



Course Syllabus: Education Theory and Practice  
Robert D. & Carol Gunn College of Health & Human Services  
RESP 4223 Section DX1  
Fall 2021 Block B October 16 – December 11

Contact Information

Instructor of Record: Dr. Yasha, DHSc, RRT  
Office: Flower Mound Learning Center  
Office hours: By Appointment  
Email: [Dr. Yasha's Email](#)

Communication Policy

My preferred method of communication is [my D2L Email address](#). Please include the course number and your name in the subject line when you email me. Here is an example: **RESP 4223/Last Name/First Name**. I teach several courses. This information will help me to respond promptly. I make every effort to respond to emails within 24 hours 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 fundamental processes of education. Emphasis is placed on the 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 appropriate evaluation instruments.

Learning 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

Required: Bastable, S. B., Sopczyk, D., Gramet, P., & Jacobs, K. (2019). *Health professional as educator* (2nd ed.). Jones & Bartlett Learning. ISBN 9781284155204

#### Tutoring Assistance

Begin drafting papers and projects as early and take advantage of the [Distance Education Tutoring Services](#). Tutors will not edit your assignments for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising, and proofreading.

#### Student Handbook

Refer to: [Student Handbook 2020-21](#)

#### 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. **Self-plagiarism:** Commonly described as recycling or reusing one's own specific words from previously published or submitted work. While self-plagiarism does not cross the line of actual theft of others' ideas, it can create issues in the scholarly and academic realms. Beyond verbatim sections of text, self-plagiarism can also refer to the publication of identical papers in two places (sometimes called "duplicate publication.") Papers, projects, or other assignments previously submitted in other courses will not be accepted in this course.

#### Grading

Course Grade - A minimum grade of 75, or a C, is required in all respiratory courses. All assignments must be completed by 11:59 PM CST on the due date. Table 1: Grade percentage allocated to each assignment

Assignments	Percentage of Total Grade
Discussion Boards	15%
Case Studies	15%
Quizzes	50%
Teaching Plan	20%
Total	100%

Table 2: Total percentage for final grade.

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

### Email/Course Announcement Requirements

You are required to access and review your emails and D2L Course Announcements regularly. I will often email the entire class with updates regarding your discussions, projects, and assignments. It is your responsibility to check your email regularly to prevent the possibility of missing important information.

### 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 reading assignments, discussion boards, and exams/quizzes and placed them into 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 help you during this course, including online research databases tips and APA Guidelines.

### 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 have discussions, an initial post must be submitted by Wednesday at 11:59 PM CST. Two substantial responses must be made within the discussion board by Sunday at 11:59 PM CST. Each discussion has a max point value of six points. Two points will be given for your initial post, and two points will be given for each of your response posts. All discussion boards are expected to raise thoughtful questions, incorporate content from readings, build on the ideas of others, expand the class's perspective, appropriately challenge views and assumptions, and use citations to support posts in proper APA formatting. *Initial posts should be at least 200 words. Response posts should be at least 100 words.*

### Case Study

Throughout the semester, I will assign case studies that cover the reading assignments for that specific week. You will 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 factual 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 accuracy of the answers, the student's efforts, and the quality of writing.

### Quizzes

There will be three quizzes. Quizzes are located under the Assessments tab and may consist of multiple-choice, short answers, definitions, listing, true-false, or essays. Students are expected to analyze and apply their education knowledge gained throughout the course. They are timed and may only be taken once. You may use learning resources to help you with the quizzes; however, you may NOT consult with your classmates.

### 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 the 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 other documents also submitted. There are numerous ways to create a teaching plan. You may utilize these or develop your own template. Please read Chapter 10, pages 488-493, where you will find teaching plan examples. *The Teaching Plan is due by Sunday, December 5<sup>th</sup> at 11:59 PM.*

### Late Work

D2L is designed so that students are locked out of the system after the deadline has passed. Please make a note of all deadlines and adhere to them. All assignments must be completed by 11:59 PM on the due date. Any coursework not completed and submitted on time will be graded as a zero. Before the due date, don't hesitate to contact me regarding circumstances that may prevent you from completing an assignment on time.

### Important Dates

Deadline to file for December graduation: September 27, 2021

Last Day to drop with a grade of “W:” November 17, 2021

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 access 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. Personal computer technical difficulties will not be considered a 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 globally, 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, we 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 paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans, 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 refund amount. (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 Support Services](#).

### 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.

### Course Schedule:

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule

Week	Activities/Assignments/Exams	Due Date
Week 1 10/16 to 10/24	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. Read Chapter 1 Post to Syllabus Review Discussion Post to the Chapter 1 Discussion	Introduction is due by Sunday. Chapter 1 Discussion Create an initial thread by Wednesday. Respond to two of your peers by Sunday.
Week 2 10/25 to 10/31	Read Chapter 2 Complete Case Study #1 found on page 69 of the course textbook.	Submit completed Case Study into Dropbox by Sunday at 11:59 PM.

Week	Activities/Assignments/Exams	Due Date
Week 3 11/1 to 11/7	Submit your Teaching Plan Topic Read Chapter 3 Post to the Chapter 3 Discussion Take Quiz #1, which is located in the Assessments tab under tests. Quiz #1 covers Chapters 1, 2, and 3.	Submit Teaching Plan Topic into the Dropbox by Sunday. Complete Chapter 3 Discussion. Create an initial thread by Wednesday. Respond to two of your peers by Sunday. Quiz #1 is due by Sunday at 11:59 PM.
Week 4 11/8 to 11/14	Read Chapters 4 and 6. Complete Case Study #2 found on page 275 of the course textbook.	Submit completed Case Study into Dropbox by Sunday at 11:59 PM.
Week 5 11/15 to 11/21	Read Chapter 7 Take Quiz #2, which is located in the Assessments tab under tests. Quiz #2 covers Chapters 4, 6, and 7.	Quiz #2 is due by Sunday by 11:59 PM.
Week 6 11/22 to 11/28	Read Chapters 10, 11, and 12. Post to the Chapter 12 Discussion Complete Case Study #3 found on page 550 of the course textbook.	Complete Chapter 12 Discussion. Create an initial thread by Wednesday. Respond to two of your peers by Sunday. Submit completed Case Study into Dropbox by Sunday at 11:59 PM.
Week 7 11/29 to 12/5	Complete the Teaching Plan	Submit Teaching Plan into the Dropbox by Sunday at 11:59 PM.
Week 8 12/6 to 12/11	Read Chapters 13 and 14 Take Quiz #3, which is located in the Assessments under tests. Quiz #3 covers Chapters 10, 11, 12, 13, and 14. Post Course Evaluations & Feedback to the Discussion Board. Include what you found most interesting about this course and provide any feedback for improvements.	<i>All assignments are due by Tuesday, December 7<sup>th</sup>.</i>