

COURSE OUTLINE

Survival Spanish for Paramedics and EMTs

Course Description

FL 154. Survival Spanish for Paramedics and EMTs. 3 hours credit. This course will enable the student to speak in Spanish using phrases, questions and commands in specific emergency situations. Through information obtained in this course, the student will also examine cross-cultural issues pertinent to dealing with Hispanic community members who need emergency care.

Course Relevance

Studying Spanish enables emergency personnel to more effectively communicate with Hispanic people in need of emergency services. A student with no prior knowledge of Spanish will be able to complete a physical assessment and initial examination after arriving on the scene of an emergency, by utilizing the phrases acquired in this course.

Required Materials

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

Learning Outcomes

The intention is for the student to be able to

1. Communicate competently in Spanish within emergency situations
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

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 PACT skill areas:

Communication Skills

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.

Major Summative Assessment Task(s)

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

1. Performing role-playing strategies to complete a physical assessment and initial examination
2. Discussing the comparisons/contrasts of the native and target cultures as they relate to emergency assessment and care

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
 - A. intended outcome
 - B. Cultural differences
 - C. Over dependence on one's native language and its cultural connotations
 - D. Demographic diversity of students
 - E. 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. Basic phrases and commands
 - A. Courtesies and titles
 - B. Etiquette and social niceties
 - C. Introduction
 - D. Communication strategies
- II. Initial arrival on the scene
 - A. Name of patient
 - B. Ambulance
 - C. Hospital
 - D. Emergency contact
- III. Physical assessment

- A. Chief complaint
 - B. Pain management
 - C. Health problems
 - D. Health history
- IV. Initial examination
- A. Intake information
 - B. Patient activity
 - C. Vital signs
- V. Accident scene
- A. Procedures
 - B. Commands
 - C. Patient reassurance
- VI. Chest pain/cardiac arrest
- A. Patient condition
 - B. Cardiac history
 - C. Procedures
 - D. Commands
 - E. Patient reassurance
- VII. Respiratory problem
- A. Patient condition
 - B. Respiratory history
 - C. Procedures
 - D. Commands
 - E. Patient reassurance
- VIII. Unconscious patient
- A. Bystander information
 - B. Procedures
 - C. Commands
 - D. Patient reassurance
 - E. Patient condition
- IX. Diabetic emergencies
- A. Patient condition
 - B. Bystander information
 - C. Diabetic history
 - D. Commands
- X. Seizures
- A. Bystander information
 - B. Procedures
 - C. Commands

- XI. Allergies
 - A. Patient condition
 - B. Allergies history
 - C. Procedures
 - D. Commands
 - E. Patient reassurance

- XII. Poison emergencies
 - A. Bystander information
 - B. Procedures
 - C. Commands
 - D. Patient reassurance
 - E. Patient condition

- XIII. Suicide attempt
 - A. Patient condition
 - B. Procedures
 - C. Commands
 - D. Patient reassurance

- XIV. Hypothermia
 - A. Patient condition
 - B. Alcohol/drug usage
 - C. Procedures
 - D. Commands
 - E. Patient reassurance

- XV. Bite/sting
 - A. Patient condition
 - B. Specifics
 - C. Procedures
 - D. Commands
 - E. Patient reassurance

- XVI. Delivery room
 - A. Patient condition
 - B. Commands
 - C. Procedures
 - D. Patient reassurance

- XVII. Sexual assault
 - A. Patient condition
 - B. Procedures
 - C. Commands
 - D. Patient reassurance

- XVIII. Trauma, bleeding, and shock

- A. Patient condition
 - B. Procedures
 - C. Commands
 - D. Patient reassurance
- XIX. Musculoskeletal injuries
- A. Patient condition
 - B. Procedures
 - C. Commands
 - D. Patient reassurance
- XX. Injuries to the head and spine
- A. Patient condition
 - B. Procedures
 - C. Commands
 - D. Patient reassurance
- XXI. Child in accident
- A. Patient reassurance
 - B. Patient condition
 - C. Procedures
 - D. Commands

Learning Activities

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

Grade Determination

The student will be graded on assessment tasks, various other graded learning activities, and adequate participation and discussion.