Faculty of Health Sciences

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES

HLSC 4850
Teaching and Learning for the Health Professions

Course Outline: Summer I, 2010

Course Description:

The focus of this survey-level course is on developing an understanding of teaching and learning theories and how these can be used to enhance learning and education for the health professions.

Health Sciences Elective: 3 credits, 4th year level

Target Students:

Post-diploma undergraduate nursing students, undergraduate nursing/addictions students interested in teaching, nursing faculty interested in increasing their understanding of the teaching and learning process, and graduate students in health sciences. Students from all faculties are welcome.

Delivery: Online

Purpose:

To provide participants with the opportunity to explore teaching and learning, both as an area of personal interest and possible future endeavor; to equip post-diploma undergraduate nursing students and future/existing nursing faculty for teaching in health professional education contexts; and to help meet the needs of local health professions education programs to develop and retain educators who base their teaching practice in evidence.

Course Outcomes:

Upon successful completion of this course, the student will be able to:
1. articulate a personal philosophy of teaching and learning in the health professions context;
2. describe the characteristics of adult learners and the environments in which they learn best;
3. integrate and apply the principles of several relevant learning theories and teaching theories to enhance learning in the health professions;
4. evaluate, analyze and make informed recommendations for approaches to instruction and assessment of student learning; and,
5. explore the role of the clinical instructor as both educator and mentor.
Methodology:

Due to the compressed time frame of the course and the use of online discussion performance as a primary vehicle for engaging with the material, students will require regular and reliable access to the internet. Course materials and resources are posted on Blackboard (https://courseware.uleth.ca/webct/entryPageIns.dowebct). Students are encouraged to engage in Blackboard activities at least four times per week.

This online course will utilize web-based resources, inventories, projects, readings, and asynchronous online discussions to develop a knowledge base of theories, concepts and research related to education in the health professions.

If you are having difficulty with your internet access, please call the IT Solutions Centre @ 403 329 2490. Course files are saved in Microsoft Office 2007. If you have not upgraded your software to support Microsoft Office 2007, you will need to download a Microsoft Office Compatibility Pack for 2007 Office Word, Excel, and PowerPoint File Formats. This software is free of charge and is available on the Microsoft Website.

Texts:

There is no required text for this course. All resources are online.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Philosophy: Develop a personal philosophy of teaching.</td>
<td>30%</td>
<td>June 6 (Weekly drafts to be posted on Blackboard for peer review)</td>
</tr>
<tr>
<td>Discussion Forum Participation</td>
<td>40%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Lesson Plan: Create a lesson plan for a 3-hour class. Include underpinning philosophies, rationales, goals and objectives.</td>
<td>30%</td>
<td>June 23 Drafts may be posted/and or submitted at any time (please refer to assignment details)</td>
</tr>
</tbody>
</table>

Below is a description of the assignments for this course. Students must complete all assignments, including full participation in the discussion forum, to pass this course.

Personal Philosophy of Teaching:

Students will develop a one- to two-page teaching philosophy statement. It is hoped that this document could be used to support a developing vitae or resume, or to help participants understand their own personal views in greater depth. By articulating a personal teaching philosophy, participants will better understand their view of teaching, learning, knowledge, relationships and roles.

This personal philosophy statement will go through several revisions and will require the posting of weekly draft versions prior to submission at the end of the fourth week. Weekly content, as put forth in the weekly modules, will provide input into this assignment, as students consider their own views on each topic. (Please note that the inclusion of learning theory is not required for this assignment.)
**Assessment criteria for this assignment:**
1. Clear, understandable and accurate writing.
2. Evidence of reflection upon course readings and depth of thought.
3. Research is evident. Analysis effectively applies readings (and external sources where needed) to enhance development of a personal philosophy.
4. Philosophy is clearly articulated with considerable depth. Philosophical underpinnings are clearly articulated.
5. Clear articulation of views on teaching and learning within health professions (or the faculty you are in) education.

**Discussion Forum Participation:**

Participating in asynchronous discussions is a considerable requirement of this online course. Regular and in-depth participation is required to pass this course and to maximize the benefit of the online learning environment. Prior to participating in the discussion, students are required to (1) study the module for that week and (2) read the assigned readings for that week.

1st half of the “week”: Each week* (please refer to course schedule) course participants are expected to respond to a number of discussion questions or engage in prescribed activities posted for that week and to do so in the first half of the week*. These responses should be approximately 300-400 words in length. Please note that to avoid a confusing discussion forum, participants are requested to post their responses to discussion questions in the designated subject thread (which will be titled by the topic). Participants will be evaluated on their depth of discussion and engagement with the required readings and activities. Participants are required to respond within the designated time period as indicated in the syllabus.

2nd half of the “week”: In the second half of the week*, each person is to respond to two classmate’s discussion on two other topics. This second response, that is the one to classmates, should be approximately 100-150 words in length and should professionally affirm, challenge and extend the initial respondent’s thinking. In a sense, these will be like small group discussions since students will be responding to different topics. If participants note that as many as five different people have already responded to one topic, please choose another. Please review netiquette rules. The instructor will provide individual feedback including a grade on discussion participation during the semester.

Weekly discussions will be locked at the end of the posting week* at midnight.

*Depending on the semester start date, the “week” may run weekend to weekend or midweek to midweek; please follow the course schedule for detailed posting information. Thanks! ☺

**Assessment criteria for discussion participation:**
1. Timeliness and consistency of contributions (as above).
2. Responds to two peers on two different topics.
3. Evidence of reflection upon course readings and depth of thought. Course materials and academic literature is cited.
4. Responses to peers are professional, considerate, affirming, and challenging and aim to extend the thinking of peers.
5. Relates course content to issues in personal/professional context to make theory-practice links (i.e., clarifies concepts with examples).

**NB:** Sometimes Blackboard fails to post a response to a discussion thread and students can lose their posting as a result. Therefore, it is recommended that you create your discussion responses/postings in a Word document first, then copy (CTRL-A) and paste (CTRL-V) the text into the discussion forum, in the appropriate thread. This way, if there is a Blackboard glitch you will not be frustrated by having to redo your posting from scratch. Please post all postings in text, not as attachments.
Lesson Plan:

This assignment is designed to provide opportunity for practical application of course content and professional knowledge in a meaningful, personally relevant context. For this assignment you will create a lesson plan for a 3-hour class on a nursing, addictions, or health sciences education topic of interest (or a topic relevant to your discipline/faculty). Include:

- Logistical items, following a basic lesson plan format: times, goals, objectives, activity of instructor, activity of students, required learning aids/tools, and how you will assess learning
- Sound educational/psychometric rationale for the sequencing, tools, methods and assessments you have chosen

The lesson plan part of this assignment should be done in table format. Please do not double space the tables. It should be a very clear and easy-to-follow yet comprehensive document. If the document is heavily formatted, please convert to PDF prior to submitting to ensure formatting is not lost. The narrative components of this assignment (the rationales) can be in paragraph or bullet format.

Complete the assignment in a format of 10-15 pages (negotiable) with all materials described, noted or referenced. Please note that it is not necessary to include teaching materials such as PowerPoints or handouts with this assignment. The focus of this assignment is on creating a meaningful lesson sequence that facilitates adult learning, not on creating teaching resources for the lesson.

Students are strongly encouraged to review their ideas with the instructor as they develop. This may include having in-person discussions, bouncing ideas back and forth within an email or discussion forum, or submitting a draft. This is intended to increase both student learning and the quality of the work.

Assessment criteria for this assignment
1. Expression: Clear, understandable, fluent, and accurate writing and expression of scholarly ideas.
2. Organization: Lesson plan format is conducive to comprehension and classroom use.
3. Content: Application of course content is demonstrated in the breadth of learning activities and extensive use of learning theory, and progression of learning activities.
4. Depth of understanding: Rationales for actions chosen are clearly explained and reveal depth of thought and deep reflection on course content.
5. Practicalities: Demonstrates understanding of practical implementation realities, such as time management and the appropriate and realistic use of multiple strategies to enhance learning.

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. The student is responsible for approaching the instructor at least 48 hours prior to the due date in order for the request to be considered. Documentation from a third party may be required.

Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10</td>
<td>First day of classes for Summer Session I</td>
</tr>
<tr>
<td>May 12</td>
<td>Last day to register and add/drop for Summer Session I, for all students</td>
</tr>
<tr>
<td>May 24</td>
<td>Statutory Holiday - University offices closed</td>
</tr>
<tr>
<td>June 9</td>
<td>Last day for withdrawal from individual courses, or complete withdrawal, for Summer Session I</td>
</tr>
<tr>
<td>June 23</td>
<td>Last day of classes for Summer Session I</td>
</tr>
</tbody>
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General Guidelines for Assignments:

All assignments submitted for evaluation are to be the original work of the student. Using the work of others without appropriate recognition (citation) constitutes the academic offence of plagiarism. (Please refer to the current University of Lethbridge Calendar for current academic regulations and student discipline policies.)
Please use an appropriate referencing format specific to your discipline or of your choosing and use it consistently.

To enhance objectivity in marking, include only your student identification number on the title page. Familiarize yourself with the marking criteria for each assignment.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing papers.

**Plagiarism Statement:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students may be required to submit both electronic and hard copy versions of their work.

**Accommodations for Students with a Disability:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 http://www.uleth.ca/ross/counselling/index.html to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**Grading Breakdown:**

Students must complete all assignments, including full participation in discussions and group work, to pass this course. The grading system is consistent with that established in the Faculty of Health Sciences (May 1, 2002).

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>87 – 90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63 – 66.9%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>83 – 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 – 62.9%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>79 – 82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55 – 58.9%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>75 – 78.9%</td>
<td>F</td>
<td>0</td>
<td>0 – 54.9%</td>
</tr>
</tbody>
</table>
### Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activities</th>
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</thead>
</table>
| May 10-12     | Welcome, Introductions and Course Orientation                         | • Navigate Blackboard course  
• Post an introduction of yourself on the appropriate discussion forum, and welcome your peers to the class |
| May 13-16     | Developing a Personal Philosophy of Teaching and Learning             | • Readings  
• Posting initial responses to discussion questions/activities  
• Post initial ideas of teaching philosophy for peers to discuss and challenge |
| May 17-19     |                                                                        | • Respond to peers, citing the literature  
• Continue developing draft of teaching philosophy |
| May 20-23     | Adults as Learners                                                    | • Readings  
• Posting initial responses to discussion questions/activities  
• Add to your developing personal philosophy statement a section on adult learners…as you see it. Re-post for peer review. |
| May 25-26 (May 24 = Stat) |                                                                        | • Respond to peers, citing the literature  
• Continue developing draft of teaching philosophy. |
| May 27-30     | Learning Theories: Behaviourism, Brain-Based Learning and Constructivism  | • Readings  
• Posting initial responses to discussion questions/activities |
| May 31-June 2 |                                                                        | • Respond to peers, citing the literature  
• Finalize teaching philosophy |
| June 3-6      | Learning Theories: Kolb Learning Styles, Social Cognitive Theory and Cognitive Development | • TEACHING PHILOSOPHY DUE (June 6)  
• Readings  
• Posting initial responses to discussion questions/activities |
| June 7-9      |                                                                        | • Respond to peers, citing the literature |
| June 10-13    | Instructional Design and Assessment of Learning                       | • Readings  
• Posting initial responses to discussion questions/activities |
| June 14-16    |                                                                        | • Respond to peers, citing the literature  
• Develop lesson plan assignment |
| June 17-20    |                                                                        | • Readings  
• Posting initial responses to discussion questions/activities |
| June 20-23    | Final Thoughts and Farewell                                           | • Respond to peers, citing the literature  
• Post a closing posting to your peers on the appropriate discussion forum  
• LESSON PLAN DUE (June 23) |