| **PROFESSOR:**  | **PHONE NUMBER:**  |
| --- | --- |
| **OFFICE LOCATION:**  | **E-MAIL:**  |
| **OFFICE HOURS:**  | **SEMESTER:**  |

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

**RET 4524 (3 CREDITS)**

1. **PREREQUISITES FOR THIS COURSE:**

Admission into the cardiopulmonary sciences program. Prior to enrolling in any upper level course (course number beginning with a ‘3’ or ‘4’) students must complete the following courses with a grade of ‘C’ or better: ENC 1101; Composition 1, ENC 1102 English Composition 2 and three semesters of college level mathematics; or permission from the appropriate academic dean.

**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 educator’s 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 Competency: **T**hink

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Define and discuss the barriers to teaching and learning in healthcare
* Identify the key components of affective, knowledge and psychomotor domains of learning.
* Discuss the purpose and goals of behavior modification

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

 General Education Competency: **E**valuate

* Describe the historical foundations, and the social, political and economic trends affecting education in health care.
* Examine the evidence based theories and principles that support the education process and how they can be applied to change behaviors of learners.
* Define ethics and morality in relation to healthcare and differentiate between the two.
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.  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 and use this information to complete quizzes.
* Plan and implement a patient, staff or student educational presentation and activity
* Some assignments for the final project 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 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:**

| 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%

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.edison.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: Instructional methods, materials and settings

Week 8: Evaluation and assessment in health care education

Week 9: An approach to patient education

Week 10: Incorporating patient education into clinical practice

Week 11: Gender, socioeconomic and cultural attribute of the learner and literacy in the adult population

Week 12: Culmination of planning and implementation of an educational activity and presentation

Week 13-14: Work on final project and reflection

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

Contact information for Professor Yaniga:

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