Course Syllabus: Educational/Administrative Concepts
College of Health Sciences and Human Services
RESP 4233
Spring Semester 2019

Contact Information

Instructor: Randy Case, Ph.D., RRT-NPS
Office: Bridwell Hall 301-G
Office hours: By appointment.
Office phone: (940) 397-4653
E-mail: randy.case@msutexas.edu

Course Description

This is an internet-based course utilizing educational and managerial skills appropriate to the advancement of the respiratory therapist. Students will develop, implement, and evaluate relevant projects. Course may be repeated once with varied content.

Course Objectives

Upon successful completion of this course, the student will critique and evaluate research articles, develop an assessment instrument, evaluate and provide constructive feedback, and design and present a quality educational presentation.

Recommended Textbook

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). ISBN: 978-1-4338-0561-5

Student Handbook

Refer to: Student Handbook

Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center. Tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process. Refer to: Online Tutoring

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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
Introduction	2.5%
Scholarly Articles	2.5%
Student Feedback/Topics	5%
Student Feedback/Rough Draft	5%
Project Topic/Projected Timeline	10%
Rough Draft	25%
Final Presentation	40%
Final Time Log	10%

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. Failure to attain a minimum final grade of C will prevent the student from progressing in the program. All assignments must be completed by 11:59pm (CST) on the due date.

Late Work

Please make note of all deadlines and adhere to them. Anything not completed and submitted on time will be graded as a zero. This includes all assignments. Please talk with your professor, prior to the due date, regarding circumstances that may prevent you from completing an assignment on time. All assignments must be completed by 11:59pm (CST) on the due date, unless otherwise instructed.

Attendance

There is a direct correlation between grades and class participation. Students who check the D2L site regularly and participate typically do better in the course. Although the syllabus includes an approximate calendar, changes can occur during the semester. If changes are made, it is the student's responsibility to check the site for any changes posted by the instructor. It is also the student's responsibility to keep up with material as it is posted on the site.

Class Participation

Class participation is an integral part of this course. There are activities that require each student to post opinions and feedback in response to posts by other students. You are expected to participate actively in and contribute to the learning experience in this course. Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other learners in the course. Participation may include responding to questions and issues posed by other learners. Non-substantive comments, irrelevant comments, and comments of the nature of "I agree" or "I disagree" (unless the latter two are elaborated upon to make them substantive) do not count towards meeting the participation requirement. There is not a required length for postings as I am looking for quality and substance.

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 individually reviewed. For more details, please go to the MSU Texas Disability Support Services Site.

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:
On the next page, you will find the course schedule. I suggest printing a copy of the course schedule to help you stay organized and submit your assignment by the deadlines.
Please note that changes in the course syllabus, assignments, and schedule may be made at the discretion of the professor.

Course Schedule

Dates/Module	Discussions & Initial Posts	Assignments & Feedback
March 9-17 Module 1	Introductions Syllabus Confirmation	N/A
March 18-24 SPRING BREAK	N/A	N/A
March 25-31 Module 2	Find two scholarly articles and post references in APA format by March 27th at 11:59pm. Post Topic Considerations by March 27th at 11:59pm	Post Feedback to at least Three other students' Topics by March 31st at 11:59pm.
April 1-7 Module 3	N/A	Submit Topic and Projected Timeline by April 3rd at 11:59pm. Work on Rough Draft
April 8-14 Modules 4 & 5	Post Rough Draft on Discussion Board by April 10th at 11:59pm.	Post Feedback to at least Three students' Rough Drafts by April 14th at 11:59pm
April 15-21 Module 6	N/A	Use feedback from other students to improve/correct your presentation and make final edits.
April 22-28 Module 7	N/A	Give Final Presentations by April 28th to an audience of at least 5 people.
April 29-May 5 Module 8	Complete Online Course Evaluation	Submit Final Presentation to Dropbox Submit Sign-In Sheets to Dropbox Submit Evaluations to Dropbox Submit Final Time Log to Dropbox All Submissions due by May 5th at 11:59pm

Module 1: Introduction

Learning Objectives

1. Read and review the syllabus
2. Demonstrate understanding of course syllabus by completing syllabus confirmation statement

3. Meet and interact with other students and course instructor
4. Learn to navigate the course and D2L

Learning Activities and Assignments
Discussions:
Introductions: Introduce yourself to the class (tell us how long you have been in respiratory care, how long you have been attending MSU, and what your long and short term goals are). If you would like, share a little about your family. Our student base is expanding and crossing state lines. Please attach a picture of yourself and/or family.

Syllabus Confirmation: Complete syllabus confirmation statement.

Module 2: Topic Considerations
Learning Objectives
1. Find (2) recent (within the last five years) peer review articles and use APA format to post the references
2. Investigate and explore learning opportunities
3. Collaborate with coworkers, peers, and classmates to explore educational needs in your community or intuition.

Learning Activities and Assignments

Discussions:

Scholarly Articles: Post two recently published (within the last 5 years) references for scholarly research articles related to the topic you are considering exploring for this course. Post references using APA format.

Example:
Saxena, M., & Khan, M. S. (2016). A comparative study on inhaler

use among bronchial asthma and COPD patients. *National*

Journal of Integrated Research in Medicine, *7*(2), 37-40.

Finding Articles: Use the MSU off-campus access (MSU Portal) to log into the library databases. Go under Launchpad take me to: Library Databases. Click to continue to library databases- Click on Health

Sciences. Then search the data bases to find articles on your topic. You may also use google scholar as long as the articles are peer reviewed.

Post Topic Considerations: Post possible topics (either educational or administrative) and various ideas that you might like to pursue—post on the Topic Considerations Discussion Board (you can email me specific questions). You may post more than one topic that you are considering.

EXAMPLES OF PROJECT TOPICS:

Educational:
- Skills Fair—developed and implemented an annual competency skills check off to be used by education department at hospital facility providing a fun and organized atmosphere which eventually went hospital wide
- Poster Presentation—accepted and presented at the national AARC convention
- Equipment In-Service—presented to respiratory therapists, nursing, and/or physicians

Administrative:
- Development and implementation of new policy and procedure including evaluation process
- Development and implementation of protocol including outcome documentation
- Development and implementation of smoking cessation hospital wide including entire department smoke-free with incentives
- Development and implementation of preceptor evaluations for new employees/participants.

Assignment:
Response Posts: Respond to at least three other students' posted topics with ideas that might be considered. Find scholarly articles and citations to back 'up your response.

Discussion Board Requirements:
In all discussion boards, students are expected to:
1.) Raise thoughtful questions
2.) Build on the ideas of others
3.) Expand the class's perspective

4.) Appropriately challenge assumptions and perspectives
5.) Use citations to support posts in proper APA formatting
6.) Read and respond to three classmates' posts as appropriate using 3, 4, & 5 as guiding elements (avoid "I agree" or "good post" type comments.

DISCUSSION BOARD GRADING RUBRIC

100%	90 – 85%	70 – 65%	50 – 55%	50-25%	0%
Participates in discussion board appropriately and always contributes to the discussion in the mentioned ways meets all of the criteria items 1-6	Participates in discussion board regularly and often contributes to the discussion in the mentioned ways. Lacks 1 -2 of the ways listed.	Participates in discussion board regularly and sometimes contributes to the discussion in the mentioned ways. Lacks 3-4 of the ways listed	Participates in the discussion board sporadically & rarely contributes to the discussion in the mentioned ways. Lacks 4 or more of the ways listed.	Posts to the discussion board at the last minute. Due to time of post there is little or no opportunity for others to provide input.	Does not participate in the discussion board. Only reads the posts of others.

Module 3: Topic and Projected Timeline

Learning Objectives

1. Finalize topic selection
2. Analyze how time will be spent on project.

Learning Activities and Assignments

Topic: Please submit your topic with a description of your presentation. The description should give details about the project you plan to present at the end of the course. It should also describe who your target audience will be and why this presentation is significant for your institution or community of interest.

Projected Timeline: In this course, you must spend 45 hours working on your final presentation. The timeline will explain in detail how you plan to spend 45 hours completing your final presentation. *An example can be found under Content Browser – Example of Projected Timeline. Submit to the dropbox.

Modules 4 & 5: Rough Draft

Learning Objectives

1. Research current literature for information related to project
2. Design a professional APA formatted presentation
3. Professionally narrate and present project to classmates
4. Analyze and critically evaluate other classmates presentations

Learning Activities and Assignments

ROUGH DRAFT: You must narrate each of your slides for the rough draft presentation. Each slide with the exception of the title and reference should minimally have 15 seconds of audio.
Link to how to narrate PowerPoint slides: http://office.microsoft.com/en-us/powerpoint-help/add-narration- to-a-presentationHA001230306.aspx#BM5

* 30 POINTS WILL BE AUTOMATICALLY DEDUCTED IF YOUR PRESENTATION DOES NOT CONTAIN AUDIO

The rough draft should contain the following:
- Well planned and organized with learning objectives and conclusion clearly stated
- Insight into topic presented—illustrates a broad range of knowledge
- Clear and precise with careful reasoning and adequate summary
- Adequate length for criteria outlined in this course (minimum of 30 slides, excluding the title page and reference page).
- No errors in presentation
- All components submitted on time
- Include at least five scholarly references in APA format listed on a reference slide
- Student's referenced sources are less than 5 years' old
- Include scholarly in-text citations
- Recordings are clear and concise, student should not simply read the content of their slides, student should paraphrase, ad lib, and expand on their written bullets

Grading Rubric for rough draft assignment can be found on the next page.

Grading Rubric for Rough Draft:

Content	Poor	Fair	Avg	Good	Excellent
Clarity of content/objectives listed	1	2	3	4	5
Quality of content	1	2	3	4	5
Originality & Complexity	1	2	3	4	5
Significance of project	1	2	3	4	5
APA Format	1	2	3	4	5
Use of Scholarly Sources	1	2	3	4	5
Appropriate # of Slides	1	2	3	4	5
Presentation is Professional and Visually Appealing	1	2	3	4	5

Organization	Poor	Fair	Avg	Good	Excellent
15 seconds of audio on each slide	1	2	3	4	5
Smooth transitions between topics	1	2	3	4	5
Logical flow of sections/ideas	1	2	3	4	5
Clear and supporting data	1	2	3	4	5
Informative & clear summary/conclusion	1	2	3	4	5

Delivery	Poor	Fair	Avg	Good	Excellent
Professional & Confident	1	2	3	4	5
Engaged with audience	1	2	3	4	5
Recordings are clear and concise	1	2	3	4	5
Clear voice with good pace	1	2	3	4	5
Command of language/avoiding jargon	1	2	3	4	5
Grammatical/ Mechanical Errors	1	2	3	4	5

Overall	Poor	Fair	Avg	Good	Excellent
Impression/Quality	1	2	3	4	5

STUDENT FEEDBACK:
After presentations are posted, you will provide feedback for three other student's projects. Feedback should be posted on the discussion board. Please post to feedback to three other students using the following guidelines:

Guidelines for feedback are as follows:
- Acknowledge those things that have been done well.
- Determine where you think there could be flaws in the data presented or alternatives to consider.
- Ask questions and offer suggestions that might enhance the response and help expand critical thinking.
- Did the student demonstrate learning objectives?
- Does the presentation hold the audiences interests?
- Is the project well planned and organized?
- Is content selected appropriate for the purpose of the presentation
- Were peer reviewed scholarly references used as the foundation of the project?
- Are there any mechanical or grammatical errors?
- Was APA format correctly used?
- Did the student demonstrate knowledge of the presentation?
- Is there an effective summary?

Each Feedback post should include every question listed above.
Feedback posts should be at least 400 words.

Discussion Board Requirements:
In all discussion boards, students are expected to:
1.) Raise thoughtful questions
2.) Build on the ideas of others
3.) Expand the class's perspective
4.) Appropriately challenge assumptions and perspectives
5.) Use citations to support posts in proper APA formatting
6.) Read and respond to three classmates' posts as appropriate using 3, 4, & 5 as guiding elements (avoid "I agree" or "good post" type comments.

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1

in the mentioned ways meets all of the criteria items 1-6	discussion in the mentioned ways. Lacks 1 -2 of the ways listed.	to the discussion in the mentioned ways. Lacks 3-4 of the ways listed	in the mentioned ways. Lacks 4 or more of the ways listed.	post there is little or no opportunity for others to provide input.	others.

Module 6: Editing

Learning Objectives
1. Use feedback from other students and course instructor to improve/correct final presentation.
2. Make final edits and proof presentations.

Learning Activities and Assignments

Final Presentation Projects should be constructed according to the following criteria:
The final project should contain the following:
- Well planned and organized with learning objectives and conclusion clearly stated
- Insight into topic presented—illustrates a broad range of knowledge
- Clear and precise with careful reasoning and adequate summary
- Adequate length for criteria outlined in this course (minimum of 30 slides, excluding the title page and reference page).
- No errors in presentation
- All components submitted on time
- Include at least five scholarly references in APA format listed on a reference slide
- Student's referenced sources are less than 5 years old
- Include scholarly in-text citations
- The final presentation does not need to include audio since you will be presenting it to an audience.

You must site your references at the end of your project. If you chose to add pictures they must also be referenced. The project must have at least 5 references. References must be current (within the last 5

years). **Use scholarly sources; apply APA style referencing. Refer to provided power point presentation.**

APA does not offer specific advice on how to cite within a PowerPoint. One can assume that a PowerPoint is simply a paper, and that all the rules that apply to a paper apply to the PowerPoint. In-text citations (or parenthetical citations) point your viewer to specific entries on the references page.

With that said, the following general rules must be followed:
•One must create parenthetical citations whenever you quote, paraphrase, or summarize information from another source.
•The parenthetical citations are generally located at the end of the sentence (before the period), or as close as possible to the text which you quoted, paraphrased, or summarized.
•One must create parenthetical citations for all graphics used.
•The PowerPoint presentation must have a slide that is the references page. Normally this would be the last slide.
•References on the slide are formatted exactly as they would be formatted for the references page of a paper.

I will add a link to the course content page with an example of a power point in which APA format is used. Remember that the placement of the parenthetical citation on a slide is not absolute. However, it should be apparent to the viewer where the information is coming from.

Module 7: Give Final Presentations
Learning Objectives
1. Present a professional educational presentation to an audience of at least 5 people
2. Design and implement an evaluation tool and sign in sheet

Learning Activities and Assignments

Give Final Presentations: Present your final presentation to an audience of at least 5 people.

Design a Sign in Sheet: Create a professional sign in sheet for the audience to sign when they attend your presentation. In order to receive full credit at least 5 people must sign in at your presentation.

Design an Evaluation Form: Create an evaluation form much like you see when you attend a CEU conference. If you need examples google "formal presentation evaluation forms." Make sure the form includes a space for comments. All audience members who attend your final presentation must fill out the evaluation form.

Module 8: Submissions

Learning Objective
1. Design and present a quality educational presentation

Learning Activities and Assignments

Submit Final Project to Dropbox: Submit Final Presentation to dropbox (labeled Final Project)

Submit Completed Sign in Sheets to Dropbox: Submit Final sign in sheets to dropbox (labeled Sign in Sheets)

Submit Completed Evaluations to Dropbox: Submit Final evaluations to dropbox (labeled Presentation Evaluations)

*(You must turn in evaluations and a sign-in sheet with final project)

Submit Final Time Log: The final project must consume at least ==45 hours== of student time with the student keeping an ongoing log of time spent in each area of project preparation. For example if 3 hours are spent in researching the topic the student should make an entry recording the exact amount of time spent (i.e. research, preparation, and presentation). Submit to D2L via the dropbox labeled Time Log. An example of a final time log can be found under –Content Browser – Example of Final Time Log.

Complete Online Course Evaluation: Complete online course evaluation and post comments on this course to the Course Evaluation Discussion Board. Please include suggestions to improve this course.

GRADING RUBRIC FOR FINAL PROJECT

Standards	5 Exemplary	4 - 2 Satisfactory	1-0 Unacceptable	Score	Weight	Total Score
Organization	Has a clear opening statement that catches audience's interest; maintains focus throughout; summarizes main points	Has opening statement relevant to topic and gives outline of speech; is mostly organized; provides adequate "road map" for the listener	Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation		X 4	
Content	Demonstrates substance and depth; is comprehensive; shows mastery of material	Covers topic; uses appropriate sources; is objective	Does not give adequate coverage of topic; lacks sources		X 4	
Grammar /Mechanics	Sentence form and word choices are appropriate. Punctuation grammar, spelling, and mechanics are appropriate	Some mistakes in sentence form and word choices. Makes a few grammar, spelling, and mechanical errors.	Sentence form and word choices are unacceptable; Punctuation grammar, spelling, and mechanics are unacceptable		X 4	
Assignment Specific Criteria	Responds to all aspects of the assignment; Documents research appropriately; considers appropriate audience	Responds to some aspects of the assignment; has a some mistakes in Research documentation	Does not give adequate coverage of assignment; does not Document research appropriately; does not consider appropriate audience		X 5	
Quality of Conclusion	Delivers a conclusion that is well documented and persuasive	Summarizes presentation's main points; draws conclusions based upon these points	Has missing or poor conclusion; is not tied to analysis; does not summarize points that support the conclusion		X 3	