

# University of Lethbridge



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**FACULTY OF HEALTH SCIENCES**  
**Teaching and Learning for Health Professions**  
**HEALTH SCIENCES 3800 ONLINE**  
**Spring 2018**

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**INSTRUCTORS**

Wendi Lokanc-Diluzio RN, MN, PhD  
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Tammy Troute-Wood RN, MN  
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Please copy both instructors on all correspondence. Emails will be responded to as quickly as possible, typically within 48 hours. Only urgent emails should be red flagged.

**OFFICE HOURS**

Please email for appointment.

**COURSE MATERIALS**

Required Textbook: Miller, M.A., & Stoeckel, P.R.. (2016). Client education: Theory and practice. Burlington, MA: Jones & Bartlett Learning.  
**(Order through [bookstore.uleth.ca](http://bookstore.uleth.ca))**

**Additional readings are provided on Moodle**

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**PREREQUISITES/CO-REQUISITES/EQUIVALENTS**

Third-year standing (a minimum of 60.0 credit hours)

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## **COURSE DESCRIPTION**

The focus of this 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.

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## **OVERVIEW OF COURSE CONTENT, FOCUS AND APPROACH**

The purpose of this course is to: provide participants with the opportunity to explore teaching and learning, both as an area of personal interest and a possible future endeavor; to equip post-diploma and undergraduate students in the health professions 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.

As an online course, class activities will be delivered via the Moodle learning management system. Readings will be assigned from the required text. Additionally, there will be videos and articles posted. PowerPoint presentations will review core course concepts. Learning is an active process, and asynchronous class activities will provide opportunities to expend intellectual effort for the purposes of developing knowledge and skills related to teaching and learning for the health professions.

An inquiry-based approach to learning is used in this course; therefore, learning and teaching are considered a shared responsibility. The role of the instructors is to facilitate, guide and support learning, whereas the role of the student is to use the resources provided and actively participate in discussions and reflective, critical thought.. Your participation and commitment will promote your own learning as well as the learning of your colleagues.

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## **COURSE LEARNING OBJECTIVES**

Upon completing this course, students will:

- Articulate a personal philosophy of teaching and learning in the health professions context.
  - Describe the characteristics of child, adult and diverse learners and the environments in which they learn best.
  - Integrate and apply the principles of relevant learning and teaching theories.
  - Evaluate, analyze and make informed recommendations for approaches to instruction and assessment of client learning.
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Assessment criteria for this assignment:

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

Additional guidelines will be posted on Moodle.

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## **LATE SUBMISSION PENALTIES**

***Unless prior permission is obtained from the instructors, a penalty of 5% per day late*** will be applied to assignments submitted after the due date, to a maximum of three days. After this time, assignments will not be accepted and a grade of zero will be assigned. A written note from an appropriate health care provider will be required for waiver of this penalty.

## **GRADING SCHEME**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

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## **COURSE POLICIES**

1. **Prerequisites and Co-requisites:** It is the responsibility of the student to check the Calendar-mandated pre/co-requisites for all courses before registration (link to Course Catalogue: [www.uleth.ca/ross/courses](http://www.uleth.ca/ross/courses)). If students are found to be registered in a course where they do not sufficiently meet its associated prerequisites and that they have not received prior permission from the appropriate program chair to register in it, then they will be de-registered. Should this circumstance occur after the course drop deadline, tuition will not be refunded.
2. **Makeup Examinations and Quizzes:** Alternative arrangements for writing a missed, non-final, examination (e.g. in-class test, quiz, or midterm) may be made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances beyond the student's control.

3. **Final Examinations:** Students who are unable to write a Registrar-scheduled final exam due to extenuating circumstances or for other reasons beyond their control must: (1) read and understand the university's policies regarding Final Exam Deferrals on page 1 of the Special Final Examination Request Form (link: [www.ulethbridge.ca/sites/default/files/Special%20Final%20Examination%20V%201.pdf](http://www.ulethbridge.ca/sites/default/files/Special%20Final%20Examination%20V%201.pdf)) and (2) meet with their Academic Advisor to initiate the approval process. The final decision for all requests are made at the Dean's level.
4. **Conduct of Examinations:** The instructor may articulate regulations for late entry to and early exit from the examination room. Instructors may also prescribe or restrict materials that may be used during the exam. No material aids, including such items as mobile phones, computers, or other digital devices, may be brought into the examination site without prior approval from the instructor. Please see additional examination policies in the 2017/2018 University Calendar page 76 ([www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf](http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf)).
5. **Student Conduct:** Special care should be taken to understand the university's position on academic and non-academic misconduct as listed in part 4, sections 4 through 8 of the 2017/2018 Academic Calendar ([/www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf](http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf)). It is the responsibility of the student to read, familiarize, and comply with these policies.

Students will respect the basic standards of intellectual integrity, including, but not limited to, refraining from plagiarism, cheating or duplicating someone else's work. In addition, students are expected to take an active role in encouraging other members of the academic community to refrain from academic dishonesty, and are asked to advise the instructor if they are aware of any such violations. This provision applies to any work submitted as a group project.

6. **Academic Dishonesty and Plagiarism:** Academic Dishonesty and Plagiarism will not be tolerated and will automatically result in a zero grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions.

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 must be able to submit both electronic and hard copy versions of their work upon request.

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## **CLASSROOM EXPECTATIONS**

All students are expected to participate in online activities. All communication is expected to be respectful.

### ***Guidelines for the Discussion Forums***

- **Confidentiality:** What is said in class discussions should stay in class discussions.
- **Respect:** Respect the ideas, beliefs, and perspectives of other members of the class. We often learn when we hear an opinion that differs from our own. Scholarly and respectful debate is desirable; however, respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks. Disruptive, abusive, discriminatory, or harassing communication or behavior is not acceptable and will be dealt with swiftly by the instructor in accordance with the University of Lethbridge's non-academic offense policies (please see 2016/17 Undergraduate Calendar, pp. 75-77)

- **Participate:** Engage fully in threaded discussions. Everyone is responsible for their own learning.
  - **Boundaries:** Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
  - **Share:** Avoid monopolizing any discussions. Everyone has the right to participate and everyone has the right to be listened to.
  - **Focus:** Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
  - **Chill:** Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, sarcasm, tongue-in-cheek comments, and personality do not translate in written text (and this is what emoticons are for 😊).
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## **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 Calgary Campus Student Services Coordinator After registering with the Accommodated Learning 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.

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## **COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

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## CLASS SCHEDULE

Below is a **tentative outline**. Recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary and this schedule is subject to change.

### **COURSE SCHEDULE (tentative and subject to change):**

<b>Week #</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Required Reading/ Assignments</b>
<b>1</b>	Jan 8 - 14	Introduction to the course Philosophical perspectives of education	<ul style="list-style-type: none"> <li>• Explore Moodle Course</li> <li>• Review Course Syllabus</li> </ul>
<b>2</b>	Jan 15 -21	Philosophical perspectives of education Thinking and learning	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapters 1 &amp; 2</li> <li>• See Moodle Course</li> </ul>
<b>3</b>	Jan 22 – 28	Theories and principles of learning	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapters 2 &amp; 3</li> <li>• See Moodle Course</li> </ul>
<b>4</b>	Jan 29-Feb 4	Learner, setting and context Health literacy Online learning Face-to-face learning Clinical	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapter 4</li> <li>• See Moodle Course</li> <li>• <b>Teaching Philosophy Assignment due Feb 1</b></li> </ul>
<b>5</b>	Feb 5-11	Populations Child learner Adult learner	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapters 5 &amp; 6</li> <li>• See Moodle Course</li> </ul>
<b>6</b>	Feb 12-18	Populations Older learner Cultural diversity Inclusive education	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapters 7 &amp; 8</li> <li>• See Moodle Course</li> </ul>
<b>Reading Week Feb 19-25</b>			
<b>7</b>	Feb 26-Mar 4	Learning objectives	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapter 9</li> <li>• See Moodle Course</li> </ul>
<b>8</b>	Mar 5-11	Teaching strategies	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapter 10</li> <li>• See Moodle Course</li> </ul>
<b>9</b>	Mar 12-18	Instructional materials	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapter 11</li> <li>• See Moodle Course</li> </ul>
<b>10</b>	Mar 19-25	Instructional materials	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapter 11</li> <li>• See Moodle Course</li> <li>• <b>PowerPoint presentation due March 20</b></li> </ul>
<b>11</b>	Mar 26-Apr 1	Formative evaluation	<ul style="list-style-type: none"> <li>• Miller &amp; Stoeckel Chapter 12</li> <li>• See Moodle Course</li> </ul>

<b>Week #</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Required Reading/ Assignments</b>
<b>12</b>	Apr 2-8	Summative evaluation	<ul style="list-style-type: none"><li>• Miller &amp; Stoeckel Chapter 13</li><li>• See Moodle Course</li></ul>
<b>Lesson Plan Assignment Due April 12</b>			