

Integrating Employability Skills

With Classroom Instruction to Support English Learners

■ **Handouts**

NOVEMBER 2016



PROFESSIONAL LEARNING MODULE

About This Booklet

This *Integrating Employability Skills With Classroom Instruction to Support English Learners Handouts* booklet is intended for use with the following additional resources:

- *Integrating Employability Skills With Classroom Instruction to Support English Learners Facilitator's Guide*
- *Integrating Employability Skills With Classroom Instruction to Support English Learners sample agenda*
- *Integrating Employability Skills With Classroom Instruction to Support English Learners slide presentation*

Adapting This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the CCRS Center requests that the following disclaimer be included in the revised materials:

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November 2016

College and Career Readiness and Success Center

**COLLEGE & CAREER
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Handout 1. Employability Skills Framework: Definitions










Note: The content of this handout is adapted from the U.S. Department of Education *Employability Skills Framework* (<http://cte.ed.gov/employabilityskills>).

Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors.

These skills, which may be taught through the education and workforce development systems, fall into three broad categories:

- **Effective Relationships**—The interpersonal skills and personal qualities that enable individuals to interact effectively with clients, coworkers, and supervisors
- **Workplace Skills**—The analytical and organizational skills and understandings that employees need to successfully perform work tasks
- **Applied Knowledge**—The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace

Within these three categories, there are altogether nine sets of skills, detailed on the following pages.

Categories	Skills
Effective Relationships	 Interpersonal Skills  Personal Qualities
Workplace Skills	 Resource Management  Information Use  Communication Skills  Systems Thinking  Technology Use
Applied Knowledge	 Applied Academic Skills  Critical Thinking Skills

Effective Relationships



Interpersonal Skills

Interpersonal skills enable employees to collaborate as a member of a team or work independently, as appropriate, and contribute to the overarching goals of the workplace. They include the following:

- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences



Personal Qualities

Personal qualities include a set of behaviors and skills that enable employees to establish effective relationships and function appropriately in the workplace. They include the following:

- Demonstrates responsibility and self-discipline
- Adapts and shows flexibility
- Works independently
- Demonstrates a willingness to learn
- Demonstrates integrity
- Demonstrates professionalism
- Takes initiative
- Displays positive attitude and sense of self-worth
- Takes responsibility for professional growth

Workplace Skills



Resource Management

Resource management skills enable employees to perform work tasks successfully by managing time and other resources. They include the following:

- Manages time
- Manages money
- Manages materials
- Manages personnel



Information Use

Information use skills enable employees to perform work tasks successfully by understanding, evaluating, and using a variety of information. They include the following:

- Locates information
- Organizes information
- Uses information
- Analyzes information
- Communicates information



Communication Skills

Communication skills enable employees to perform work tasks successfully by communicating effectively with others in multiple formats. They include the following:

- Communicates verbally
- Listens actively
- Comprehends written material
- Conveys information in writing
- Observes carefully



Systems Thinking

Systems thinking skills enable employees to perform work tasks successfully by understanding relationships among the components of a system. They include the following:

- Understands and uses systems
- Monitors systems
- Improves systems



Technology Use

Technology use skills enable employees to perform work tasks successfully by applying information technology appropriately and effectively. They include the following:

- Understands and uses technology

Applied Knowledge



Applied Academic Skills

Applied academic skills enable employees to put skills based on academic disciplines and learning—such as reading, writing, mathematical strategies and procedures, and scientific principles and procedures—to practical use in the workplace. They include the following:

- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures



Critical Thinking Skills

Critical thinking skills enable employees to think critically and creatively in the context of their work, solve work-based problems, and make sound decisions at work. They include the following:

- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Handout 2. Activity 3 Directions

For this activity, you will need the following handouts:

- Handout 1. Employability Skills Framework: Definitions
- Handout 3. Medical Spanish Minor at Valley View
- Handout 4. Standards of Practice for Culturally Competent Nursing Care

Reading Directions

1. You will work in small groups of 4–6 as instructed by the facilitator.
2. Half the members in your group will read Handout 2; the other half will read Handout 3.
3. As you read, refer back to the Employability Skills Framework Definitions on Handout 1 and highlight any connections to employability skills in your reading.
4. You will have 10 minutes to complete this task.

Discussion Directions

1. Share information about what you just read.
2. What employability skills were you able to identify in the reading?

How does the Medical Spanish Minor program tap into students' bilingual and bicultural skills while also helping them develop employability skills?

Handout 3. Medical Spanish Minor at Valley View

Example From the Field

The Medical Spanish Minor in Valley View Independent School District (ISD)

Adapted from a presentation by Dr. Matthew Meyers, Director for Bilingual, ESL, Migrant, Title III-A; and Mr. David De Leon, Department Head for REL Southwest

Context: Valley View ISD Demographics

- Located in the Rio Grande Valley on the border with Reynosa, Mexico
- Total student population: 4,509
- Total English language learner population: 2,558
- Economically disadvantaged: 93 percent



What led to the creation of the Medical Spanish minor?

- Racial and ethnic disparities in healthcare
- Language barriers in healthcare
- Shortages of healthcare professionals

What is the Medical Spanish minor?

- An innovative academic minor in Spanish for students pursuing a degree in a health-related field

What are the goals of the Medical Spanish minor?

- *Overarching goal:* To create opportunities for future healthcare professionals to attain targeted language skills in Spanish and to gain critical awareness of the effects of multilingualism on population health
- Earn college credit while in high school
- Become bilingual and bicultural leaders in healthcare
- Prepare for college setting
- Help save money and time in college
- Motivate students to achieve four-year degree

Other aspects of the Medical Spanish minor

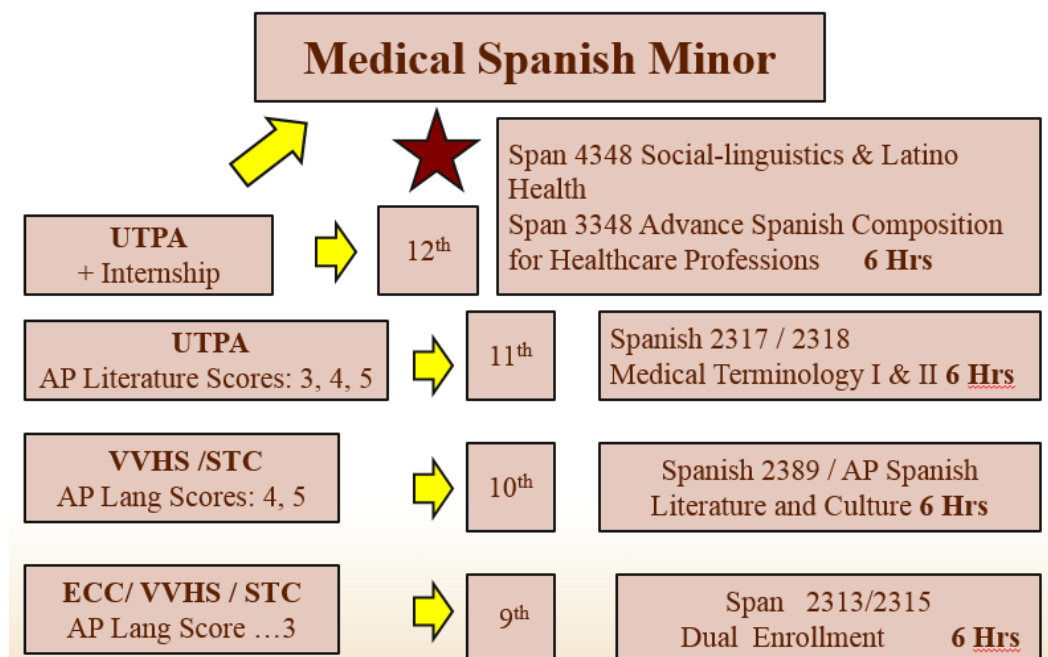
- Partnerships with institutions of higher education
 - University of Texas–Pan American
 - South Texas College
- Focus on language skills
 - Medical terminology in Spanish
 - Patient interviewing skills
 - Medical interpreting and translation

Program results

In 2010

- 98 percent enrolled in college or university upon graduation.
- 58 percent enrolled in four-year program upon graduation.
- 75 percent declared major in health-related field:
 - 24 percent nursing, 35 percent allied health, and 16 percent prehealth
- Overall GPA increased; 83 percent maintained at least 3.0 grade-point average in a college or university.

Course Trajectory and Descriptions:



UTPA = University of Texas–Pan American, UTRGV = University of Texas Rio Grande Valley, VVHS = Valley View High School, STC = South Texas College, ECC = Early College Campus

Foundation: AP Spanish Language and Culture

- Students demonstrate knowledge of Spanish grammar and culture from different countries.

Span 2313/2315

- Builds upon existing oral proficiencies of the heritage speakers of Spanish.
- Enhances proficiencies in the home language by developing a full range of registers, including public speaking and formal written discourse.
- Emphasis is on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

AP Spanish Literature and Culture

- Students demonstrate language use to analyze and interpret literature in Spanish.
- Students demonstrate full understanding of the language and apply it to real life, including literature.

Spanish 2389/AP Spanish Literature and Culture

- Spanish 2389. A comprehensive intermediate Spanish course designed to provide bilingual students with the linguistic and learning skills required for successfully completing upper division courses in Spanish. This course includes review of literature, culture, and grammar.
- AP Spanish Literature and Culture. Students demonstrate the use and application of language to analyze and interpret literature in Spanish.

Spanish 2317/2318 (Career Span I, II)

- Students develop communication and cross-cultural skills in the medical field.
- Develop interpersonal skills to communicate with Spanish-speaking patients and their family members.

Spanish 3348 Advanced Spanish/Composition for Health Professions

- Students review basic rhetorical structures and orthographic conventions in Spanish.
- Students get an overview of health education and promotion in Spanish-speaking communities.
- Students receive an introduction to health literacy.
- Students practice translation of medical documents.

Spanish 4348 Sociolinguistics and Latino Health

- Students review basic concepts in the sociolinguistic analysis of Spanish in the United States.
- Students review major linguistic challenges for health care delivery.

Students review and analyze policy and planning measures to ensure quality care for Spanish-speaking patients.

Handout 4. Standards of Practice for Culturally Competent Nursing Care

Source: Douglas, M. K. et al, (2011). Standards of Practice for Culturally Competent Nursing Care: 2011 Update. *Journal of Transcultural Nursing* Vol. 22 (4) pp. 317-333. Copyright © 2011 by SAGE Publications, Inc. Reprinted by permission of SAGE Publications, Inc.

Standard 9. Cross Cultural Communication

“Nurses shall use culturally competent verbal and nonverbal communication skills to identify client’s values, beliefs, practices, perceptions, and unique healthcare needs.”

“Effective cultural communication demonstrates respect, dignity, and the preservation of human rights. Failure in communication can easily be interpreted as bias, stereotyping, or prejudice and subsequently influence the quality of care. Nurses must strive to comprehend clients’ healthcare needs through effective listening, attentive body language, and use of eye contact. Other cultural nonverbal communication may include perceptions of time and space, values of modesty, touch, silence, dress, provider gender, and other unique cultural patterns and expressions.

“In addition, temporality in terms of past, present, and future orientation and the willingness to share thoughts and feelings with family, friends, strangers, and healthcare providers are important.

“Familiarity with cultural context is essential for nurses to provide culturally competent communication. Cultural and environmental context refers to the totality of an event or experience that gives meaning to people’s expressions, interpretations, and social interaction. If a client’s verbal language is unfamiliar, every attempt should be made to find a qualified interpreter, keeping in mind that cultural values, gender, age, and socioeconomic status between the interpreter and the client influence the interpretation process.

“The healthcare system should make every attempt to provide resources for interpretation. Bilingual staff with specific job description to assist with interpretation is helpful. Interpreters must ensure confidentiality, be knowledgeable about healthcare language, and conduct all sessions in an ethical manner. Family members, especially children, should be used only as a last resort when qualified interpreters are not available because privacy issues and bias in interpretation are potential risks. If time and the patient’s condition permits, allow the client and interpreter to have a few minutes together before conducting a thorough assessment. The nurse should be present during the assessment to observe nonverbal communication, advocate for the client, and assist the interpreter as necessary. Clinically important care-specific phrases such as ‘Are you having pain?’ spoken in the client’s language shows respect and willingness to value language and diversity.

“All print and other media must be selected with respect for the client’s language, cultural values, and age. Before distribution, print material should be reviewed for accuracy, literacy level, and offensive language and pictures by individuals from the intended audience.”

The standards provide suggestions for implementation of each of the standards. The following are the suggestions for implementation of standard 9:

1. “Train nurses in interviewing clients from diverse cultures as part of orientation programs.
2. Provide resources for translation and interpretation within the organization, when possible.
3. Provide accessible references for nurses to learn about specific cultures, ethnohistories, and common language terms for groups represented in the clinical setting.
4. Provide print and other media in the client’s preferred language.
5. Encourage nurses to observe for culturally specific paralanguage variations such as voice volume, tone, intonation, reflections, and willingness to share thoughts and feelings.
6. Include discussions on culturally specific values, beliefs, and practices in meetings and during in-service and continuing education programs.
7. Develop skills in using interpreters.
8. In hospitals, clinics, and other healthcare organizations, symbols and pictograms should be used whenever possible.
9. Provide clients with educational and discharge materials that are translated into their preferred language.
10. Use pain scales in the preferred language of the client and faces scales of the ethnicity of the client.
11. Continuously collect cultural data on assessments.
12. Resist judgmental attitudes such as ‘different is not as good.’
13. Recognize that the nurse’s beliefs and values may not be the same as the client’s”

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