



## #3116 BEGINNING ASL VIDEOCOURSE #12: THE DOCTOR IS IN!

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991

Grade level: 4-13+

38 mins.

1 Instructional Graphic Enclosed

### DESCRIPTION

Instructor Billy Seago and the Bravo family go to a hospital and introduce medical signs. The Cultural Notes emphasize the legal rights of Deaf people in medical situations. The Grammatical Notes focus on the importance of facial expression in conveying information and changing the meaning of a sign. Includes review, practice, and story sessions. The Beginning ASL Videocourse Series.

### INSTRUCTIONAL GOALS

- ◆ To introduce signs related to a medical experience.
- ◆ To illustrate the importance of having an interpreter present in a medical situation.
- ◆ To illustrate the necessity of completing paperwork at a hospital.
- ◆ To demonstrate how facial expression can change the meaning of a sign.
- ◆ To present the legal rights of a Deaf person in a medical situation.

### BEFORE SHOWING

NOTE: The numbers displayed in the left-hand corner of the screen are referents for the commercially produced curriculum and are unrelated to this lesson guide.

1. Review the vocabulary and cultural and Grammatical Notes from Lessons 1-11.
2. Become familiar with them and target vocabulary listed in the VIDEO CONTENTS. These may be enlarged, copied, and distributed.
3. Discuss frustrations due to communication problems that might be encountered by Deaf people in the emergency room, an outpatient office, or a hospital room.

### DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Facial/body expressions and mouth movements convey specific grammatical information. Pause and practice these.

## C a p t i o n e d M e d i a P r o g r a m

3. Pause at the scene showing the patient still able to sign with the thermometer in his mouth. Discuss other advantages of using sign language.
4. Pause at the following scenes to show the use of appropriate facial expression:
  - a. Scott signing "throbbing" to show pain.
  - b. Billy signing "good" to emphasize happiness about missing school.
  - c. Scott signing "work" to show hard work.
  - d. Scott signing "coughing" and "sneezing."

### AFTER SHOWING

#### Discussion Items and Questions

1. Review and practice signing the vocabulary.
2. Review the Cultural Notes and Grammatical Notes.
3. Discuss why it is sometimes better for a family member not to serve as an interpreter during a consultation with a doctor.
4. Discuss mannerisms that show the doctor was being sensitive to Scott's deafness and the presence of an interpreter.

#### Applications and Activities

1. Signs for some vocabulary may vary regionally. Check with local sources for commonly accepted signs of vocabulary in this video.
2. Write the names of various emotions on index cards. Select a card and express that emotion, using body and facial expressions only. Do not use signs and fingerspelling.
3. Write the vocabulary words in pairs on index cards. Set up a concentration game. Each player draws a card, shows the correct sign, and attempts to find the matching card.
4. Fingerspell a vocabulary word to a partner. The partner responds with the sign for the word.
5. Arrange a group circle. Fingerspell a medical word. The next person is to fingerspell another medical word beginning with the last letter of the word previously given.
6. Check the local hospital to see what services and accommodations are available for Deaf patients.
  - a. Are TTYs available?
  - b. Does the hospital have a list of certified interpreters and their phone numbers?
  - c. Are the hospital rooms equipped with captioned TVs?
  - d. Does the library of entertainment videos contain videos that are closed-captioned?
  - e. Does the hospital have the relay service number handy?
  - f. Are the rooms equipped with visual smoke alarms?
  - g. Are sign language classes offered for hospital personnel?

## C a p t i o n e d M e d i a P r o g r a m

7. Set up a role-playing situation whereby one person is the doctor and the others are medical patients. Include this lesson's vocabulary words in the dialogue.
8. Research and report on the statistics of Deaf people with careers in the medical field.
9. Distribute copies of the Americans with Disabilities Act (ADA). Discuss the legal requirements of hospitals in providing for Deaf people.
10. Practice facial expression to show the intensity of adjectives. (See INSTRUCTIONAL GRAPHIC.)

### VIDEO CONTENTS

#### Vocabulary

- |                        |                       |
|------------------------|-----------------------|
| 1. hospital            | 20. cold              |
| 2. doctor              | 21. cough             |
| 3. nurse               | 22. sore throat       |
| 4. emergency           | 23. pill              |
| 5. take care of        | 24. temperature       |
| 6. hurt or pain        | 25. stomach           |
| 7. all right or rights | 26. insurance         |
| 8. communicate         | 27. swollen           |
| 9. wait                | 28. throb             |
| 10. interpret          | 29. awkward or clumsy |
| 11. interpreter        | 30. broke             |
| 12. hold or hug        | 31. sprain            |
| 13. nausea             | 32. twist             |
| 14. throw up           | 33. throat            |
| 15. sick               | 34. shot              |
| 16. feel               | 35. x-ray             |
| 17. how                | 36. bandage           |
| 18. medicine           | 37. pregnant          |
| 19. sneeze             | 38. tease             |

#### Cultural Notes

Today, more and more medical services are becoming accessible to the Deaf community. Communication is a must, and hospitals now have a legal responsibility to hire an interpreter if requested. These services are becoming a reality because of the advocacy of Deaf people in gaining their rights and because of state and federal legislation.

#### Grammatical Notes

Much information is given through facial expression in ASL. Facial expressions often serve as adjectives in the message. For example, when signing "filling out forms," the message conveyed depends on the facial expression. It can be a

## C a p t i o n e d M e d i a P r o g r a m

negative experience, a happy experience, or a serious experience. Facial expression can also be used to change the meaning of “headache”—a small headache, a mild headache, or a terrible headache. Lack of facial expression in ASL is comparable to a monotone voice.

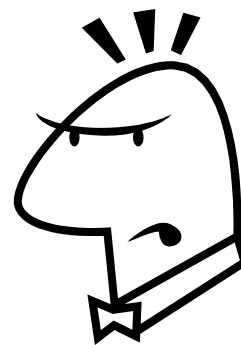
### **INSTRUCTIONAL GRAPHIC**

One instructional graphic is included with this lesson guide. It may be enlarged and used to create transparencies or copies.

- ◆ **FACIAL EXPRESSIONS**

## FACIAL EXPRESSIONS

**Directions:** Vary the facial expression to show the intensity of the adjective.



**Example 1:**

Beautiful

Beautiful

Beautiful

**Example 2:**

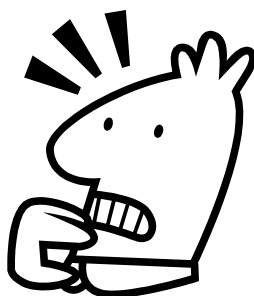
Hungry

Hungry

Hungry

(Do the same for the rest of the words.)

1. afraid
2. tired
3. fast
4. sorry
5. bad
6. tall
7. hot
8. cold
9. sleep



10. late
11. hurt
12. sick
13. good
14. swollen
15. awkward
16. happy
17. right
18. wrong

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