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**COURSE PREFIX NO:** AHS 135  
**COURSE TITLE:** Principles of Teaching used in Health Care Settings  
**LECTURE HRS/WK:** 3.0  
**LAB HRS/WK:** 0.0  
**CREDIT HRS/SEMESTER:** 3.0

[Distance Learning Attendance/VA Statement](#)  
[Textbook Information](#)

**COURSE DESCRIPTION:**

This course explores the skills necessary to be an effective educator in a variety of health care settings. Basic teaching skills, including assessment of the learner, development of teaching plans, and evaluation of overall teaching effectiveness, will be presented.

**COURSE OVERVIEW:**

This course is designed to assist students to develop basic teaching skills that will help them to analyze existing teaching scenarios and construct effective teaching plans for patients and families, professional colleagues, or groups of individuals in health care settings.

**COURSE COMPETENCIES:**

Upon successful completion of this course, the student should be able to:

**Module 1: Setting the Stage for education**

1. Define terms related to the educational process.
2. Describe the attributes of a good teacher.
3. Discuss principles of learning for children and adults.

**Module 2: Assessment of the Learner**

4. Describe how age and gender affect the teaching/learning environment.
5. Discuss how education and the ability to read and comprehend language affect the teaching/learning environment.
6. Discuss how a person's culture, economic status, and health status can affect the teaching/learning environment.

**Module 3: The Learning environment**

7. Describe the effect teaching/learning environments have on teaching/learning.
8. Discuss strategies that can be utilized to prepare an environment for effective learning.

**Module 4: Preparing a teaching "plan"**

9. Describe the learner in a variety of settings.
10. Discuss the importance of identifying and organizing a topic for teaching.

11. Construct measurable goals.
12. Explain how to organize and deliver content.
13. Describe the process for developing and evaluating a teaching "plan."

#### **Module 5: Application of teaching principles in a variety of settings**

14. Describe the opportunities for teaching in a hospital/clinic, office, home, and school environment.
15. Discuss the concept of formal and informal "school" settings and its influence on teaching.

#### **Module 6: Application of teaching principles in a variety of settings**

16. Analyze case studies.
17. Construct and critique teaching "plans."

#### **MINIMAL STANDARDS:**

Given an assignment, the student should demonstrate minimal course requirements identified in the syllabus. Assessments and evaluations will be in the form of class participation using reaction papers and scenario critiques and the construction of a formal teaching plan. Students are expected to achieve a cumulative grade of 80% or higher to demonstrate competency.

#### **GRADING:**

Class Participation	25%
Weekly Assignments	25%
Scenario analysis	20%
Teaching "plan"	30%

Students are expected to log in to D2L each week, complete assignments on time, and participate in discussions. If a student cannot log in, he/she is expected to notify the instructor by phone or utilize the instructor's e-mail listed on the syllabus addendum or online. If a student is unable to attend class, he/she is expected to notify the instructor.

#### **Grading Scale:**

92-100	= A
86-91	= B
80-85	= C
76-80	= D
Under 76	= F

**ATTENDANCE POLICY:** Students are expected to attend class on time, participate in class discussions, and attend class according to the college attendance policy as stated in the York Technical College Catalog and Handbook. Course delivery methods may include face-to-face and/or electronic instruction.

**WITHDRAWAL FROM COURSE:** Students may withdraw from a course or courses after add/drop period until midterm with a grade of "W." The student should contact the instructor to withdraw. A grade of "W" is assigned if the student's last date of attendance is on or before midterm. If a

student is withdrawing from a course and the last date of attendance is after midterm, the grade assigned may be a "W" or a "WF." (York Technical College Catalogue)

**ACADEMIC ASSISTANCE OR REQUIREMENTS:** Any student who demonstrates an area of weakness or needs additional help may contact the course instructor. If further referral is required, the student and instructor will discuss options that are available through student services.

**ACADEMIC INTEGRITY:** Using another person's work without giving credit to the source, or copying another student's work and claiming it as one's own work, constitutes academic dishonesty. "Any student caught cheating or involved in any other academic dishonesty will be given a grade of zero and will be subject to further disciplinary action" (York Technical College Handbook and Catalog).

**ENTRY LEVEL SKILLS:** N/A

**PREREQUISITE:** Completion of RDG 101 or equivalent.

**COREREQUISITE:** None

**Disabilities Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.

**Revised Summer 2010**