views on its importance in healthcare today.

Listening Assignment
Listening Log: “nutrition education,” “food safety,” or another key term from Unit 5.

UNIT 6: The neurological System

Unit Objectives: Upon completion of this unit of study, the student will be able to:
1. Discuss anatomy and physiology of the nervous system.
2. Describe the two major systems of the nervous system.
3. Explain the function of the brain.
4. Describe common complaints of the nervous system.
   a. Discuss potential causes of neurological dysfunction.
   b. Explain the concepts of pain and headaches.
5. a. Discuss head injuries.
   b. Explain cerebrovascular accidents.
   c. Discuss pain scales.
6. Identify the general meaning of short texts.
7. Determine the meaning of terms from context.

Required Reading
Hull, pp. 231-282

Writing Assignments
10. Write a reflective paragraph on the types of care offered to people with autism or multiple sclerosis in your country of origin and compare/contrast this with the type of care expected in the U.S.
11. Complete the critical reflection writing exercise questions on p. 266. Use your answers to those questions and the writing exercise on p. 269 to reflect on your learning so far.

Listening Assignment
Listening Log: “autism” or choose a video clip produced by the National MS Society
UNIT 7: Pharmacology and Medication Administration

Unit Objectives: Upon completion of this unit of study, the student will be able to:
1. Demonstrate an understanding of the basic vocabulary (including select abbreviations) of pharmacology and medication administration.
2. Discuss the safety and accuracy of medication administration.
   a. Demonstrate ability to describe and discuss English medication administration.
   b. Define the 7 rights of medication administration.
3. Demonstrate a basic understanding of how medication orders are read, written and transposed.
4. Identify the general meaning of short texts.
5. Determine the meaning of words from context.

Required Reading
Hull, pp. 337-379

Writing Assignments
12. Write a paragraph that compares medication error prevention strategies in the U.S. with those in your country of origin.
13. Write a nurse / patient dialogue in the context of teaching and learning about medication.

Listening Assignment
Listening Log: “We Can Do More to Avoid Medication Errors”
2010/11 Winter Quarter Important Dates

Classes Begin .......................................................... December 1st (W)
Last class day before holiday recess .................................... December 21st (T) (SA-M)
Holiday recess (College Closed) ........................................... December 24-January 2nd (F-SU)
Student Withdrawal Deadline for “W” Grade ............................... Varies by Class*
Classes Resume .......................................................... January 3rd (M)
Spring General Registration Begins ...................................... January 12th (W)
Dr. Martin Luther King Jr. Recess/College Closed ....................... January 17th (M)
Winter Quarter Graduation Application Deadline ...................... February 1st (T)
Fall Quarter Incomplete “I” Grades Due ................................. February 18th (F)
Last Day of Winter Classes .............................................. February 28th (M)
Grades Due and Posted to WebAdvisor by 5:00 p.m. ................ March 2nd (W)

* To view the Last Day for a student to withdraw “drop” a class, go to the class schedule found on line at http://www.mccneb.edu/schedule/classschedule.asp. Then, find the course section and click on the Important Dates link next to the course. The refund withdraw dates for each course section are automatically calculated based on the start and end dates and the number of sessions for a course. A student must withdraw by this date to avoid being assigned a grade of “F”.

REFUND POLICIES for Credit Courses

A student is responsible for withdrawing “dropping” from a course(s) if unable to attend. Non-attendance or non-payment does not relieve a student from the obligation to pay. To withdraw “drop” from a course log on to WebAdvisor https://webadvisor.mccneb.edu and click “Register and Drop Sections”.

An official schedule change that reduces or terminates a student’s academic credit load may entitle the student to a refund. The eligibility and amount of a refund is automatically calculated by the date of the withdrawal. A student may see the refund percentage received through midnight of the same day by logging into WebAdvisor and clicking on the Tuition Refund Calculator. Note: Schedule changes may have implications for students on Financial Aid. Check with the Financial Aid Office prior to any schedule changes at 457-2330.

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"Everyone can be great because everyone can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve. You don't need to know about Plato and Aristotle to serve. You only need a heart full of grace. A soul generated by love. And you can be that servant."

*Martin Luther King, Jr.*

**ESLX 1000 Service Learning Opportunities**

**American Red Cross Heartland Chapter**

**Greeter**
From the position description provided on the Red Cross website (http://www.redcrossblood.org/volunteer-ops/midwest/090922/greeter)

“The greeter meets donors at the door, introduces the donation process and guides the donor through the first steps of their donation. They work with Red Cross staff to ensure donors move through the process smoothly. Greeters often have the greatest impact on donors because they are the first to meet and greet them .... This volunteer opportunity is available multiple days of the week at multiple locations.”

**Refreshment Server**
From the position description provided on the Red Cross website (http://www.redcrossblood.org/volunteer-ops/midwest/refreshment-server)

“The canteen server provides refreshments to the donors following their donation and makes them feel good about what they've done. Canteen servers talk to donors and report to Red Cross staff if a donor shows signs of not feeling well. They also provide recognition for donors that have reached a donation milestone. It is important that they promote a positive, long-lasting impression of the Red Cross.”

**Contacts:** Megan Pile or Liz Brumm
American Red Cross Heartland Chapter
Email: PileM@usa.redcross.org or BrummLi@usa.redcross.org

**Nebraska Kidney Association**

**Kidney Health and Education Program (K-HEP)**
From the Program Synopsis provided on NKA’s website (http://www.kidneyne.org/index_files/Page532.htm)

“This program is designed for an interactive 30 to 60 minute class period. A volunteer medical professional and a kidney recipient or dialysis patient will present the program to the class....Using a prepared script that leads the students through kidney function to kidney failure and its treatments, Nebraska Kidney Association representatives will help the class select the best donor....Throughout the
presentation, students learn why organ donation is important and the crucial need to maintain good health throughout their lives.”

**Contact: Lisa Sinsel**  
Nebraska Kidney Association  
(308) 832.3400 ext. 1, (402) 932-7200 or (800) 642-1255  
E-mail: nkfn@charter.net

**Presentations in Local Schools**  
As an alternative to working with a local organization, students may work together to create an interactive health-related presentation aimed at lower-elementary-school children. Students will work with Naomi and MCC’s Service Learning Office to find classrooms interested in viewing the presentations and to arrange dates and times.

**Contact: Elizabeth McPhail**  
MCC’s Service-Learning Office  
Email: eamcphail1@mccneb.edu