



Santiago Canyon College  
**Course Outline of Record Report**  
 01/13/2026

## ESL801 : ESL for Patient Care Skills

### General Information

Author:	<ul style="list-style-type: none"> <li>Rita Van Dyke-Kao</li> <li>Sanchez, Patty</li> </ul>
Course Code (CB01) :	ESL801
Course Title (CB02) :	ESL for Patient Care Skills
Program:	ESL Integrated*
Proposal Start:	Fall 2024 -Cont. Ed.
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	Yes
Course Control Number (CB00) :	CCC000645393
Curriculum Committee Approval Date:	04/29/2024
Board of Trustees Approval Date:	06/10/2024
External Review Approval Date:	06/14/2024
Course Description:	Provides English language learners the foundation they need to succeed in CNA and Personal Caregiver programs. Covers medical vocabulary and common healthcare terms and concepts in English. Topics include understanding medical instructions, workplace communication, patients' rights, vital signs, body mechanics, patient care procedures, asepsis and sepsis, nutrition, and patient hygiene assistance. Open Entry/Open Exit.
Submission Rationale:	New Course  New Course
Author:	<ul style="list-style-type: none"> <li>Rita Van Dyke-Kao</li> <li>Sanchez, Patty</li> </ul>

### Course Development Options

#### Basic Skill Status (CB08)

Course is a basic skills course.

#### Course Special Class Status (CB13)

Course is not a special class.

#### Grading Criteria

- Pass/No Pass
- Other: (P) PASS: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures. (SP) SATISFACTORY PROGRESS: The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of

evaluation/multiple measures. (NP) NO PASS: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures.

Allow Students to Gain Credit by Exam/Challenge

**Allowed Number of Retakes**  
99

**Course Prior To College Level (CB21)**  
Not applicable.

**Rationale For Credit By Exam/Challenge**  
No value

**Retake Policy Description**  
No value

Allow Students To Audit Course

**Course Support Course Status (CB26)**  
Course is not a support course

**Course Capacity**  
999

### Associated Programs

Course is Part of a Credential (CB24)

**Associated Program**

**Award Type**

**Active**

ESL for CNA and Caregiving, COM

Certificate of Competency

Spring 2025 -Cont Ed.

### Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**  
Not Applicable

**Transferability (CB05)**  
Not transferable

**Transferability Status**  
Not transferable

### Units and Hours: Noncredit Profile

#### Summary

<b>Minimum Units (CB07)</b>	0
<b>Maximum Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	64 - 96
<b>Total Course Out-of-Class Hours</b>	0 - 0
<b>Total Student Learning Hours</b>	64 - 96

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Non-Credit

**Course Non Credit Category (CB22)**

English as a Second Language (ESL).

**Course Classification Code (CB11)**

Other Non-Credit Enhanced Funding.

**Funding Agency Category (CB23)**

Not Applicable.

Work Experience Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3.56 - 5.33	0
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	64 - 96
Laboratory	0
Activity	0
<b>Total</b>	64 - 96

**Course Out-of-Class Hours**

Lecture	0
Laboratory	0
Activity	0
<b>Total</b>	0

### Minimum & Maximum Hour Range

Range of 64-96 hours.

### Units and Hours: Noncredit Profile - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

**Advisory**

ESL303 - Intermediate Low

or equivalent

<b>Entrance Skills</b>	
<b>Entrance Skills</b>	<b>Description</b>
No value	No value

<b>Limitations on Enrollment</b>	
<b>Limitations on Enrollment</b>	<b>Description</b>
No value	No value

<b>Specifications</b>	
<b>Methods of Instruction</b>	
Methods of Instruction	Activity
Rationale (Optional)	No value
<b>Methods of Instruction</b>	
Methods of Instruction	Cooperative Learning
Rationale (Optional)	No value
<b>Methods of Instruction</b>	
Methods of Instruction	Discussion
Rationale (Optional)	No value
<b>Methods of Instruction</b>	
Methods of Instruction	Distance Education
Rationale (Optional)	No value
<b>Methods of Instruction</b>	
Methods of Instruction	Guided Inquiry
Rationale (Optional)	No value
<b>Methods of Instruction</b>	
Methods of Instruction	Handouts
Rationale (Optional)	No value

<b>Methods of Instruction</b>	Instructor-Prepared Materials
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Lecture
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Projects
<b>Rationale (Optional)</b>	No value
<b>Methods of Instruction</b>	Multimedia Presentations
<b>Rationale (Optional)</b>	No value
<b>Outside-of-Class Assignments Only</b>	
<i>To accelerate the learning of the required course competencies, students are encouraged to dedicate time outside of class to:</i>	
<ul style="list-style-type: none"> <li>• speak English with family, friends, neighbors, co-workers, and classmates, and to practice voice recordings and public speaking.</li> <li>• listen to information in English in TV shows, movies, news, videos, podcasts, and other media.</li> <li>• read labels, statements, articles, newspapers, stories, books, and other materials.</li> <li>• write lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.</li> <li>• review course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.</li> </ul>	
<b>Methods of Evaluation</b>	<b>Rationale (Optional)</b>
Class Participation	No value
Class Work	No value
Competency-based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor	No value
Computer Assignments	No value
Exams/Tests	No value
Group Projects	No value
Homework	No value
Journaling	No value
Open-ended and controlled dialogues	No value
Oral Presentation	No value
Portfolios	No value
Projects	No value
Quizzes	No value
Standardized instrument objectively measuring student knowledge	No value
Written Responses to Primary Sources	No value

<b>Textbook Rationale</b>				
No Value				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
No Value	No Value	No Value	No Value	No Value
<b>Other Instructional Materials</b>				
<b>Description</b>	Textbook selected from ESL Department Book List			
<b>Author</b>	No value			
<b>Citation</b>	No value			
<b>Description</b>	Open Educational Resources (OER)			
<b>Author</b>	No value			
<b>Citation</b>	No value			
<b>Description</b>	Instructor-developed materials			
<b>Author</b>	No value			
<b>Citation</b>	No value			
<b>Materials Fee</b>				
No value				

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Define patients' rights and their importance in healthcare.
Practice effective communication strategies in the context of a healthcare setting with co-workers and clients/residents/patients.
Explain the mechanics of the human body relevant to patient care.

Explain medical asepsis and sepsis to prevent infection transmission.

Explain various patient care procedures in daily activities of living such as assisting the client with personal hygiene, feeding, and vital signs.

Compose a variety of written communication for work-related purposes, such as patient reports and documentation.

Select the appropriate grammatical forms for constructing clear and accurate sentences.

Apply 21st-century skills such as critical thinking, communication, and collaboration in healthcare contexts.

### CSLOs

**Demonstrate effective communication skills in a healthcare environment by appropriately responding to work-related questions, communicating with co-workers and residents, and explaining procedures clearly.** Expected SLO Performance: 70.0

**Demonstrate comprehension of patient care scenarios, procedures, and regulatory standards (such as HIPAA, OBRA, Title 22) by articulating opinions or providing detailed, step-by-step instructions.** Expected SLO Performance: 70.0

## Outline

### Course Outline

*The ESL Program recognizes that our students' race, ethnicity, linguistic background, national origin, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English language skills.*

- **Language Structure and Grammar** (13-20 hours)
  - Adverbs of time or sequence
  - Affirmative, negative, and interrogative sentences
  - Compound sentences
  - Direct and indirect speech
  - Embedded questions
  - Emphasis techniques (intonation, stress, rhythm, pausing)
  - Future tense
  - Imperatives
  - Modals (can, could, will, would, may, might, must, shall, should)
  - Phrasal verbs
  - Prefixes
  - Prepositions
  - Present and past continuous
  - Punctuation and capitalization
  - Reported speech
  - Simple present and past
  - Simple sentences
- **Pronunciation** (6-9 hours)
  - Emphasis techniques for phrases or tag questions (intonation, stress, rhythm, pausing)
- **Listening** (8-12 hours)
  - Techniques for understanding medical terminology and instructions
  - Authentic healthcare workplace conversations and dialogues
  - Active listening strategies for patient and colleague interactions
  - Note-taking on multi-step healthcare processes like patient care procedures
- **Speaking** (8-12 hours)
  - Clarifying questions to check understanding of instructions, treatment plans, etc.

- Fluency through healthcare dialogues, roleplays, presentations
- Workplace conversations using appropriate medical vocabulary, idioms, and respectful exchanges
- Medical opinions, advice, and perspectives communicated in a professional manner
- Healthcare-related role-plays
- Appropriate verbal and nonverbal communication skills for patient interactions
- **Reading** (8-12 hours)
  - Authentic healthcare texts
  - Major concepts and details
  - Scanning healthcare documents to find specific details about patient or treatment procedures
  - Context clues to predict the meaning of unfamiliar medical terminology
  - Medical charts, graphs, tables
  - Critical thinking skills to read healthcare information or to evaluate patient care
  - Knowledge of healthcare-related vocabulary and concepts
- **Writing** (8-12 hours)
  - Professional emails, reports, and presentations for healthcare settings
  - Healthcare-related forms, charts, and applications
  - Appropriate abbreviations and terminology in medical documentation
  - Healthcare processes, procedures, and research
- **Soft Skills** (10-14 hours)
  - Key soft skills like communication, empathy, teamwork, integrity
  - 21st-century skills for healthcare settings, such as digital literacy, critical thinking, and interpersonal abilities
  - Ethics and respect for diversity in patient care
- **Digital Literacy in the Workplace** (3-5 hours)
  - Short workplace emails

Total hours: 64-96 hours

## Distance Education Addendum

1. Select the distance education modality. A Distance Education Addendum (DEA) that is 100% online includes hybrid modality. For EDEA - In consultation with the department, the instructor of record determines emergency status, which can apply to any teaching environment that the instructor deems potentially unsafe. This section was revised in 2022, to view prior DEAs then select "Show History" in the Curriculum Library.

- 100% Online
- Hybrid

2. Title 5 (55204) states that "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities." Describe the methods of instruction applied in this course and include any strategies that will ensure regular and substantive contact between students and the instructor in the online modality.

This class is online. The textbook and lab assignments will be delivered through an online Learning Management System (LMS), such as Canvas. Instructors may also deliver online content to replicate ongoing traditional classroom interaction (i.e., instructor-student, student-student, student-instructor) in multiple formats (e.g., a combination of discussion boards, blogs, wikis; instructor-developed web lectures, converted PowerPoint presentations, digital video clips; graphics, digital animations; online reference resources; chats, e-mail, webinars; publisher-prepared online materials including CD/DVD support materials and textbook supplements; instructor blog/website; online libraries; and OER resources).

This distance education course will include regular effective contact. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. This distance education course is considered a "virtual equivalent" of a face-to-face course. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances (such as holidays and weekends).

Instructors will maintain regular effective contact related to the course through an LMS such as Canvas; hold group and individual meetings; coordinate orientations, review sessions, supplemental seminars, or study lessons; and clearly establish contact policies via text, e-mail, or other media options (e.g., video conferencing). Instructors may use announcements, discussion boards, wikis, blogs, or similar technology available at the time the course is offered. Instructors trained in the teaching of English as a Second Language will design this interaction to be effective by being relevant to recent or upcoming content, to current events, or to information that students can use to relate the course content to other experiences. Using a wide variety of strategies will allow for student differences in contacting the instructor and/or other students. Instructors will ensure the lines of communication remain open between the instructor and the students. Instructors will provide regular feedback on assignments, which may be held during a 30-minute virtual meeting with each individual student. Also, each student will have the opportunity to ask questions and have those questions addressed through class discussion boards.

### **3. Describe the ways regular and substantive student-to-student contact will be monitored and promoted.**

This course will include online student group discussion boards in order to foster interaction in the target language. Instructors will use discussion boards to facilitate class discussion, along with the possibility of using blogs, wikis, journals, etc., allowing student-to-student posts, which will provide further opportunities for students to interact in a virtual environment. Instructors will view these interactions regularly, making constructive comments to ensure the effectiveness of student-to-student contact.

### **4. Describe ways student learning will be evaluated and provide examples.**

Student learning will be evaluated by a combination of formative and summative assessments (e.g., homework assignments, quizzes, tests, online activities, and evaluations consistent with the Course Outline of Record). Opportunities for student self-assessment will be provided at the end of each learning module as formative assessments. Examinations and assignments will be given and submitted online. Students are expected to conduct two hours of outside study time for every one lecture hour as stated in the Course Outline of Record.

### **5. List any special texts, equipment, or supplies needed for this course or sections of this course being offered through distance education.**

Access to an up-to-date computer with Office Applications (MS Word, PowerPoint, Excel, OR Pages, Keynote, Numbers, OR Open Office equivalents), webcam, speakers and microphone, and reliable high-speed internet connection that is capable of supporting streaming video. Internet speed of 4Mbps download and 512kbps upload or faster is recommended. Students should have access to at least two Internet browsers (e.g., Mozilla Firefox, Safari, Google Chrome). Instructors might require the use of a particular browser. Students should have a "back-up" computer/plan in the event that their main computer experiences technological difficulties. Students may be required to use a webcam for quizzes, tests, and exams.

### **6. Describe the college resources required for this course, e.g., facilities, technology, student support services, etc.**

Technology: Computers, tablets, the Internet, and an LMS (such as Canvas).

Student Support Services: Students are not required to use any college resources but should have access, as needed, to available online library services, counseling, tutoring, DSPS, and computer lab/learning center.

### **7. Section 55200 of title 5 states "In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d)." What technologies will be used for instruction, e.g., videos, images, etc.? Explain the ways that will ensure that these technologies will be accessible to students with disabilities.**

Online classes at Santiago Canyon College are designed to be welcoming, accessible, and usable by everyone, including students who are English language learners, have a variety of learning styles, have disabilities, or are new to online learning. The instructor of this online class will work with DSPS to ensure that all course materials are ADA accessible before being offered to the public, such as documents being correctly formatted, images having alternate text descriptions, audio is transcribed, video is closed captioned, and third-party materials, such as publisher materials, websites, or shared student materials, are evaluated for accessibility and inaccessible elements are appropriately accommodated when needed.