BILINGUAL MEDICAL
SECRETARY/ASSISTANT
PROGRAM
PROPOSAL TO CONDUCT A VOCATIONAL EDUCATION PROJECT
UNDER SUBPART 2 OR 3 OF P.L. 94-482

TITLE OF PROJECT: Bilingual Medical Secretary Assistant Program

Area of Project (Check One)

<table>
<thead>
<tr>
<th>Subpart 2</th>
<th>Displaced Homemakers</th>
<th>Support Services for Women</th>
</tr>
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<tbody>
<tr>
<td>Subpart 3</td>
<td>Research</td>
<td>Personnel Training</td>
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<td></td>
<td>Exemplary &amp; Innovative</td>
<td>Sex Equity</td>
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<td></td>
<td>Curriculum Development</td>
<td>Disadvantaged</td>
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<td></td>
<td>Vocational Guidance and Counseling</td>
<td>Handicapped</td>
</tr>
</tbody>
</table>

Agency: Santa Barbara Community College District
Address: 721 Cliff Drive, Santa Barbara, CA 93109

District Superintendent or Authorized Agent

Name: Dr. D. Mertes
Title: Superintendent-President
Signature: [Signature]
Date: April 8, 1980

Project Director: Viola Benavides (Name and Title) (805) 965-0581 (Phone)

Person Who Prepared This Proposal: Mel Elkins, Assistant Dean, Occupation Education (805) 965-0581 (Name and Title) (Phone)

Date Proposal Transmitted to State: Wednesday, April 9, 1980

P. L. 94-482 Funds Requested: $37,090 Duration of Project 13 (Total Months)

Proposed Starting Date: June 1, 1980 Proposed Ending Date: June 30, 1981

STATE USE ONLY

Received:

Date Stamp Time Initial
CALIFORNIA STATE DEPARTMENT OF EDUCATION
AND
CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES

Statement of Assurances Under Title II,
Part A, Subparts 2, 3 and 5 of Public Law 94-482

This is a statement that the agency or party applying for federal funds under Subparts 2, 3 and 5 of the Act for purposes indicated elsewhere in this proposal agrees to the following assurances:

That the vocational education project described in this proposal shall be established and maintained in accordance with the Act, Federal Regulations, California Five-Year State Plan for Vocational Education, and State of California Education Code and Administrative Code.

That the vocational education project described in this proposal shall be in compliance with Titles VI and VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, and Chapter 4 (commencing with Section 30), of Division I of Title 5, California Administrative Code. Form HEW 441, a statement of compliance with Title VI of the Civil Rights Act of 1964, was dated and filed with the California State Department of Education or with the Chancellor's Office of the California Community Colleges on February 18, 1965.

That the vocational education project described in this proposal shall be in compliance with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972.

That any programs/services for handicapped persons enrolled in vocational education that are affected by the project described in this proposal shall be in compliance with the Education of the Handicapped Act, Section 613(a) and the Rehabilitation Act of 1973, Section 504.

AGENCY: Santa Barbara Community College District

ADDRESS: 721 Cliff Drive, Santa Barbara, CA 93109

District Superintendent or Authorized Agent

Name: Dr. D. Mertes

Title: Superintendent-President

Signature: David Mertes

Date: April 8, 1980

Telephone: (805) 965-0581
ABSTRACT

Project Title: Bilingual Medical Secretary Assisting Program

Project Director: Viola Benavides

Organization: Santa Barbara Community College District

Address: 721 Cliff Drive, Santa Barbara, CA 93109

Phone: (805) 965-0581

Santa Barbara Community—because of its uniqueness, i.e., 17.7% of its population with Spanish surnames, a demography indicating little influx of trained workers, and indications of high employment opportunities in Health/Secretarial fields—gives credence and necessity of offering a BILINGUAL MEDICAL SECRETARY ASSISTING Training Program at Santa Barbara City College.

On MARCH 11 through MARCH 14 a team of business, secretarial, Medical Assisting and EOPS Director went to visit a new Medical Secretarial Training Program offered at San Diego Mesa College. Reports of this visitation were complimentary, however, each member emphasized that much was lacking in a systems approach in training which would involve the community, campus, instructional and service programs in a common effort. Subsequently, this team (Steering Advisory Committee - See Appendix A) has met several times to discuss ways and means of operating a truly coordinated program for a Bilingual Medical Secretary Assistant component.

The objectives of this program will be to recruit, train and place twenty (20) Bilingual Medical Secretary Assistants in unsubsidized employment between May 1, 1980 and July 30, 1981 (See Appendix B).

This Bilingual Component will blend into our ongoing Medical Secretary Assisting Training Program. Special efforts and resources will be needed in EOPS services, ESL, and job placement.

A summer "Head Start" program will be provided for Diagnostic testing, EOPS orientation, Medical clinical skills, and typing skills classes.
1. Needs Statement

A. Santa Barbara City College is a comprehensive community college serving the south coast region of Santa Barbara County, California, a district of about 170,000 population. As a unit of the California Community College system, the college offers services to anyone with a high school diploma or any person over the age of 18 who can reasonably expect to profit from attending. In addition to the traditional lower-division and vocational curricula, the college offerings include a very successful essential skills program and services; i.e., reading remediation, ESL, basic mathematics, a writing laboratory, an extensive tutorial program, and a peer counseling program.

The problem is that a significant number of students who would use these services or enroll in viable vocational programs tends to vary directly with past educational accomplishments. Those students with the least developed communication and vocational skills are unlikely to take advantage of regular counseling or conventional special programs.

Reports from several peer counselors and resident counselors on campus indicate that many Spanish speaking students distrust public agencies, cannot fit into the life-style of a conventional classroom setting, and regard schools as a place to fail. The ethnic count (Spanish surname) of the service area of Santa Barbara is not equally reflected in the student body (17.7% community - approximately 10% college enrollment). The unemployment rate among Spanish sur-named/Chicano adults is approximately 12%; whereas, composite unem-ployment for all ethnic adults is holding around 6.8%, also out of school teenage 16-21 age group Chicano is reported as high as 16.8%.

One report developed in our district indicates "On the average (Santa Barbara) is one of the wealthier counties but it is estimated that more than 16,000 households have an average annual income of $6,800.

Spanish-speaking students are a major target population at Santa Barbara City College, whose assistance, it is hoped, will strengthen communications to change community attitudes toward education. This is the group with the broad impediment to learning built of the constant deprecation of their language, culture and and heritage which was common in our schools until recent years. They require special teaching methods to unlearn the negative before they can develop positive skills. EOPS Program is directly involved in this aspect of Santa Barbara City College. Few of these students have ever received formal schooling in their natural language. College level Spanish is particularly difficult for them since it is far removed from the Spanish spoken in the community.

Most recent EDD figures show that some 1180 and 200 annual job opportunities in Secretarial, Health and Allied Health fields respectively will occur within Santa Barbara County over the next five years.
Recently a well known local demographer/occupational analyst stated "Medical Secretaries are in high demand because most health service in Santa Barbara County is through a third party--either Medical or Medicare."

The need now is to collectively recruit clients from our community, those who could ultimately be placed in meaningful employment. (See Appendix B Flow Chart.)

2. Objectives

A.

1. To solicit and obtain approximately $37,090 from outside sources to support the Bilingual Medical Secretary Training Component on or before May 1, 1980.

2. To recruit between May 1 and June 30, 1980, 28 economically disadvantaged students who would be willing to train as Bilingual Medical Secretary/Assistants.

3. To enroll on September 15, 1980, 25 students in the Bilingual Medical Secretary Program who have met the minimum prerequisites.

4. To train and award a certificate of completion (with C letter grade) in Bilingual Medical Secretary/Assisting to no less than 20 students by June, 1981.

5. To assist in placement of 18 graduates in a Medical or Allied Health field on or before September, 1981.

3. Procedures/Activities

A. The principle activities that will be used to accomplish the objectives are as follows:

1. Recruitment - this function will be primarily the responsibility of EOPS. Others involved will be EDD, WIN, Welfare, and other public services entities.

2. Counseling - provided by EOPS instructional staff and when needed, Director, Tutorial Services.

3. Diagnostic Services - to be provided by Welfare Service Center and when needed, ESL Instructor.

4. "Head Start" summer school instruction (where needed) will include EOPS orientation, typing skills (35-40 wpm) and pre-Medical terminology.

5. Modularizing of office procedures and medical assisting classes will allow students to progress at their own rate. This task will be performed by the instructors who are assigned to these specialty classes.
6. Development of ESL video tapes and film coordinated, edited, and prescribed by the ESL instructor. These films will be especially developed for students with ESL deficiencies and who aspire to the Health Occupations field.

The ESL instructor (who would begin one-half released time) would work with a cadre of people involving Instructional Media Center, community consultants, photographers, and student interviewees.

7. Instruction - This function (in office procedures and Medical Assisting) will be augmented with bilingual aids. The aids will assist in monitoring progress of students, communicating with students (where needed) and assisting the instructor in preparation of materials.

8. Tutorial - Tutors will be used on an as needed basis.

B. For sequence of activities - See Appendix C.

4. Project Management

A. This project will be coordinated through the efforts of the Steering/Advisory Committee for Bilingual Medical Secretary Assisting. This group will be responsible for meeting to evaluate progress of program and to report on its findings. (See Exhibit A.)

B. As principle project staff responsibilities and time allotted to project. (See Appendix A)

5. Location and Facilities

A. Santa Barbara City College will provide the training space for the Bilingual Medical Secretarial Training. It has modern lecture/laboratory facilities for conducting office procedures, typing, medical clinical, and bio-physiology classes; also most of these spaces allow for a "self-paced" instructional mode.

B. SBCC presently has an ongoing medical assisting program which can accommodate the Bilingual Component. (See Appendix D)

6. Evaluation

A. The Steering/Advisory Committee will meet at four formal intervals throughout the duration of the project (See Appendix C-3) and discuss (where appropriate to time schedule) recruitment and its effectiveness, "Head Start" program enrollment and its effectiveness, and ultimately attrition, training results and job placement.

B. These aforementioned subjects will be quantified and results sent to the Dean of Instruction and Student Services.
7. Dissemination

A. A follow-up report on the results of the Bilingual Medical Secretary/Assistant program will be available to the Chancellors office for dissemination.

B. Hopefully, the results of this project will act as a model for SBCC and other community colleges in developing cooperative community-college based programs which have well defined and integrated service and community agency components.

8. Budget Narrative

1. Teachers Salaries

A. Develop modules for office procedures class (Harker) 80 hrs. @ 13.51

B. Develop modules for Bilingual Medical Assisting classes (Benavides) 120 hrs. @ 13.51

C. Summer Session - Head Start Medical Clinical skills class (Benavides) 2 TLU's X 434.30

D. Contract Salaries (Benavides) 30 TLU (Harker) 6 TLU

E. Contract Salaries (ESL Coordinator) to develop software for Bilingual Secretary Assisting Learning Program .50 X 18,847

2. Supervisors Salaries 13% of Health Occupation Director Time .13 X 35,592

3. Counselors Salaries 13% of present staff (Anderson, Health Occ.) .13 X 29,607

4. Instructional Aides

A. 10 hrs./week/10 month (Bilingual Teaching Assistant for Office Procedures classes)

B. 20 hrs./week/10 month (Bilingual Teaching Assistant for Medical Assisting classes)

5. Clerical Salaries - Typist Clerk 21A - 1/2 time, 10 months X .50 X 792 (type modules, develop ESL material)

7. Employee Benefits

A. Bilingual Teaching Assistant for Office Procedures class
B. Bilingual Teaching Assistant for Medical Assisting classes. 597.

C. Bilingual Clerk Typist 597.

D. ESL Instructor 1/2 year. 847. 2,339.

8. Instructional Materials and Supplies 200. 400.

9. Media Materials and Supplies
   A. Modules material for Office Procedures class 120.
   B. Modules materials for Medical Assisting class 240.
   E. ESL - Materials to develop software (Prop and Graphics Video Tapes - film) 2,760. 3,120.

11. Contract for personal service
    Photographic and Counseling for ESL Component (Lettering photographic - Work) 3,000.

12. Travel and Conference Expense 600.

   A. Project Directors and ESL Coordinator travel

Total Direct Cost 75,835.

<table>
<thead>
<tr>
<th>Classifications</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total</th>
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<tbody>
<tr>
<td>1. Teachers' Salaries</td>
<td>33,283.</td>
<td>12,994.</td>
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<tr>
<td>2. Supervisors' Salaries</td>
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<tr>
<td>4. Instructional Aides' Salaries</td>
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<td>6. Other Classified Salaries</td>
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<tr>
<td>8. Instructional Materials &amp; Supplies</td>
<td>400.</td>
<td></td>
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<tr>
<td>9. Media Materials and Supplies</td>
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<td>10. Other Supplies</td>
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<tr>
<td>11. Contracts for Personal Service</td>
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<td>3,000.</td>
<td>3,000.</td>
</tr>
<tr>
<td>12. Travel and Conference Expense</td>
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<td>600.</td>
<td>600.</td>
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<tr>
<td>13. Contracts, Rents, Lease</td>
<td></td>
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<tr>
<td>14. Total Direct Costs</td>
<td>41,492.</td>
<td>34,343.</td>
<td>75,835.</td>
</tr>
<tr>
<td>15. Indirect Costs (Rate 8%)</td>
<td></td>
<td>2,747.</td>
<td>2,747.</td>
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<td>16. Total Expenditures</td>
<td>41,492.</td>
<td>37,090.</td>
<td>78,582.</td>
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</table>
STEERING/ADVISORY COMMITTEE FOR BILINGUAL MEDICAL SECRETARY ASSISTING TRAINING PROGRAM

Viola Benavides........Director/Instructor
Bilingual Medical Secretarial - HEAD START Program.

Melvin J. Elkins........Project Writer and Follow-up Reports. Assistant Dean, Occupational and Career Education.

Pablo G. Buckelew......Director, Tutorial Services. Responsible for Tutorial Assistance.

Gilbert Robledo.........EOS Director/Counselor. Responsible for Student Recruitment & Counseling.

John B. Romo............Special Education - English (Basic Skills).

Myrna Harker.............Instructor, Office Procedures/Typing for Bilingual HEAD START program.

Suzanne Medina Nguyen...ESL Instructor, Develop ESL software.

Shirley Conklin.........Assistant Dean, Health Occupations.

Rodrigo Gonzales........EDD/Welfare, Santa Barbara Service Center Assistance.

Harry Foxx..............CONSULTANT - Demographer/Manpower Forecasting, General Research Corp., Santa Barbara.

PRINCIPLE PROJECT STAFF AND TIME ALLOCATED TO PROGRAM

100% (30 TLU)
2%
5%
20% (6 TLU)
50% (15 TLU)
13%
FLOW CHART FOR BILINGUAL MEDICAL ASSISTING TRAINING PROGRAM

CETA Service Center → Recruitment → EOPS Counseling → Diagnostic Testing → Summer School "Head Start" Program
   1. Medical skills
   2. EOPS Orientation
   3. Typing Skills

Welfare Service Center

Job Placement

EOPS ESL

Spanish Medical/Secretarial in English Program

ESL or English Development

Medical Secretarial Program with use of Spanish Tutors

EXPLANATION

After recruitment and initial counseling, a bilingual student will be given a diagnostic test "English for the Spanish Speaking Resident" and listening comprehension. Personal interviews will determine typing, medical terminology, and any skill deficiencies needed to be corrected. Courses will also be recommended in the language needed to be further developed in or to produce a truly bilingual medical secretary.
1. Recruitment of bilingual students.
2. Set up project office and recordkeeping system (Director).
3. Meet with Steering Advisory Committee; Review plan of action.
4. Counseling and orientation of students.
5. Make community contacts—identify resources.
7. Teachers develop Instruction Modules.
8. Compile data on job opportunities.
9. Select bilingual students for program.
10. Offer "Head Start" summer session.
12. Schedule campus workshops for project staff.
13. Select teaching laboratory assistants.
15. Select and train student tutors.
17. Instruction.
18. Implement evaluation system.
20. Purchase supplies and contact consultants.
36. Perform daily posting of charges and collections.
37. Arrange meetings, conferences and/or travel accommodations.
38. Prepare monthly statements.
39. Handle credit arrangements with patients.
40. Assist with follow-up collections.
41. Handle payments by cash and/or check and make out receipts.
42. Keep financial records (daily record of charges and payments; records of accounts receivable; trial balance; monthly profit and loss sheet).
43. Prepare payroll and any necessary government forms (withholding, FICA, unemployment, state disability).
44. Pay professional bills.
45. Assume all banking duties (regular deposits, reconciling bank statements).
46. Prepare information for accountant for tax returns.
47. Discuss and explain the doctor's fees to patients.
48. Accept, endorse and record checks received for payment on account.
49. Establish and control petty cash fund.
50. Discuss and explain insurance coverage to patients.
51. Complete insurance forms:
   a. Indemnity insurance forms for a patient to submit his claim.
   b. Forms for filing assigned insurance claims.
   c. Medicaid Claim forms.
   d. Workmen's compensation forms.
   e. Blue Shield payment request forms.
52. Review and, if necessary, appeal insurance disallowances to achieve satisfactory resolution.
53. Gather data to compile statistical reports for government agencies.
54. Attend meetings and participate in community activities related to the doctor's practice.

Developed by the AAMA Curriculum Review Board

MEDICAL ASSISTANT
The Most Versatile Member of the Allied Health Care Team

AMERICAN ASSOCIATION OF
MEDICAL ASSISTANTS, INC.
One East Wacker Drive, Suite 1510
Chicago, Illinois 60601
DUTIES OF A MEDICAL ASSISTANT

Listed below are the duties performed by one or more medical assistants in the average medical office:

1. Effectively schedule appointments (in person and by telephone).
2. Furnish patients' files for day's appointments.
3. Receive patients.
4. Take and record patient's statistical data and medical history at request of the physician.
5. Prepare and drape patients for examination.
6. Take blood pressures and temperatures and weigh patients.
7. At the doctor's request and under his supervision:
   a. Collect blood samples
   b. Take ECG's
   c. Perform diagnostic tests
8. Assist the physician with patient examinations, treatment and minor surgery.
9. Give certain medications and injections under the doctor's supervision.
10. Explain the nature of examination, diagnostic tests, and/or treatment to the patient at doctor's request.
11. Know how to handle patients when the physician is away from the office.
12. Assist in the collection of specimens (Pap smears, throat cultures).
13. Set up patients' files, enter notes or make corrections on records; review them for completeness and accuracy.
14. Review, separate and purge medical record files as instructed.
15. Obtain patient's signature on permission forms (to release records, to operate, or to perform diagnostic procedures).
16. Arrange hospital admissions and/or laboratory and x-ray procedures, as requested by the physician.
17. Schedule surgeries.
18. Prepare medical records from information provided by the physician.
19. Perform simple routine laboratory procedures (urinalysis, simple blood tests); collect and prepare specimens for transportation to laboratory.
20. Record and maintain laboratory, x-ray and ECG data on patients' records.
21. Instruct patients regarding proper preparation for tests ordered by the physician.
22. Prepare and replenish supplies in doctor's bag so that it is in constant readiness.
23. Sterilize instruments and assume maintenance of diagnostic equipment.
24. Dispose of contaminated and disposable items.
25. Receive and organize the handling of medication samples.
26. Order office, laboratory, and medical supplies, and maintain inventory of all three.
27. Handle emergencies:
   a. Know how to reach the physician when he is out of the office.
   b. Seek help from qualified nurse or another physician.
   c. Describe nature of patient's illness or injury.
   d. Position patient in safe and comfortable position.
   e. Apply first aid if necessary.
   f. Call poison control center.
   g. Arrange for hospital emergency room treatment.
   h. Explain doctor's unavailability to patients in reception room.
28. Handle the telephone:
   a. Check with answering service and record messages.
   b. Make appointments.
   c. Make calls for the physician.
   d. Receive calls from patients, laboratories, other physicians, solicitors, and the doctor's family.
   e. Answer questions concerning the patient's illness and the doctor's fees and hours.
29. Take laboratory reports.
30. Deal with representatives of pharmaceutical companies, equipment manufacturers, other physicians, doctor's family, and other callers.
31. Handle children accompanying patients.
32. Supervise maintenance personnel (cleaning and other), and see that the office is kept in a neat, attractive and sanitary condition at all times.
33. Supervise other office personnel.
34. Handle correspondence:
   a. Incoming:
      (1) Open and sort mail, screening it in accord with the doctor's wishes.
      (2) Flag important mail to his attention.
      (3) Summarize articles and other materials as requested.
   b. Outgoing:
      (1) Answer the doctor's routine mail, upon instruction from him as to handling.
      (2) Take medical dictation.
      (3) Transcribe shorthand or machine dictation.
      (4) Type all correspondence, including medical reports to other physicians, insurance reports, and other types of reports.
35. File all correspondence and medical records, including x-rays, and ECG's.
36. Operate business machines and assume responsibility for their maintenance.
EXPERIENCE

Sept., 1973 - Present. EOPS Director/Counselor, Student Services Division, Santa Barbara City College.


Sept., 1971-June, 1972. Assistant Professor of Mexican-American Studies, California State University, San Diego.


Oct., 1966-Feb., 1968. Assistant Probation Officer, Santa Barbara County Probation Department, at Santa Maria, California, in Adult Services.

EDUCATION

Attended Santa Barbara City College, 1960-1962. Transferred to UCSB.

B.A., Sociology, University of California, Santa Barbara, 1964.

M.A., Sociology, California State University, San Diego, 1968.

Post-graduate courses in Ethnic Studies and Counseling at California State University, San Diego; Stanford University and California Polytechnic State University, San Luis Obispo, 1969-1973.

Ph.D. program in Educational Administration, Graduate School of Education, University of California, Santa Barbara, 1974-present.
VITA

Director
Myrna Marker
Assistant Professor
Santa Barbara City College

EXPERIENCE
Sept., 1973–Present. Assistant Professor, Business Education Department, Santa Barbara City College teaching typing, shorthand, office procedures and secretarial procedures classes

1972–1973. Instructor, Alberta Vocational Center, Calgary, Alberta Canada teaching shorthand, filing, and TRC typing

1971–1972. Instructor, Idaho State University teaching typing, shorthand, office procedures, and supervising student teachers

1965–1971. Instructor, Dugway High School teaching typing (three levels at once), shorthand (two levels at once), bookkeeping, organized and implemented a cooperative education program

EDUCATION
B.S., Business Education, Brigham Young University
Provo, Utah, 1965

M.S., Business Education, Utah State University
Logan, Utah, 1971
VITA

Melvin J. Elkins
Assistant Dean
Occupational and Career Education
Santa Barbara City College

CREDENTIALS

Life Supervisory - Community College
Life Secondary
Vocational SDS

INSTRUCTIONAL EXPERIENCE

Dean of Occupational Education, Santa Barbara City College
1971 - 1976
Division Chairman, Engineering, Vocational-Technical, Cypress
College, 1966 - 1971
Instructor, Engineering Technology, Imperial Valley College,
1964 - 1966
Instructor, Welding, Mathematics and Fabrication, Yuba College
and Yuba City Union High School, 1958 - 1964

PROFESSIONAL ACTIVITIES

California Association of Vocational Educators
American Society of Engineering Education
National Lincoln Arc Foundations
California Industrial Education Association
California Community Colleges Deans of Occupational Education

IN-SERVICE TRAINING

California Community Colleges Occupational Evaluation Systems -
Two Evaluation Visitations
Management Systems Planning and Development System
Career Education - California Home-Based Model
Student Accountability Model (Follow-up Studies) Systems SAMS
Professional Objectives

(a) Structure, research, and evaluate language programs.
(b) Instruct college courses in the following areas:
   - English as a Second Language,
   - Linguistics: General, Applied, and Contrastive,
   - Psycholinguistics,
   - Language Acquisition: Monolingual and Bilingual,
   - Linguistic and Psycholinguistic-based teaching methods for E.S.L. and Bilingual teachers.
(c) Conduct research in the above-mentioned areas.

Education

M.A., BILINGUALISM: ITS LINGUISTIC, PSYCHOLINGUISTIC, AND SOCIOLINGUISTIC ASPECTS, University of California at Santa Barbara

Such a background in these three disciplines has allowed me to deal with individuals who are bilingual in any two languages. Courses completed for the M.A. include the following:
   - Psycholinguistics & Sociolinguistics: Developmental Psychology, Developmental Psycholinguistics (Monolingual and Bilingual Language Acquisition), Psycholinguistics, Sociolinguistics, Statistics.

B.A., SPANISH, (LINGUISTICS, LITERATURE, CULTURAL HISTORY) University of California at Santa Barbara

Mount St. Mary's College Universidad de Guadalajara (Mexico)
Universidad de Sevilla (Spain) Università per Stragnieri (Italy)

Experience

SANTA BARBARA CITY COLLEGE, 1975-Present
Assistant Professor of English Instructed non-English speakers from a variety of educational, social, and cultural backgrounds (e.g., Mexican, Vietnamese, Arab, Chinese, Persian, etc) in English as a Second Language. Students also included American deaf students who are familiar with Amislan. Designed the curriculum for all E.S.L. classes including four "Survival" English classes for U.S. residents and two classes in "Academic" English for university-bound foreign students. Hired, fired, trained and supervised all hourly instructors and tutors working with the program. Tested and placed students. Developed materials to meet needs which were not being met by other texts and materials. Was resource-
ful to teachers in the community who needed information about current E.S.L. materials and texts. Changed the materials and methods quickly and smoothly when new and different needs arose. Secured funding for E.S.L. materials and equipment from grants. Constantly reviewed recently published texts from over 100 publishers.

Speaker Spoke to E.S.L., foreign language, and bilingual education teachers on "Recent Publications in the area of E.S.L."

SECOND LANGUAGE RESEARCH FORUM, U.S.C., 1978
Speaker Spoke to researchers of second language acquisition on findings of a study entitled "Overgeneralization in a Group of Spanish-English bilingual children."

Speaker Spoke to E.S.L., foreign language, and bilingual education teachers on "Meaningful Grammar-specific Exercises."

C.A.T.E.S.O.L. STATE CONVENTION, SAN DIEGO, 1977
Appointed Chairperson of a committee to pressure research agencies and publishers to provide E.S.L. materials for the U.S. resident rather than the foreign student of E.S.L.

TRI COUNTIES C.A.T.E.S.O.L. CONVENTION, 1976
Speaker Spoke to E.S.L. and bilingual education teachers on "E.S.L. and the Person with Little Formal Education."

ADULT EDUCATION DIVISION OF S.B.C.C., 1976
Consultant Evaluated and assessed the E.S.L. program being offered throughout the city in the evening and made recommendations about the texts, methods and materials.

MANPOWER, DEPARTMENT OF LABOR, 1975-1976
Researcher/Linguistic Consultant Assessed the language needs of unemployed Spanish-speaking residents of Ventura County and outlined a viable E.S.L. program which would meet the specific needs of these individuals.

ADULT EDUCATION DIVISION OF S.B.C.C., 1975
E.S.L. Instructor Team taught an E.S.L. class for Vietnamese with a native speaker of Vietnamese.

C.F.T.A. (Comprehensive Employment Training Act), 1975
Instructor Instructed and developed the curriculum for C.F.T.A. secretarial students who had E.S.L. and Basic Skills needs.
UNIVERSITY OF CALIFORNIA (S.B.): STUDENTS SPECIAL SERVICES, 1974-5
Language Skills Tutor  Applied current linguistic and psycho-linguistic
type in order to more effectively teach basic language skills
(i.e., English grammar and structure) to bidialectal and bilingual
(Spanish/English, Chinese/English) university students.
Coordinated an intensive tutorial program which developed the
student's communicative competence to meet university standards.
Also tutored students in Introductory Linguistics. Conducted an
In-Service training session for the project's English tutors. Topic:
"Which English deviations can and cannot be attributed to the
student's bilingualism?"

NATIONAL SCIENCE FOUNDATION, 1974
Researcher  Project: "A Study of Bilingual Language Acquisition."
Served as the Spanish-speaking member of the research team.
Interacted with the Mexican parents of the child subjects as well
as the subjects themselves. Elicited speech from bilingual
(Spanish/English) children between the ages of 2 and 7. Tape-
recorded and transcribed all dialogues with children. Linguistically
analyzed each child's utterances.

Camp Counselor and Playleader  Led inter-city children (ages 9-11)
in recreational activities including music, art, physical education,
and drama.

Honors
FORD FOUNDATION DOCTORAL FELLOWSHIP SEMI-FINALIST, 1973
GRADUATE FELLOWSHIP, UNIVERSITY OF CALIFORNIA, S.B., 1972-74

Memberships
T.E.S.O.L. (Teachers of English to Speakers of Other Languages)
A.C.T.F.L. (American Council of Teachers of Foreign Languages)
C.A.T.E.S.O.L. (California Association of Teachers of English to
Speakers of Other Languages)
S.I.G.C.U.E. (Special Interest Group of Computer Uses in Education)
A.A.A.L. (American Association for Applied Linguistics)

Publications
"Overgeneralizations in a Group of Spanish-English Bilingual
Children" to appear in Readings in Spanish-English Contrastive
Linguistics (Pan American University Press)

Languages
English, Spanish, Italian, some Vietnamese and French

Interests
Piano, voice, dance, photography, oil painting

References
Placement file is kept at Placement Center, University of California
at Santa Barbara, California, 93106, and is available upon request.
VITA

Personal Information
Viola D. Benavides
408 Daytona Dr.
Goleta, California
93017

Educational
1971-1973
Studies in Spanish grammar and literature at Santa Barbara City College.
I.T.E.S.O., Guadalajara, Mexico
(studies included: The Study of Sub-Cultural Groupings and Psychodynamics of the Mexican-American Family. The nondidactic portion of study included field trips to medical facilities and constant communication with the native born.)

1976
B.A. Health Science with an emphasis in Community Health Education. San Fran. State Univ.
(Courses of study included cultural awareness and a comparison between various health systems.)

1977
(Thesis: Problems in Communicating With the Spanish-Speaking Patient.)

Vocational
Associate Professor
Medical Assisting Departmental Head Santa Barbara City College

Medical Assistant
Medical Assistant for 12 years in medical facilities and offices,
1 year as evening supervisor in cerebral palsy cntr.

U.S. Navy Medic
Trained as medic in U.S. Navy. Experiences involved all wards in hospitals including emergency rooms, private and independent duty—5 years.

Teaching experiences:
Military — intermittent for 5 years
Non-military — 1965–present.
Tenured in 1969.