

The Essential English for Health Care (EEHC) program has three levels of training designed transition participants from CLB 5 to 8, so as to bridge internationally trained professionals into health-care occupations. As well as developing the proficiency required in order to obtain a health-care position, or function in an academic skills-training setting, students will develop the communication skills necessary to function, and fit into the daily routine of the Canadian Health Care system workplace culture.

Each level has 350 hours of class time, and follows expected reading, writing, and oral communication skills recommended by Human Resources Canada Essential Skills.

Success indicators for each Level are based on CLB and Essential-Skills competencies.

Each stage of EEHC will enhance language skills at a graduated, occupation-specific level. All levels will incorporate reading, writing, speaking, and listening skills in a medical context; competency-specific medical terminology; awareness of colloquial and idiomatic English specific to health-care; and functional language for giving explanations, recommending, providing assistance, using the telephone; checking comprehension, and referring in a health-care role; health-care worker/client role-playing, and health-care specific job-search techniques.

Expected Outcomes—Knowledge Skills and Abilities

In EEHC Integration Level, (Entrance CLB 5—Exit CLB 6) students will develop reasonably fluent discourse and the ability to comprehend and use a range of common and idiomatic language related to health care. They will learn to employ a wide variety of sentence structures; and functional language for greeting and verify the identities of patients, contact and health care information to ensure they have the correct background information and the correct patient.

They will demonstrate the ability to comprehend and relate mediated information through interaction with supervisors and operators so as to be able to discuss ongoing work with co-workers and managers such as work assignments and schedules; changes in policies and procedures; health concerns such as the potential for epidemics and fully participate in during staff meetings.

Although grammar and pronunciation errors may sometimes impede understanding, they will develop strategies to enhance communication.

They will have good comprehension of one page of authentic text, mostly of factual nature in which vocabulary relates abstract ideas with an emphasis on reading logbook entries about problems encountered, tasks to be completed and follow-up calls to be made; text entries and comments on forms; and memos announcing changes or updates to procedures. Further document use will enable students to locating data in lists and tables; read handling, storage and disposal instructions on laboratory product labels; scan labels for specific data, and to confirm patients' names and dates of birth; and review notes in patients' files.

They will be continuing to develop competence on more complex tasks of a business or social nature. They will be able to reproduce information from a visual graphic, and refer to assembly diagrams in manuals. They will learn to complete formatted text of medium complexity such as reminder notes about supplies to be ordered and telephone messages for co-workers; write short as e-mail to co-workers and managers requesting their availability for shift exchanges, and keeping managers informed. Students will learn to write reports -- entering short descriptions in logbooks about tasks to be completed by following shifts, problems encountered, and reminder notes for co-workers. They may still

encounter occasional difficulty with complex structures, but will fully comprehend the need for accuracy in dispensing information.

Assessment

Successful participants will attain:

Progress from CLBA 5 to CLBA 6 in all skill areas.

85% through

- Weekly Quiz 25% (Assessing Language and Essential Skills Competencies described above)
- Mid Term 20% (CLB 5-10 Exit Assessment will also be administered at Mid-term)
- Final 25% (CLB 5-10 Exit Assessment will also be administered at Mid-term)
- Presentation 20%
- Assignments 10%

Curriculum

3 hour per week of pronunciation. These lessons are taught through Total Physical Response, and always related to the course of study. The elements of the pronunciation lessons are:

- Vowels Sounds—Places of articulation (Practice with mirrors—minimal pairs)
- Consonant Pairs—Places of articulation
- Stops and continuants: Where does the sound come from and when does it end?
- Voicing and syllable length: Should your larynx be vibrating? Sibilants sounds (Emphasis on s and **ed** word endings)
- Introduction to the importance of Stress, Rhythms, Intonation and Pitch to clear communication
- Rhythm: syllables and stress
- Word stress patterns: Determining word stress from parts of speech
- Expected Emphasis Patterns: content words
- Breaking the Rules Emphasis Patterns on structure words
- Pitch Patterns for questions; Can you believe everything you've been taught?
- Pitch patterns and emphasis
- Intonation: Creating thought groups

EEHC1 (CLB4-5) *Oxford Picture Dictionary (Canadian Edition)*.

Melodie Hull's *Medical English Clear & Simple: A Practice-Based Approach to English for ESL Healthcare Professionals* (ISBN-13: 978-0-8036-2165-7) –available in Canada through Login

Centre for Canadian Language Benchmarks' *Canadian Language Benchmarks Essential Skills Lesson Plans* have been employed. In addition to those designated for the Health Care Sector, lesson plans aimed at developing required essential skills were also used.

Also incorporated into EEHC Integration are a number of the teaching ideas from **Centre for Canadian Language Benchmarks' *On the Job Series***:

- *Essential Skills for Oral Communication*
- *ESL and Essential Skills for Work*
- *Essential Thinking Skills*
- *Essential Skills for Working with Others*
- *Document Use*

Because of its targeted functional language, *Communication Skills for Health Care Providers Lessons* from the University of Tennessee Knoxville have been adapted.

- *Vocabulary*
- *Read Literal*
- *Read Interpretive*
- *Read Evaluative*
- *Speak Word Choice*
- *Speak Directions*
- *Speak Questions*
- *Write Phrases*

We found a number of authentic scenarios in their *Problem Solving Skills for Health Care Providers Lessons 1-5* especially useful for EEHC (CLB 5-6)

- *Locate and Utilize Information Sources*
- *Make Decisions about Goals, Standards, and Priorities*
- *Plan and Coordinate Problem Solving*
- *Diagnose and Problem and Its Causes*
- *Compare and Evaluate Problem Solutions*

Program Plan – EEHC Integration CLB 5 - 6

Core Module – Each theme in this module is the key component of the curriculum, which is planned to be covered within a term.

Week 1 -3	Theme 1: Exploration of the Health Culture in Canada	Rationale: This theme chosen for the first three weeks of the program is to provide new learners with opportunities to get familiar with the Canadian Health Care Culture while learners from the pervious level review what they have known about the culture, and to allow both groups of learners to develop further understanding of the culture by exploring health care ethics and boundaries.	Objectives: By the end of the theme, learners will develop vocabulary, concepts and language skills within the theme and a further understanding of Canadian Health Care Culture. This will help learners become more familiar with the culture. This is the initial step for them to pursue their career goal in the Canadian Health Care system.
Week 4-6	Theme 2: Heath Care Occupation Essentials	Rationale: This chosen theme allows learners to learn about some essentials of the Health Care occupations (e.g. medical terminology, body structure and function) and develop a better understanding of the occupations they want to pursue.	Objectives : By the end of the theme, learners will develop vocabulary, concepts and language skills within the theme and an understanding of health care occupation essentials. This will further prepare learners towards their career goal as health care support workers.
Week 8-10	Theme 3: Workplace Culture- Health Care Communication	Rationale: This chosen theme is to promote effective communication in the workplace and to develop good working relationship by developing effective interpersonal and communication skills.	Objectives: By the end of the theme, learners will develop vocabulary, concepts and language skills within the theme and an understanding of effective communication skills in the workplace. This will better prepare learners for their future employment.
Week 11-13	Theme 4: Steps to Health Care Employment	Rationale: This chosen theme is to help learners get ready for employment by developing job search skills, action plans, interview techniques, and success on the job.	Objectives: By the end of the theme, learners will develop vocabulary, concepts and language skills within the theme and an understanding of some skills for getting a job and keeping it. This will better prepare learners to become competitive in future employment within the Health Care system.

Weekly Schedule

Week	Theme	Concept	Functional Language	Note
1-3	Theme 1: Exploration to the Canadian Health Care Culture	<ul style="list-style-type: none"> • Culture differences and similarities • Rights and responsibilities • Professionalism • Boundaries • Health care ethics • Roles and Responsibility of Workers • Working with Others 	<ul style="list-style-type: none"> • Professionalism, compassion, confidentiality, dignity, discretion, rehabilitation, • Rights and responsibilities: assault, consent, harassment, legislation, regulation, slander • Boundaries • Ethics, justice, autonomy • understanding and completing a variety of basic personal information forms • Documenting and recording Patient information-- responding to and asking questions in order to provide to and obtain basic personal information from others • Obtaining information by questioning, following and giving directions, reassure and comfort, deal with minor conflict and complaints, present and discuss simple options. • Asking for Clarification: understanding the message • Choosing and integrating information from various sources • To understand and complete a simple medical questionnaire • To respond to questions about personal health 	<ul style="list-style-type: none"> • Guest speaker from ABES about available Health Care training programs • Community task: a survey about experience in the health care system

4-6	Theme 2: Health Care Occupation Essentials	<ul style="list-style-type: none"> • Medical terminology • Body structure and function • Client Care/ Planning • Understanding Essential Workplace Documents-- Charts, Referrals, Patient records, Medical Administration Records 	<ul style="list-style-type: none"> • Word elements, abbreviations • Health care Adjective, Adverbs, and Descriptors • Reading WHMIS Information on Product Labels • Having a Medical Examination: Filling in Forms and Answering Questions about Personal Health • Body structure and function: artery, capillary, cell, digestion, hemoglobin, hormone, organ, peristalsis, respiration, tissue, vein • Simple Ailments and Illnesses • Common Accidents and Injuries • Signs and Symptoms • Client care/ planning: assessment, evaluation, implementation, intervention, diagnosis, objective data, subjective data, verbal report • Communicating about experiencing a problem • Identifying the type of problem • Making offers and requests—Providing instructions and directions • Writing Requests Using Email • Reading short texts to understand key information • Making inferences about information and decide on appropriate vocabulary and tone • Compound Sentences 	<ul style="list-style-type: none"> • Guest speaker from EMS • Community task: create and distribute a pamphlet to help people understand body structure and function
7	Mid-Term Exams: Revision <i>Learners will deliver a short presentation on an approved health-care related theme. Learners will practice pronunciation, articulation, and other strategies used for presenting clearly</i>			

<p>8-10</p>	<p>Theme 3: Workplace Culture- Health Care Communication</p>	<ul style="list-style-type: none"> • Interpersonal skills • Good working relationships • Working with others: Team/ Supervision/ Delegation • Learning to Negotiate in the Workplace • Organizing information with the help of memory • Thinking skills <p>-Job task planning and organizing -finding information -multitasking</p>	<ul style="list-style-type: none"> • Interpersonal skills: active listening, assertiveness, body language, empathetic listening, interpersonal, verbal, non-verbal Reported Speech • Working with others: accountable, accountability, authority, compassion, competence, empathy, independence, interdependence, primary caregiver, respect, self-awareness, self-esteem, sympathy • Reading and completing a duties check list • Creating a 'To Do' checklist • Reading and creating flowcharts • Request and Permission • Courteously requesting, accepting, refusing, and offering an alternative. • Responding to Complaints <ul style="list-style-type: none"> • Complex sentences—Compound-Complex sentences 	<ul style="list-style-type: none"> • A guided tour in the Children's hospital • Community task: a survey about importance of good working relationship
<p>10-13</p>	<p>Theme 4: Steps to Health Care Employment</p>	<ul style="list-style-type: none"> • Employability • Telephone/ email skills • Job search • Action Plan • Interview skills • Choosing a Job: Important Factors to Consider • Success on a job 	<ul style="list-style-type: none"> • Employability/ employable • Finding Information about Jobs in Canada Using Website • Telephone skills: message, voicemail, inquiry, request • Email skills: memo, attachment • Job skills, resume, interview • Adverbial Transitions showing reason, results, contrast, and addition 	<ul style="list-style-type: none"> • Guest speaker from Canadian Mental Health Association • Mock interviews with managerial staff
<p>14</p>	<p>Review of CLB Essential Skill Oral Communication—Listening and Speaking, Reading, and Writing Strategies. Production of Workplace Ready Portfolio Final Exams and CLB5-10 Exit Assessment Tasks</p>			

