Linking Language and Culture Skills to Healthcare Professions

Presented By
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2015 -FFLA
Preparing Students for the Jobs of the Future By Providing...

- Relevancy
- Application of language within the area of study
- Marketability in the work force
Preparing Students for the Jobs of the Future (cont.)

- Understanding of cultural differences
- Tools to be prepared for global employability
- Connections to real world situations
Purpose

- To link the language and culture skills to the health care profession of students enrolled in the Health Academy
- Providing them the training in how to care for Spanish speaking patients
The Need for the Course

- Help Students make the connections to take language from broad to specific
- Provides technical vocabulary through Language for Specific Purpose (LSP)
- Enhance cultural skills needed to navigate specific professional contexts
Getting Started
Getting Approval & Support

- World Language Co-Teachers
- Department Chair
- Career Academy Director
- Students
- School Administration
- District Administration
Funding & Partnerships

- UF Center for Latin American Studies
- NOBLE
- School Level Funding Opportunities
- Health care community
Base Materials

- District adopted text book
- Descubre, Vista Higher Learning
- Base for language learning, required by district
- District created EOT is based on this text book
Enrichment Materials

➢ Selection of supplemental material

Will you.....

➢ Use a textbook for supplemental resources
➢ Use/Adapt resources found on internet
➢ Create your own
I Chose a Supplemental Textbook

I chose from the following texts:

- Spanish for Health Care, 2nd edition, Patricia Rush & Patricia Houston, Prentice hall

- ¡Salud! Introductory Spanish for Health Care Professionals, University of NC at Chapel Hill, Prentice hall

- Spanish for Healthcare Providers, 2nd edition, Joanna Ríos, PH.D., José Fernández Torres, McGraw-Hill

And I Chose...
Why did I choose this text?

- I felt more comfortable having a text for my students and to help me plan the weaving with our adopted text book
- Pre-made activities, lessons, vocabulary lists, listening activities
- I received input from my Health Academy Director to plan around what the students were studying in the academy
- It gave me a starting point until I had the confidence to create my own plans
Funding for Materials

- UF Center for Latin American Studies
- Grant received to purchase supplemental class sets of textbook
1st Year Enrollment 2014-15

- **Who**
  - Health Academy students

- **Classes offered**
  - Spanish 1 M (2 blocks in the fall)
  - Spanish 2 M (2 blocks in the spring)

- **Total Students**
  - Spanish 1: 58
  - Spanish 2: 40
2nd Year Enrollment 2015-16

- **Who**
  - Health Academy students

- **Classes offered**
  - Spanish 1 M (2 blocks in the fall)
  - Spanish 2 M (2 blocks in the spring)

- **Total Students**
  - Spanish 1: 64
  - Spanish 2: 65
Getting Started

- Lesson Planning
  - Reviewing base text and supplemental material chosen and I looked at two things
  - Grammar Presentation (what has been covered)
  - Communicative Activities (where they would fit)
Weaving Materials

- Look for natural fits for supplemental healthcare material and base material
How????
Example 1

- Base text objective: greet people, say goodbye, identify myself and others, names and surnames

- After teaching this, I wrote a plan for students to have a conversation with the receptionist at the doctor’s office, the nurse, and the doctor.

- We practiced giving our names and surnames on forms and which name would go where on these forms as this can be quite confusing and knowing what name to address someone as
Linking concepts

- Give supplemental vocabulary
- Discuss use of formal/informal speech in context
- Model conversations in context of healthcare situations (I used supplemental text)
- Discussed the cultural differences of how a visit to the doctor would differ from that of one in the United States
Example 2

- Base text objective: talk about how someone feels vs describing oneself (ser vs estar)

- After teaching above concepts, a lesson was developed in which a mother engages with the nurse/doctor in which they ask about their children/family (using ser to describe) and then the mother (patient) talks about how she is feeling and how the others in the house are, as they are sick as well
Example 3

- Base text objective: Saludos Y besos en los países hispanos

- After having taught the cultural perspective of greetings and kisses/handshakes, have a teacher led discussion about when they go to the doctor, how do they talk to the doctor/nurse.

- Then compare and contrast to how that would be in a Spanish speaking country.
Example 3 (continued)

- Things discussed would include:
  - Personal space
  - Formality when speaking to the practitioner
  - Demonstrate level of concern, warmth
Challenges

- The process could take time – school approval, master scheduling issues
- Bumps in instruction - no matter how much we prepare, we are never prepared until we have taught through the course
- Since this is linking to a specific field, you won’t always know the answers to all the questions! Simply say, “I will find out”
Challenges

- Negative peer feedback - our career academy pulls many of our brightest students, some peers may feel like you have the “best” students and they are stuck with the others

- Finding the time and how to fit in the enrichment with the required text material

- Students will want MORE than you can give

- MORE medical work, MORE levels
Who Can Teach It?

- Anyone in the department who is willing
- No special health care field experience is necessary
What Do The Students Think?

- “Having Spanish 1 & 2 Medical will most likely help me more in the long run than regular Spanish.
- Being in the Health Academy has shown me that I want a medical career and just the little medical Spanish I have learned has helped.
- If I were in a regular Spanish I wouldn’t know the parts of the body and some of the medical diseases and illnesses.
- I believe I will remember more of the medical terms easier than some of the basic terms.
- Medical Spanish will also help me more in life and the career I choose than regular Spanish.
- In my opinion, everyone who takes Spanish would highly benefit from Medical Spanish”

-Spanish Student A-
What Do Students Think?

“I have taken two medical Spanish classes and it has helped me progress in the health field.

Recently I applied for a job in healthcare, while filling out my application, they asked if there was anything that set me apart from the other applicants.

I told them that I had some knowledge of medical Spanish and they were impressed, I got the job instead of the others.

Medical Spanish has helped me communicate with Spanish speakers in and out of the health field, and I would keep taking it to have an advantage and to better communicate with Spanish speakers.

We all feel as if we would get more of an advantage if more medical Spanish were offered in schools.”

-Spanish Student B-
“Incorporating medical terms and language into foreign language courses is such a brilliant idea.

Students in our Academy have identified healthcare as an area of focus and interest so instruction that focuses on this interest will motivate students to stay engaged.

Medical Spanish is a perfect fit for our students as the knowledge they gain will serve them well in their future clinical practice.

As a nurse working in Florida, I regret not having studied Spanish as there were times I was caring for patients who spoke only Spanish.

Had I known a few basic phrases, I would have been able to care for patients more efficiently.”

-Diane Holmes-
Director, Academy of Health Careers
What Do School Board Members Think?

“Spanish is the 2nd most spoken language in the state of Florida, and so it is vital that the next generation of workforce be able to not only communicate with the language in the general public, but also be able to communicate with it in the workforce”

“Having core courses like Medical Spanish 1 & 2 gives our students an advantage when applying for jobs and benefits those that will interact with them at the workplace.”

-Thomas Kennedy-
Citrus County School Board
What Does the Principal Think?

- Educators like Michelle Josey who take the initiative to connect the curriculum to real world applications help motivate students to excel.

- Our Health Academy students are authentically engaged in the Medical Spanish curriculum as it is relevant to their interests and desired careers.

- This type of instruction should be an example for all educators.

-Dr. Linda C. Connors-
  Principal, Crystal River High School
What’s Next?

- Working on submitting the paperwork for the addition of a state course code for Spanish 1 & 2 for Healthcare
- This would allow for the course to have its own EOT
- The course could be more application of the language skills in the context of the healthcare field
What’s Next? (cont.)

- Create a collaboration network for schools who wish to implement or have implemented Spanish for health care
- Provide support to those individuals wanting to offer these courses at their schools
- Provide a network where lesson plans are shared with others:
  - http://nble.org/ebook/
  - Partnering with Career Academies disseminating this model