| **PROFESSOR:** Leslie Yaniga RCIS, MS | **PHONE NUMBER:** 239 432 7332 |
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| **OFFICE LOCATION:** A121 Lee Campus | **E-MAIL:** leslie.yaniga@fsw.edu |
| **OFFICE HOURS:** M,W 8am- 11am, T by appt only,  Th 8:30am-2 pm, Fri by appt only | **SEMESTER:** Fall 2017 |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**RET 4524 (3 CREDITS)**

This course provides an overview of the education processes appropriate for patient, family and peers in the healthcare community. Students will discuss how to provide specific educational methodologies involving disease management for acute and chronic cardiopulmonary illness. This course will discuss state and local emergency management.

1. **PREREQUISITES FOR THIS COURSE:**

Admission into the cardiopulmonary sciences program.

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

This course is designed to:

* Examine the historical foundations, and the social, political and economic trends affecting education in health care
* Define and analyze the purpose, goals and benefits of client/patient and staff education
* Define the educational process for clients/patients and staff
* Analyze the role of the healthcare professional as an educator
* Examine the barriers to teaching and learning in healthcare
* Examine the evidence based theories and principles that support the education process and how they can be applied to motivate and change behaviors of learners.

Topics to be covered include:

* Ethical, legal and economic foundations of the educational process
* Applying learning theory to healthcare practice
* Writing behavioral objectives
* The educators role in teaching and learning as well as the assessment of the learner and their needs
* Learning styles, models and instruments
* Evaluation and assessment in healthcare education
* Patient education: compliance, motivation and behavior modification
* Selecting and evaluating patient education materials
* Gender, socioeconomic and cultural issues in teaching and learning
* Identifying groups at risk
* Myths, stereotypes and assumptions based on gender, socioeconomic and cultural backgrounds
* Impact of literacy on patient educations, motivation and compliance
* Medication nonadherence and technology and tools to improve medication compliance
* Planning and implementation of patient, client, student or staff educational activity

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency it supports.

General Education Competencies:

Communication (COM) To communicate effectively using standard English in written and oral form.

Critical Thinking (CT): To demonstrate skill necessary for analysis, synthesis and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe and apply responsibilities, core civic beliefs and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

|  |  |  |
| --- | --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENTS** | **GENERAL EDUCATION COMPETENCIES** |
| Using reasoning and judgment to interpret and analyze ethical and legal issues in patient, staff and student education. | Discussion boards | CT, QR |
| Analyze and assess behaviors, cognitive function and psychomotor performance to determine strategies and methods for individualized instruction | Discussion boards  Final project and final project reflection | CT, TIM |
| Using learning theories to develop teaching strategies and instructional methods appropriate for learners at a variety of different developmental stages and abilities | Discussion boards  Module quizzes  Final project/reflection | CT, TIM, QR |
| Using research based evidence and reasoning to identify health disparities including health disparities in the LGBTQ and low socioeconomic communities. | Module quizzes  Final project/reflection | GSR |

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

* Participate in online class discussions
* Complete the reading, view videos and other materials. Utilize this information to complete module quizzes.
* Plan and implement a patient, staff or student educational presentation and activity
* Some assignments for the final project may require that the student revise and resubmit.

All assignments must be submitted on time to maximize grading points. Any student unable to complete an assignment on time due to extraneous circumstances should email or call the instructor to make appropriate arrangements. Assignments cannot be made up without prior approval of the instructor.

1. **ATTENDANCE POLICY:**

Students are expected to participate in all course discussions, activities and assignments and submit work on time. Discussions require interaction between students at least two-3 times during a typical week.

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

Discussion Board Assignments 30%

Module Quizzes 15%

Project parts 1-5 20%

Final project and reflection 35%

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

Students are required to purchase an ebook:

Education in the Community and Acute Health Care Environments

ISBN: 978-1-284-00915-6

The textbook is available through the JB Learning website which can be accessed by this link:

<http://www.jblearning.com/catalog/9781284009156/>

1. **RESERVED MATERIALS FOR THE COURSE:**

Contact Professor or College Reference librarian for guidance to other periodical resources. FSW State College Cardiopulmonary Sciences reference link:

http://researchguides.fsw.edu/content.php?pid=131158

1. **CLASS SCHEDULE:**

The course schedule is as follows:

Week 1: Introduction to RET 4524

Week 2: Overview and perspectives of education in health care

Week 3: Ethical, legal and economic foundations

Week 4: Applying learning theory to healthcare practice

Week 5: Writing behavioral objectives

Week 6: Determinant of learning

Week 7-8: Instructional methods, materials and settings

Week 9: Evaluation and assessment in health care education

Week 10: An approach to patient education

Week 11-12: Incorporating patient education into clinical practice

Week 13: Gender, socioeconomic and cultural attribute of the learner and literacy in the adult population

Week 14: Culmination of planning and implementation of an educational activity and presentation

Week 15-16: Work on final project and reflection

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

Contact information for Professor Yaniga:

email at [leslie.yaniga@fsw.edu](mailto:leslie.yaniga@fsw.edu)

office phone 239 432 7332

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