



Course Syllabus: Education Theory and Practice

College of Health Sciences and Human Services

RESP 4223 Section DX1

Fall Semester Block B, October 17, 2020 – December 12, 2020

Contact Information

Instructor: Professor Yasha, MEd, RRT

Office: 100 Parker Square #127 Flower Mound, TX 75028

Office hours: By appointment.

Office phone: (972) 537-8487

E-mail: [Yasha's email](#)

Audience

Distance Respiratory Care Students

3 Credit Course

Communication Policy

My D2L email address is [Yasha](#). This is my preferred method of communication. When you email me, please include the course number and your name in the subject line of the email: **RESP 4223/Last Name/First Name**

I teach several courses. This information will help me to respond in a timely manner. I make every effort and attempt to respond to emails within a 24-hour period during the workweek and within 48-hours over the weekend. If I do not reply to your email in the 24-48 hours period, please send a gentle reminder.

Course Description

The focus of this internet course is to train the student in the basic processes of education. Emphasis is placed on classroom as well as clinical instruction. Topics include learning styles, developing objectives, teaching methods, questioning and problem solving strategies, characteristics and roles of the clinical instructor, and use of appropriate evaluation instruments.

Course Objectives

Participants in this course will have the opportunity to:

1. Identify the purposes, goals, and benefits of client and staff/student education.
2. Identify the terms *education process, teaching, and learning*

3. Identify major ethical principles related to education in health care
4. Define the principal constructs of each learning theory
5. Explain the health educator's role in the learning process
6. Describe the meaning of learning styles
7. Identify incentives and obstacles that affect motivation to learn
8. Identify the magnitude of the literacy problem in the United States
9. Identify the differences between learning goals and objectives
10. Explain how to evaluate instructional methods
11. Differentiate between instructional materials and instructional methods
12. Describe the effects that technology has had on education for health professionals

Textbook & Instructional Materials

Susan Bastable, Pamela Gramet, Karen Jacobs, Deborah Sopczyk, Health Professional as Educator Principles of Teaching and Learning, 2020 Jones & Bartlett, 2nd Edition ISBN 9781284155204

Required digital materials for this course are part of the Courseware Access and Affordability Program at MSU Texas. Students are charged for required course materials on their student account with the Business Office. Any students who wish to opt-out of the Program and purchase the required course materials on their own may do so. Opt-out instructions are sent to students' official my.msutexas.edu email address after the first day of class. Please contact the MSU Bookstore if you have any questions about the opt-out process.

Student Handbook

Refer to: [Student Handbook 2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Research papers and projects must be original work for each course

assignment. The faculty will not accept a submission that has been or is being submitted for another course. No Exceptions!

Assignment Grading

Assignments	Percentage of Total Grade
Discussion Boards	15%
Case Studies	15%
Quizzes	50%
Teaching Plan	20%

Grading Scale

Letter Grade	Percentage Grade
A	90-100%
B	80-89%
C	75-79%
D	70-74%
F	Less than 69%

A minimum grade of 75, or a C, is required in all respiratory courses. All assignments must be completed by 11:59pm CST on the due date.

Course Tools

1. **Syllabus**---contains the syllabus.
2. **Announcements**---All announcements will be posted under the NEWS section on the course homepage.
3. **Weekly Course Content Modules**---I have broken down your weekly reading assignments, discussion boards, as well as any exams/quizzes that pertain to that specific week and placed them in individual weekly modules. You will also find PowerPoints that pertain to the assigned chapters for that week.
4. **Learning Tools**---Here you will find information that may be helpful to you during this course. This may include APA and Writing Information as well as information to aid you in researching online databases.
5. **Email**---Please send messages to me through D2L. However, if you have any problems, you may contact me via [Yasha's email](#). With all correspondence,

please include your full name, M#, and the title of the course. Correspondence sent after 5pm on Friday will receive a response on Monday.

Discussion Boards

Discussion content and questions will be posted on certain weeks throughout the semester. You can see the weeks that will include a discussion assignment on the course schedule within the syllabus. During the weeks that include discussions, an initial post must be submitted by Wednesday at 11:59pm. Two substantial responses must be made within the discussion board by Sunday at 11:59pm. Each discussion has a max point value of 6 points. 2 points will be given for your initial post and 2 points will be given for each of your 2 response posts. Points are earned and/or deducted by adhering to the topic, length, and due date. **The required length associated with these assignments is a minimum of 200 words for an initial post and 100 words for your responses.**

Case Study

Throughout the semester, I will assign case studies that cover the reading assignments for that specific week. You are to answer these case studies using the knowledge and understanding of what you have learned from your reading assignments. Some of these will be thought provoking and will require you to think outside the box. Some may ask specific knowledge based questions and some may require you to utilize your own opinions and thoughts. Your answers must have substantial information to back up your thoughts. A simple "yes" or "no" or "I agree with that" will not suffice. Your answers need to be saved as a WORD document and placed in the appropriate dropbox. Case Studies will be graded based on the accurateness of the answers as well as the students' efforts and the quality of their writing.

Quizzes

There will be a total of three quizzes, which will cover several chapters within the text. Students are expected to analyze and apply their education knowledge during these quizzes. Quizzes are located under assessments. You may use learning resources to help you with the quizzes; however, the quizzes are timed and may only be taken once.

Teaching Plan

Students must work individually to develop a teaching/lesson plan. You must submit your topic to the instructor for approval. A teaching plan is a detailed description of an individual lesson. Ideally, anyone who needed to teach your topic should be able to utilize your lesson plan with little to no modifications. Your lesson plan should be developed well enough that the instructor would have everything that they would need to carry out your lesson. The teaching plan must have a minimum of three objectives, a target audience, any methods of instruction used, an evaluation of effectiveness (for both the instructor and participants), and all required resources. For example, if you reference a video

or informational handout, I expect you to include those materials. You do not have to create those additional materials, but you will be expected to give your sources credit. All outside sources must be cited in correct APA format. Each student will develop and submit their plan into the designated dropbox. There are COPD teaching plans in the additional learning tools; therefore, do not select COPD as your topic. Please note that these are merely examples and do not include any additional documents also submitted. There are many different ways to accomplish a teaching plan. You may utilize these or develop your own template. You may also reference Chapter 10 of the text on page 488-493 and examples on pg. 490-492. **Teaching Plan due by Sunday, December 6th.**

Late or Missed Assignments

Any assignment not completed and submitted on time will be subjected to a grade of 0.

Important Dates

Last Day to drop with a grade of "W:" December 4, 2020.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational

programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be reviewed individually. For more details, please go to [Disabilities Office Link](#).

College Policies
Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Course Schedule

WEEK	Chapter Reading	Discussion	Quizzes	Assignment
1 Oct 17-25	Chapter 1	Chapter 1 Discussion <ul style="list-style-type: none"> • Create an initial thread by Wednesday at 11:59 pm. • Respond to two of your peers by Sunday at 11:59 pm. 		Syllabus Review Introductions- Post in the discussion about yourself, where for are from, where you work, and any additional information you would like to share with your classmates. *Peer responses not required on this post*
2 Oct 26- Nov 1	Chapter 2			Case Study # 1 Ch.2 pg. 69 <ul style="list-style-type: none"> • Submit completed case study into Dropbox by Sunday at 11:59 pm.
3 Nov 2-8	Chapter 3	Chapter 3 Discussion <ul style="list-style-type: none"> • Create an initial thread by Wednesday. • Respond to two of your peers by Sunday at 11:59pm. 	Quiz # 1 <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 1, 2, 3 Due by Sunday at 11:59pm. 	Teaching Plan Topic Due Sunday at 11:59pm. Submit Teaching Plan Topic into Dropbox

WEEK	Chapter Reading	Discussion	Quizzes	Assignment
4 Nov 9-15	Chapter 4 Chapter 6			Case Study # 2 Ch.6 pg. 275 <ul style="list-style-type: none"> Submit completed case study into Dropbox by Sunday at 11:59 pm.
5 Nov 16-22	Chapter 7		Quiz # 2 <ul style="list-style-type: none"> Located in the Assessments under tests. Ch. 4, 6, 7 Due by Sunday, at 11:59 pm.	
6 Nov 23-29	Chapter 10 Chapter 11 Chapter 12	Chapter 12 Discussion <ul style="list-style-type: none"> Create an initial thread by Wednesday at 11:59 pm. Respond to two of your peers by Sunday at 11:59 pm. 		Case Study # 3 Ch.11 pg. 550 <ul style="list-style-type: none"> Submit completed case study into Dropbox by Sunday at 11:59 pm.
7 Nov 30 – Dec 6				Teaching Plan <ul style="list-style-type: none"> Submit Teaching Plan into Dropbox Sunday at 11:59 pm.

WEEK	Chapter Reading	Discussion	Quizzes	Assignment
8 Dec 7- Dec 12	Chapter 13 Chapter 14		Quiz # 3 <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 13 and 14 Due by Tuesday, Dec 8th at 11:59pm. 	Course Evaluations & Feedback Post in the Discussion what you found most interesting about this course and any feedback on improvements.