



COURSE SYLLABUS
Spring 2026
Education Theory and Practice

COURSE NUMBER

RESP 4223-X21

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.

CREDITS

3 credits

COURSE INSTRUCTOR

Mary Sue Owen, MS, RRT-NPS, RRT-ACCS, RPFT, AE-C

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OFFICE HOURS

By appointment

Please send messages through D2L, however in the event that you have problems with D2L, you may contact me via my University email mary.owen@msutexas.edu. I will check my D2L email regularly.

AUDIENCE

Distance Respiratory Care Students.

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 what is meant by 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

LEARNING RESOURCES

Required Text:

Susan Bastable, Pamela Gramet, Deborah Sopczyk, Karen Jacobs, Margaret Braungart Health Professional as Educator Principles of Teaching and Learning, 2nd ed. 2020 Jones & Bartlett, ISBN 978-1-284155204

American Disabilities Act (ADA)

Midwestern State University (MSU) does not discriminate on the basis of an individual's disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility and employment of individuals in programs and activities.

MSU provide academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. For assistance call (940) 397-4618 or 397-4515.

Please see the instructor outside of class to make any arrangements involving special accommodations. It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required

Course Tools:

Syllabus

Contains the syllabus.

Announcements

All announcements will be posted under the NEWS section on the course homepage.

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.

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. This will also have the example teaching plans.

Email

Use email in the course site when you need to communicate with me or if you wish to communicate with other learners in the course. You can add attachments to the email. You also can email me at my university address. My university address is mary.owen@msutexas.edu.

LATE ASSIGNMENTS:

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 handed in on time will be considered and graded as a "0". All assignments must be completed by 11:59pm of the due date.

ACADEMIC HONESTY:

Professors have become increasingly aware of, and therefore more adamant about, plagiarism on college campuses. Remember that copying any part of someone else's work without properly citing it constitutes plagiarism. Further, copying other's ideas and portraying them as your own, even if not word for word, constitutes plagiarism. The professor will investigate any suspected cases of academic dishonesty. If further action is necessary, the professor will turn the incident into the proper MWSU authorities for disciplinary action. In addition to the issue of plagiarism, academic dishonesty in an online environment may include: having someone else complete any assignment or any portion of an assignment and/or discussing via any medium, even email, any exam question.

***All assigned 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!**

You are expected to do your own work just as you would be in a "traditional" classroom setting.

Student Honor Creed:

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed. Written and adopted by the 2002-2003 MSU Student Senate.

Honor System:

All components of RESP 4223-x21 are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared, copied, or plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

PLEASE NOTE:

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality

and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism.

CLASS PARTICIPATION:

Class participation is an integral part of this online course. There are activities that require each student to post opinions from the readings, case studies, research, or in response to the discussion by others. However, in order to earn the maximum amount of participation points you are expected to participate actively in and contribute to the learning experience in this course. You should provide feedback, comments, and thoughts under dialogue and discussion.

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. ***The required length associated with these assignments is a minimum of 200 words for an initial post and 100 words for your responses.**

Grading Scale:

- (A) 90-100
- (B) 80-89
- (C) 75-79
- (D) 60-74
- (F) <59

***A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C will prevent the student from progressing in the program.**

Evaluation:

Assignment	Percent
Discussion Boards	15%
Case Studies	15%
Teaching Plan	20%
Quizzes	50%

***All Discussion Boards, Quizzes, and Teaching Practicum Assignments have an open start date meaning you may work ahead during the semester to fit your personal schedule. However, due dates have been placed and will be followed through with.**

Discussions:

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.

Case Studies:

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 not only be graded based on the accurateness of the answers but they will also be graded based on the student's efforts and the quality of their writing.

Quizzes/Exams:

There will be a total of four 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. 90 minutes for each 20-question quiz.

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 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. 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. You may also reference the text on page 488-493 and examples on pg. 490-492.

***Teaching Plan due by April 19, 2026**

GRADING RUBRIC FOR TEACHING PLAN

Criteria	Level 5 5 Points	Level 4 4 Points	Level 3 3 Points	Level 2 2 Points	Level 1 0 Points
Organization	Project is perfectly organized and extremely detailed. This project is exemplary in focus and providing information to the reader.	Has a well-organized and detailed project that catches audience's interest; maintains focus throughout; summarizes main points	Project that is mostly organized; provides adequate "road map" for the listener	Project is heading in the right direction, yet is lacking the necessary organization. Difficult to follow at times.	Has irrelevant and/or unorganized statements; gives listener no focus or outline of the presentation
Content	Content, substance, and source material are considered exemplary throughout presentation.	Demonstrates substance and depth; is comprehensive; shows mastery of material	Demonstrates substance and depth; is comprehensive; shows mastery of material	Does not give adequate coverage of topic; lacks sources	No content of substance is presented within this project.
Grammar/Mechanics	Presentation is presented with no grammatical, sentence structure, spelling, or punctuation errors.	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.	Numerous grammatical and sentence structure errors noted throughout presentation.	Sentence form and word choices are unacceptable; Punctuation grammar, spelling, and mechanics are unacceptable
Assignment Specific Criteria	Project completely captures the appropriate research. All aspects of the assignment are superbly responded to.	Responds to all aspects of the assignment; Documents research appropriately; considers appropriate audience	Responds to some aspects of the assignment; has some mistakes in research documentation	Lacking substance within research and is minimally associated with projected audience.	Does not give adequate coverage of assignment; does not document research appropriately; does not consider appropriate audience
Quality of summary	Delivers that is far superior in quality and documentation.	Delivers a summary that is well documented, clear and understandable, and pertinent to the project	Summarizes presentation's main points; provides an adequate summary of project	Presentation includes a poorly written summary; is not cohesive to the presentation	No summary included

Criteria	Level 5 5 Points	Level 4 4 Points	Level 3 3 Points	Level 2 2 Points	Level 1 0 Points
Response to Questions/Feedback	Demonstrates full knowledge of topic; explains and elaborates on all questions	Potentially has full knowledge of the topic at hand. Elaborates and explains to a minimal amount.	Shows ease in answering questions but does not elaborate	Demonstrates little grasp of information; has undeveloped or unclear answers to questions	No questions or response noted

Course Schedule

Week	Assignments
Week 1 – Jan 20 – Jan 25	*Review Syllabus *Post Introductions *Reading assignments: Chapter 1 *Discussion # 1 on Chapter 1
Week 2 – Jan 26 – Feb 1	*Reading assignments: Chapter 2 *Case Study # 1 on Chapter 2
Week 3 – Feb 2 – Feb 8	*Reading assignments: Chapter 3 *Discussion # 2 on Chapter 3
Week 4 – Feb 9 – Feb 15	*Quiz 1 (Chapters 1, 2 & 3) *Reading assignments: Chapter 4
Week 5 – Feb 16 – Feb 22	*Reading assignments: Chapter 6 *Case Study # 2 on Chapter 6
Week 6 – Feb 23 – Mar 1	*Reading assignments: Chapter 7 *Discussion # 3 on Chapter 7
Week 7 – Mar 2 – Mar 8	*Quiz 2 (Chapters 4, 6 & 7)
Mar 9 – Mar 15	SPRING BREAK

Week	Assignments
Week 8 Mar 16 – Mar 22	*Reading Assignments: Chapter 10 *Case Study # 3 on Chapter 10
Week 9 – March 23 - Mar 29	*Reading Assignments: Chapter 11 *Case Study # 4 on Chapter 11
Week 10 – Mar 30 – Apr 5	*Reading Assignments: Chapter 12
Week 11 – Apr 6– Apr 12	*Quiz 3 (Chapters 10, 11, 12,)
Week 12 – Apr 13 – Apr 19	*Teaching Plan Due by the 19th
Week 13 – Apr 20 – Apr 26	*Reading Assignments: Chapter 13 & 14 *Discussion # 4 on Chapter 13 **Responses due on Classmates teaching plan**
Week 14 – Apr 27 – May 3	*Quiz 4 (Chapters 13, 14)
Week 15 – May 4– May 10	Course Evaluations
Week 16 – May 11 – May 16	Commencement Ceremonies May 16th!!!