



**RESPIRATORY CARE PROGRAM
RESP 4223-DX1 COURSE SYLLABUS
SPRING 2019 Block B**

COURSE TITLE

Education Theory and Practice

COURSE NUMBER

RESP 4223-DX1

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

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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: yasha@msutexas.edu.

AUDIENCE

Distance Students RRT-BSRC

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, Karen Jacobs, Deborah Sopczyk, Health Professional as Educator Principles of Teaching and Learning, 2011 Jones & Bartlett, ISBN 978-0-7637-9278-7

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) 397-4140 or visit their website at <https://msutexas.edu/student-life/disability/>.

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:

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**---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 yasha@msutexas.edu.

6. **MSU Online Writing Lab**---Begin drafting papers and projects as early as possible and take advantage of the MSU Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. Online Tutoring: <https://msutexas.edu/writing-center/online-tutoring.php>

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. Any assignment not submitted on time will be graded as a "0". All assignments must be completed by 11:59pm Central Standard Time on 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. Any additional information regarding student conduct can be found at <https://mwsu.edu/student-life/conduct/>.

Honor System:

All components of this course 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. For additional information, visit <https://msutexas.edu/student-life/conduct/>.

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.

WRITING CENTER:

Begin drafting papers and projects as early as possible and take advantage of the MSU Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. Online Tutoring:
<https://mwsu.edu/writingcenter/online-tutoring>

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. There is not a required length for postings as I am looking for quality and substance. **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: 70-74**
- F: <69**

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:

Discussion Boards	15%
Case Studies	15%
Teaching Plan	25%
Quizzes	45%

All Discussion Boards, Quizzes, and Teaching Plan assignments have an open start date meaning you may work ahead during the semester to fit your personal schedule. However, each assignment has a specific due date.

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

Case Studies:

Throughout the semester, I will assign case studies that cover the reading assignments. 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/Exams:

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. 60 minutes will be given for each 20-question quiz.

Teaching Plan:

Students must work individually to develop a teaching/lesson plan. You must submit your topic via the Teaching Plan Dropbox for approval by November 3, 2019. 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 well-developed so that the instructor has everything required to teach 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 a thoroughly-developed topic. 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. A teaching plan example is listed in D2L in the Additional Learning Tools under the Course Content tab. The Teaching Plan example

provided is on Cystic Fibrosis; therefore, **Cystic Fibrosis may not be chosen as your topic**. There are many different ways to create a teaching plan. You may utilize the example format or develop your own template. ****DO NOT COPY THE CONTENT**** You may also reference the text on page 399-403 and examples on pg. 593.

*****Teaching Plan due by FRIDAY, December 6th at 11:59pm (CST)!!!*****

GRADING RUBRIC FOR TEACHING PLAN

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

Course Schedule

MODULE	Chapter Reading	Discussion	Quizzes	Assignment
1 March 9-24	Chapter 1	Chapter 1 Discussion <ul style="list-style-type: none"> • Create an initial thread by Mar 20th at 11:59 pm. • Respond to two of your peers by Mar 24th 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 are not required on this post*
2 March 25-31	Chapter 2			Case Study # 1 Ch.2 pg. 52 <ul style="list-style-type: none"> • Submit completed case study into Dropbox Case Study #1 by March 31st at 11:59 pm. Teaching Plan Topic <ul style="list-style-type: none"> • Due March 31st at 11:59pm. Submit Teaching Plan Topic into Dropbox
3 April 1–7	Chapter 3	Chapter 3 Discussion <ul style="list-style-type: none"> • Create an initial thread by April 3rd at 11:59pm. • Respond to two of your peers by 	Quiz # 1 <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 1, 2, 3 Due by April 7th at 11:59 pm. 	

MODULE	Chapter Reading	Discussion	Quizzes	Assignment
		April 7th at 11:59pm.		
4 April 8-14	Chapter 4 Chapter 6			Case Study # 2 Ch.6 pg. 222 <ul style="list-style-type: none"> • Submit completed case study into Dropbox Case Study # 2 by April 14th at 11:59 pm.
5 April 15-21	Chapter 7		Quiz # 2 <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 4, 6, 7 Due by April 21st at 11:59 pm. 	
6 April 22-28	Chapter 10 Chapter 11 Chapter 12	Chapter 12 Discussion <ul style="list-style-type: none"> • Create an initial thread by April 24th at 11:59 pm. • Respond to two of your peers by April 28th at 11:59 pm. 		Case Study # 3 Ch.11 pg 457 <ul style="list-style-type: none"> • Submit completed case study into Dropbox Case Study #3 by April 28 at 11:59pm.
7 April 29-May 5				Teaching Plan Due <ul style="list-style-type: none"> • Submit Teaching Plan into Dropbox by FRIDAY, May 3rd

MODULE	Chapter Reading	Discussion	Quizzes	Assignment
8 May 6-8	Chapter 13 Chapter 14		Quiz # 3 <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 13 and 14 Due by <u>MONDAY, May 6th at 11:59 pm.</u> 	Course Evaluations & Feedback Post in the Discussion what you found most interesting about this course and any feedback on improvements.