



Course Syllabus: Education Theory and Practice
College of Health Sciences and Human Services
RESP 4223 Section 30
Summer Semester, June 3, 2019 – August 8, 2019

Contact Information

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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

Course objectives include: Identify the purposes, goals, and benefits of client and staff/student education. Identify the terms education process, teaching and learning. Identify major ethical principles related to education in health care, define the principal constructs of each learning theory and explain the health educator's role in the learning process. Describe what is meant by learning styles and identify incentives and obstacles that affect motivation to learn. Identify the magnitude of the literacy problem in the United States. Identify the differences between learning goals and objectives, explain how to evaluate instructional methods, differentiate between instructional materials and instructional methods, and describe the effects that technology has had on education for health professionals.

Textbook & Instructional Materials

Susan Bastable, Pamela Gramet, Karen Jacobs, Deborah Sopczyk, Margaret Braungart. Health Professional as Educator Principles of Teaching and Learning, 2020 Jones & Bartlett, ISBN 978-1-248-15520-4

Student Handbook

Refer to: [Student Handbook 2018-19](#)

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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 on the due date.

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. Grading rubric can be found in D2L. You can find the discussion board expectations below. The Discussion Board will account for 15% of your final grade. All discussion boards are expected to raise thoughtful questions, incorporate content from readings, build on the ideas of others, expand the class' perspective, appropriately challenge assumptions and perspectives, use citations

to support posts in proper APA formatting. Initial posts should be at least 200 words in content. Response posts should be at least 100 words in content.

Case Studies

Throughout the semester, I will assign case studies that cover the reading assignments for that specific week. I will not assign case studies during the same weeks you have discussion boards. 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 not only be graded based on the accurateness of the answers but they will also be graded based on the students' efforts and the quality of their writing.

Quizzes

There will be a total of seven quizzes, which will cover several chapters within the text as well as additional readings that you will find posted in each weeks' module. Students are expected to analyze and apply their education and 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. You will have 90 minutes for each 20 question quiz. Quizzes/Exams account for 50% of your final grade.

Teaching Plan

Students must work individually to develop a teaching/lesson plan. You must submit your topic to the instructor for approval by June 30, 2019. A teaching plan is a detailed description of an individual lesson. Ideally, anyone who needed to teach over 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, and thoroughly develop your topic. For example, if your 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 and then review/comment on two of their classmates teaching plans. Your individual plan will be worth 85% of the assignment grade. The remaining 15% will be based on the 2 responses to your peers. You must complete the 2 required peer responses to receive credit for this portion of the grade. Incomplete responses will not be accepted. Your individual teaching plan must be submitted in the assigned drop box and discussion board

post (2 submissions). There are multiple examples given for the teaching plan in the additional learning tools. There are many different ways to accomplish a teaching plan. You may utilize these or develop your own template, but do not copy the content. You may also reference the text on page 488-492. Grading rubric can be found in D2L. Teaching Plan due by July 28, 2019!

Late Work

D2L is designed so that students are locked out of the system after the deadline has passed. Please make note of all deadlines and adhere to them. Anything not completed and submitted on time will be graded as a zero. 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 on the due date.

Important Dates

Last Day to drop with a grade of "W:" July 11, 2019.

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.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Your computer being down is not an excuse for missing a deadline!!**

There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

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. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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 [Disability Services 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:

On the next page, you will find the course schedule. The same content will be in each D2L module as well. 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

Week or Module	Activities/Assignments/Quizzes	Discussion Board	Due Date
Week 1 6/3 to 6/9	Read Chapter 1 Chapter 1 Discussion Introductions	First Post by Wednesday Response posts by Sunday	6/9 at 11:59pm
Week 2 6/10 to 6/16	Read Chapter 2 Case Study #1 Ch. 2 pg. 69		6/16 at 11:59pm
Week 3 6/17 to 6/23	Read Chapter 3 Chapter 3 Discussion Quiz # 1 covering Ch. 1, 2, 3	First Post by Wednesday Response posts by Sunday	6/23 at 11:59pm
Week 4 6/24 to 6/30	Read Chapter 4 & 6 Case Study#2 Ch. 6 pg. 275 Teaching Plan Topic Due		6/30 at 11:59pm
Week 5 7/1 to 7/7	Read Chapter 7 Chapter 7 Discussion Quiz # 2 covering Ch. 4, 6, 7	First Post by Wednesday Response posts by Sunday	7/7 at 11:59pm
Week 6 7/8 to 7/14	Read Chapter 10 & 11 Case Study # 3 Ch. 11 pg. 550		7/14 at 11:59pm
Week 7 7/15 to 7/21	Read Chapter 12 Chapter 12 Discussion	First Post by Wednesday Response posts by Sunday	7/21 at 11:59pm

Week or Module	Activities/Assignments/Quizzes	Discussion Board	Due Date
Week 8 7/22 to 7/28	Quiz # 3 covering Ch. 10, 11, 12 Teaching Plan Due		7/28 at 11:59pm
Week 9 7/29 to 8/4	Read Ch. 13 &14 Teaching Plan Peer Review Discussion	First Post by Wednesday Response posts by Sunday	8/4 at 11:59pm
Week 10 8/5 to 8/8	Quiz # 4 covering Ch. 13, 14 Course Evaluation and Feedback	Feedback Due by Thursday	8/8 at 11:59pm