| **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](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:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

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

(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:**

(In correct bibliographic format.)

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

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

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

(Which would be useful to the students in the class.)