University of South Alabama
Cardiorespiratory Care Program
CRC 446 Cardiopulmonary Education Practicum
Spring Semester 2013

Course Information

CRC 446 Cardiopulmonary Education Practicum
Blended course format: Classroom and Sakai
Class time: 0800 to 0900 Monday and 1000 to 1100 Friday

Instructor Information

Course Facilitator: Thomas Lamey, BS-RRT
251-459-4728
TWL1101@jagmail.southalabama.edu
Office Hours: Monday & Friday 1 pm to 3 pm and also by appointment

Course Advisor: David Chang, EdD, RRT-NPS
251-445-9289
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Course Description

General educational principles and presentations will receive major emphasis. These principles and presentations include writing instructional objectives, developing didactic and clinical instructional strategies, and constructing evaluation instruments. Accreditation and credentialing issues will also be addressed. Developing and presenting instructional units will be among the various projects assigned.

Course Goals and Objectives

At the end of the semester, the student should be able to:

Identify and summarize the 3 major learning domains
Differentiate and incorporate the learning domains into CRC educational activities
Describe and incorporate Gagne's 9 events of instruction into CRC educational presentations
Incorporate appropriate learning tools for each CRC educational presentation
Discuss online educational developmental strategies and current trends
Distinguish and implement educational design strategies for individual and group populations
Produce educational experiences accommodating each learning style
Develop and implement learner assessment and evaluation instruments
Describe the main CoARC accreditation standards for respiratory therapy programs as well as the relationships with NBRC and AARC
Construct an organized, engaging, and effective wiki on a CRC topic
Construct an organized, engaging, and effective oral presentation on a CRC topic

Course Pre-requisites

See course catalog

Course Materials

Computer with internet capability
Removable flash memory card
Printer
The Sakai LMS maintains all necessary reading documents

Class Attendance Policy

Attendance is mandatory for all of the wiki presentations, as this is in consideration for your fellow classmates. Absence from the presentation without an excuse results in a drop of 1 letter grade from your own score, which can occur more than once if there is no attendance on multiple occasions. Please see me or Dr. Chang ahead of time if attending a presentation is problematic. Other than this, attendance is highly suggested and governed by

the current USA policy. Please be as prompt in arriving to class on time; repetitive tardiness will be met with notation and reporting to the department chair.

Important Dates

January 21 no class for Martin Luther King holiday
April 4, 11, 18 big presentations
March 11-17 no classes for Spring Break
April 29 and May 3 wiki presentations
May 6-9 Univeristy final exams week (overflow for wiki presentations)

Evaluation and Grading Scale

3 quizzes x 25 points each = 75 points
1 short presentation = 25 points
Big presentation = 100 points
Wiki presentation = 100 points

Total score = 300 points possible
A = 268-300
B = 239-267
C = 209-238
D = 179-208
F = < 179

Changes in Course Requirements

Not all classes progress at the same rate thus course requirements might have to be modified as circumstances dictate. You will be given written notice if the course requirements need to be changed.

Course Outline

Week 1: Identify and summarize the 3 major learning domain

Monday: Class and syllabus introduction
Read: Cognitive domain
Friday: Cognitive domain discussion
Read: Affective and psychomotor domain

Week 2: Identify and summarize the 3 major learning domains

Monday: No class for MLK day
Friday: Affective and behavioral domains discussion
Read: Gagne's 9 events of instruction
Activity: **Quiz on 3 learning domains**

Week 3: Describe and incorporate Gagne's 9 events of instruction into CRC presentations

Monday: Gagne's 9 events of instruction discussion (steps 1-5)
Friday: Gagne's 9 events of instruction discussion (steps 6-9) and incorporation strategies
Read: Learning tools

Week 4: Incorporate appropriate learning tools for each CRC educational presentation

Monday: Learning tools discussion
Activity: Learning tools presentation assignment
Friday: **Short Learning tools presentations**
Read: Online learning

Week 5: Discuss online educational developmental strategies and current trends

Monday: **Overflow of short learning tools presentations**
Begin online learning educational and instructional strategies discussion
Friday: Online learning trends discussion

Read: Learning styles

Week 6: Produce educational experiences accommodating each learning style

Monday: Learning styles discussion
Activity: Conduct a free learning styles inventory
Friday: Learning styles inventory discussion
Read: Individual learner strategies

Week 7: Distinguish and implement educational design strategies for individual and group populations

Monday: Individual learning strategies discussion
Read: Group learning strategies
Friday: Group learning strategies discussion
Read: Learner Assessment
Activity: **Quiz on learning tools, online education, and population strategies**

Week 8: Conferences and begin learner assessment instruments

Monday: No class: March 4th or 5th for ASRC conference in Birmingham
Friday: Group Wiki Meeting #1

Week 9: No class for Spring Break

Week 10: Develop and implement learner assessment and evaluation instruments

Monday: Group Wiki Meeting #2
Read: Learner assessments
Friday: Learner assessment instruments discussion
Activity: Complete a task analysis example for Monday's class

Week 11: Develop and implement learner assessment and evaluation instruments

Monday: Task analysis example presentation / Wiki Meeting #3
Read: Evaluation instruments
Friday: Evaluation instruments discussion
Activity: **Quiz on learner assessment and evaluation instruments**

Week 12: Develop and implement learner assessment evaluation instruments

Monday: Big Presentation Practice
Thursday: Big presentations
Friday: Wiki meeting #4
Read: CoARC standards, policies, and procedures

Week 13: Describe the main CoARC accreditation standards for respiratory therapy programs as well as the relationships with NBRC and AARC

Monday: CoARC standards discussion
Listen: Podcast on NBRC, CoARC, and AARC
Read: AARC and NBRC
Thursday: Big presentations
Friday: Discussion on NBRC in affiliation to CoARC and AARC

Week 14: Conduct an effective patient and non-patient educational inservice
Monday: Patient and non-patient educational inservice discussion
Thursday: Big presentations
Friday: Open class for wiki presentation questions, answers, and practice

Week 15:

Monday: **Wiki presentations**
Friday: **Wiki presentations**

Week 16:

To be determined: **Overflow of Wiki presentations**

Academic Disruption Policy

The University of South Alabama's policy regarding Academic Disruption is found in *The Lowdown, the student handbook. http://www.southalabama.edu/lowdown/academicdisruption.shtml*: *Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property and/or is otherwise prejudicial to the maintenance of order in an academic environment.*

I expect everyone to be cordial, courteous, and respectful of faculty and fellow classmates.

I expect all electronic devices to not become a hindrance to fellow classmates; please be mindful of the disturbing nature of these machines!

Student Academic Conduct Policy

The University of South Alabama's policy regarding Student Academic Conduct Policy is found in The Lowdown *http://www.southalabama.edu/lowdown/academicconductpolicy.shtml*: *The University of South Alabama is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. The University is committed to supporting the exercise of any right guaranteed to individuals by the Constitution and the Code of Alabama and to educating students relative to their responsibilities.*

Any academic misconduct will be reported to the Department Chair or the Dean of Students.

Students enrolled in online courses are expected to adhere to the Academic Conduct Policy. In particular, students are expected to complete their own coursework and not provide unauthorized information or materials to another student.

Students may learn about the meaning of plagiarism and how to avoid it at the following link: http://www.southalabama.edu/univlib/instruction/plagiarismforstudents.html.

Students With Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodations. The Office of Special Student Services (OSSS) will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from the Office of Special Student Services. OSSS is located at 5828 Old Shell Road at Jaguar Drive, (251-460-7212).

Course and Teacher Evaluation

At the end of the semester, an evaluation of both the teacher and course is conducted. Please take your time in providing genuine feedback, as your input is taken seriously and does impact future course and instructor considerations.