

## **COURSE OUTLINE**

### **Survival Spanish for Emergency First Responders**

#### **Course Description**

FL 158. Survival Spanish for Emergency First Responders. 3 hours credit. This course will enable the student to speak in Spanish using phrases, questions and commands in emergency situations. A student with no prior knowledge of Spanish will be able to determine the chief complaint, extent of injury and/or nature of illness and explain appropriate protocol procedures and treatment. The student will become aware of cross-cultural issues of Hispanic community members.

#### **Course Relevance**

Studying Spanish provides emergency responders the powerful key of successful communication.

#### **Required Materials**

FL 158 Textbook:

Slick, S. (1997). *Survival Spanish for paramedics & EMTs*. Petal, MS: Command Spanish, Inc.®.

Dunn, M. (1997). *Emergency Spanish for firefighters*. Petal, MS: Command Spanish, Inc.®.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Communicate competently in Spanish
2. Demonstrate a knowledge and understanding of Hispanic culture
3. Use Spanish to improve job performance
4. Develop insight into the nature of language and culture
5. Participate in multilingual communities at home and around the world

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Speaking
  - Through participating in oral production of the language the student will develop speaking skills.
2. Listening
  - Through demonstrating an ability to understand what is said the student will develop listening skills.
3. Problem Solving
  - Through creating with the language itself the student will demonstrate problem solving skills.

Secondary skills (developed but not documented):

- Critical Thinking
- Self Concept
- Effective Relationships
- Valuing Diversity
- Effective Citizenship
- Nonverbal Communication

### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Utilizing speaking and listening activities in the target language
2. Performing role-playing strategies to deal with fires, accidents and rescue situations
3. Discussing the comparisons/contrasts of cultural differences as they relate to firefighting and rescue.

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Vocabulary areas
  - B. Proper protocol
  - C. Culture
  - D. Communication
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Cultural differences
  - B. Over dependence on one's native language and its cultural connotations
  - C. Demographic diversity of students
  - D. Acceptance of trial and error in oral communication
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Understanding of one's own language
  - B. Addressing various learning styles
  - C. Egocentrism as natural but ineffective
  - D. Quality participation
  - E. Necessity for organization in the communication process
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Speaking
  - B. Reading
  - C. Analytical thinking
  - D. Comparing and contrasting
  - E. Memorizing terms
  - F. Participating in multilingual communities
  - G. Application of concepts

### **Learning Units**

- I. Spanish pronunciation
  - A. Print/sound relationships

- B. Phonetic encoding
- II. Initial contact
    - A. Greetings, courtesies and titles
    - B. Etiquette and social niceties
    - C. Firefighter/rescuer identification
    - D. Communication strategies
- III. Control
    - A. Crowd control
    - B. Location and extent of situation
    - C. Cause of fire, evacuation, accident
      - 1. Procedures
      - 2. Commands
      - 3. Patient reassurance
    - D. Resolution of situation
    - E. Ambulance
    - F. Hospital
    - G. Emergency contact
- IV. Procedural protocols
    - A. Parts of house
    - B. Exterior locations
    - C. Exit drills
- V. Homeowner information
    - A. 911 calls
    - B. Problem identification
    - C. Safety checklist
- VI. Medical emergencies
    - A. CPR and first aid
    - B. Parts of the body
    - C. Body commands
    - D. Initial assessment and treatment
      - 1. Chief complaint
      - 2. Pain management
      - 3. Health problems
      - 4. Health history
      - 5. Intake information
      - 6. Patient activity
      - 7. Vital signs
- VII. Public fire awareness
    - A. Fire safety posters
    - B. Cultural issues

**Learning Activities**

Learning activities will engage the student in the whole process of communication. The student will engage in lectures, discussions, worksheets, small group projects, readings, viewing of multimedia, in-class and out of class speakers, conversation practice, practice situations, and paired activities in the Spanish. In addition, quizzes and tests will equip the student to successfully complete the major assessment tasks.

**Grade Determination**

The student will be graded on satisfactory completion of major assessment tasks, various other graded learning activities, attendance, and adequate participation and discussion.