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| <b>COURSE PREFIX NO:</b>    | <b>AHS 135</b>   |
| <b>COURSE TITLE:</b>        | <b>Principles of Teaching used in Health Care Settings</b> |
| <b>LECTURE HRS/WK:</b>      | <b>3.0</b>   |
| <b>LAB HRS/WK:</b>          | <b>0.0</b>   |
| <b>CREDIT HRS/SEMESTER:</b> | <b>3.0</b>   |
| <b>COURSE FORMAT:</b>       | <b>Traditional-classroom</b>                               |

*DL 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 SCALE:**

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

Students are expected to attend class each week by logging onto WebCT and attend weekly classroom sessions. If a student cannot log-on, he/she is expected to notify the instructor by phone or utilize the instructor’s E-Mail printed on the front of the course syllabus. 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 by logging onto the WebCT site every week, completing assignments on time, and coming to class on specified days. Students risk being withdrawn from the course if they miss 20% of the scheduled classes.

**WITHDRAWAL FROM COURSE:** Students may withdraw from a course or courses after add/drop period until midterm with a grade of “W.” To withdraw from a course, students obtain a Withdrawal From Class form from their instructor or the division office. 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 in the last date of attendance is after midterm, the grade assigned may be a “W” or a “WF.” (York Technical College Handbook)

**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

**Effective: FALL 2005**