Course Title: Educational Concepts in Allied Health Education  
Course Prefix/Number: HSC 3243  
Credit Hours: 3  
Instructor: Wendy Shellhorn, PhD, MPH, MEd  
Email: Shellhorn.Wendy@spcollege.edu  
Phone: (727) 398-8455; Please email within MyCourses for phone appointment  
Office/Virtual Hours: HEC 274E, Tuesday-Thursday 7:00 am – 12:30 pm and at other times by appointment.  
Instructor Web Page: http://web.spcollege.edu/instructors/id/shellhorn.wendy

Program Administration  
Dean, College of Health Sciences: Rebecca Ludwig, PhD  
Administrative Services Specialist: Sandy Malkin  
Administrative Services Specialist Phone: 727-341-3771  
Office Location: HEC 179  
Course Mentor: Wendy Shellhorn, PhD, MPH, MEd  
Course Mentor Email: Shellhorn.Wendy@spcollege.edu

Important Course Dates:  
- Last day to drop with a full refund: March 17, 2017  
- Last day to withdraw with a “W”: April 13, 2017

Students are responsible for all information in the course syllabus. Please print and save this syllabus to have available for ease of reference. The syllabus is referenced in the Syllabus Module on the course homepage. You will be required to reference this syllabus during your final Capstone Experience.

Required Textbooks:  
   ISBN: 9781284132731

Required Materials (Required for all Students in This Course)  
Health Services Administration Style Guide 2016 – 2017. Available in MyCourses. Enter your course then follow this path: Course Content > Resources > Course Resources > Style Guide. The Style Guide may be downloaded and saved (Available as a PDF) for future reference.
Attendance: For this class, **active participation/attendance is defined** as logging into the course throughout the week, participating in online discussion forums and completing and submitting required assignments, quizzes & posting forums by the posted due dates each week of the course. Thus, simply logging in does not constitute attendance. Please see the link to the “How to be a Successful Student” ([https://www.spccollege.edu/addendum/](https://www.spccollege.edu/addendum/)) for additional details.

- **Holidays:** Because of the shortened nature of this course, holidays that occur during this course are not considered days off. All due dates are posted in the course snapshot. Please plan ahead for all religious and personal holidays so that your work is not considered late.

Course Time Commitment: This course is organized into 8 weekly Modules and requires your active participation. Expect to spend about **8-12 hours** of time per week for each course.

Course Meeting Times: This is an online, eight (8) week course; this course is not self-paced. Module/weekly pages will generally open at least by Monday morning at 8 a.m. **Please check the course snapshot for complete details on beginning and ending dates of modules/weeks.** Due to its shortened timeframe Module/week 8 may have different open and close dates.

Assignments/Discussion Postings: Each week you will be required to complete assignments, activities and/or discussion postings. All weekly assignments are due before 11:59 p.m. Sunday, EST or as stated in the course snapshot. Discussion posts should be made throughout the week. All first original discussion postings are due before 11:59 p.m. Thursday, EST. All discussion replies are due before 11:59 p.m. Sunday, EST. Please note that submitting all discussion post replies late on Sunday night is not sufficient engagement in class discussions and will be graded accordingly. All assignments must be submitted to the dropbox as an attachment.

Contacting the Instructor: The best way to contact me is via email within this course. If MyCourses is unavailable, please contact me using your @live.spccollege.edu at the address posted on page one. You may expect a response from me within 24-48 hours. Please do not send emails from your personal email accounts (Yahoo, Gmail, etc.) as they will be filtered to SPAM.

Course Description:
Prerequisite: HSA 3104 with a grade of C and admission to the Health Services Administration Program. This course is designed to provide the student with an introduction to educational concepts and theory relative to Allied Health education. Topics included are course development and design, goals and objectives, instructional methods, fundamentals of learning, learning styles and motivation, collaborative learning, diversity in the student body and using educational media and software. **47 contact hours or equivalent.**

Major Learning Outcomes:

1. The student will understand the theoretical foundation of the learning process including the broad learning theories and learning styles by:

   a. describing current theories and principles of teaching and learning.
b. describing the relationship of various learning theories to motivation.

c. identifying instructional skills, strategies and attitudes that promote achievement.

d. evaluating the following theories related to learning:
   1. Behaviorist
   2. Cognitive
   3. Constructivist

e. identifying at least one theorist for each of the following:
   1. Behaviorist
   2. Cognitive
   3. Constructivist

f. describing the three domains of learning and their relationship to various types of instruction and outcomes.

g. explaining the significance of learning styles and their application to instruction and teaching.

2. The student will function as a professional allied health educator in a variety of settings by:

a. identifying instructional skills, strategies and attitudes that promote academic achievement.

b. creating an environment for learning in classroom, clinic and laboratory settings that enhances rapport and communication among all learners.

c. preparing appropriate feedback and evaluation on student progress and achievement.

d. considering diverse talents and ways of learning in a diverse population of students.

e. evaluating professional literature and research related to the allied health education.

f. compiling a reflective self-assessment in specified teaching skills and strategies that enhance student learning and achievement.

3. The student will analyze the basic educational concepts and techniques for effective teaching and evaluating in the classroom, laboratory and clinical environments by:
a. differentiating between goals and specific learning objectives.

b. evaluating a syllabus for content and relevance in a given area of study.

c. developing behavioral objectives for teaching and learning in the cognitive, affective and psychomotor domains.

d. developing appropriate goals for a given area of allied health instruction.

e. describing Bloom’s taxonomy of educational objectives and its application in learning and evaluation.

f. relating objectives to instructional planning and evaluation.

g. evaluating a wide variety of traditional and emerging models and styles of teaching and learning.

h. identifying key principles in best practices of assessment, grading and evaluation.

i. constructing methods of assessment and evaluation that will assist in the development of the learner.

j. developing strategies for promoting academic integrity in learners.

4. The student will identify personal and professional values and skills that contribute to effective teaching and learning with diverse populations of students by:

a. describing techniques and strategies which promote enhanced critical, creative and evaluative thinking capacities of academically diverse students.

b. developing strategies that encourage inclusiveness in all learning environments.

c. describing diversity and complexity in the classroom with considerations of race, ethnicity, gender, age and academic diversity.

d. describing the computer and educational technology aids that enhance and assist student learning.

e. discussing the relationship of various learning theories to motivation.

5. The student will describe clear, planned professional presentations, based on current information and best practice standards by:

a. explaining strategies to actively engage the learner in a variety of classroom settings.
b. identifying strategies that enhance interaction and discussion in the learning process.

c. discussing strategies for creating positive learning environment in the classroom, clinical or laboratory setting. d. differentiating between the various forms of lecture including: expository, interactive, demonstration and collaborative methods.

e. analyzing alternatives and supplements to lecturing that involve and engage the learner. f. selecting current technologies to use in the delivery of presentations.

g. preparing a topic of instruction to be researched for current information and delivered in an appropriate format.

Criteria Performance Standard:
Upon successful completion of the course the student will, with a minimum of 70% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by course instructors.

Academic Integrity: All academic work submitted to satisfy course requirements is expected to be the student’s OWN work. Cheating and plagiarism will not be tolerated. Please remember that plagiarism is not restricted to copying someone else’s work, but also includes paraphrasing another’s work without proper attribution. This includes “cutting and pasting” from Internet sources and the use of photos, figures, tables or clip art that is not classified as free ware. Please see SPC’s Academic Honesty page, to learn more about how to avoid plagiarism: http://www.spcollege.edu/academichonesty

Resubmission of Work: All work submitted for grading in a course must be original to that course attempt. No previously submitted course work will be accepted for subsequent course attempts. Resubmission of work is considered self-plagiarism and is as serious as other forms of plagiarism. All forms of plagiarism are reported to the Associate Provost and Dean.

Health Services Administration Program/Course Policy Regarding Quoted Material

In the HSA program we expect students to demonstrate the ability to integrate critical thought with a synthesis of the reading done for assignments. This means the student should use their own words to communicate facts as well as knowledge, thoughts, reactions, and reflections. Any text taken directly from another source is not considered the student’s work; it is a compilation of the words of others, and students will not receive a grade for quoted and/or cut and pasted material.

- Students are expected to understand and demonstrate appropriate paraphrasing, citations and references. (See the HSA Style Guide or Library Website)
Health Services Administration Department Late Policy – Please Read Carefully

A. Late Assignments (Examples: Papers, PowerPoints, Projects, Worksheets, etc.):
   - Assignments submitted within 24 hours of due date - worth 50% of their graded value (grade achieved, minus 50%).
   - Failure to submit any assignment within 24 hours of the due date will result in a zero for the assignment. All due dates are listed in the Course Snapshot. No assignments will be accepted 24 hours beyond the due date.
   - Late course work from Module 7 and Module 8 will NOT be accepted past their stated due dates in the Course Snapshot.

B. Late policy for Quizzes and Discussion Forums:
   - Quizzes may not be made up; the due date is in Course Snapshot.
   - Discussion postings made after the midnight Sunday deadline for any module will not receive credit and cannot be made up.

Course Grading:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>207 – 230</td>
</tr>
<tr>
<td>B</td>
<td>184 – 206</td>
</tr>
<tr>
<td>C</td>
<td>161 – 183</td>
</tr>
<tr>
<td>D</td>
<td>138 – 160</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 138</td>
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Important Information to Remember: Faculty and students are responsible for maintaining a positive learning environment. As future health or human services professionals, students are expected to conduct themselves in a professional manner at all times.

Student Survey of Instruction: The student survey of instruction is administered in courses each semester. It is designed to improve the quality of instruction. Students are expected to complete the survey in each course. All student responses are confidential and anonymous and will be used solely for program and curriculum improvement.

Internet Caution: This course requires the use the Internet for some assignments and activities. Please note that other Internet users may be able to access students’ works whether the access is secured or unsecured. The College cannot protect against the type of materials on the Internet, piracy of students’ materials or assure the privacy of materials.

Student Resources

Learning Resources: Learning Resources are available at any campus to any student who desires help and direction with course work, either in person or online, at no cost. At the HSA
Program home campus, the Health Education Center (HEC), students can contact the NIP Center at 727-341-3724. Please provide the name of your instructor, the course and specific assignment instructions. Have your assignment completed and ready for the learning resource specialist by Thursday at 5PM of the week in which the assignment is due. It is not the responsibility of the learning resource specialists to correct the students’ work, but rather, to help improve the students’ writing skills and critical thinking abilities. The current learning resource specialists for the HSA program are:

- Suraj Wagh: Wagh.Suraj@spcollege.edu
- Lindsay Curry: Curry.Lindsay@spcollege.edu

Computer Assistance: If you experience problems accessing the course online, accessing materials, posting assignments or any other hardware or software issues, please contact the Technical Support Desk at 727-341-4357 or email onlinehelp@spcollege.edu. The Technical Support Desk is staffed daily from 7:00 a.m. to midnight.

Computer Issues: Personal computer issues can happen from time to time. It is your responsibility to contact your instructor immediately should a problem arise. Computer issues will not extend the due date for assignments, discussions, or quizzes.

Online Library: To logon to the Online Library through the SPC homepage, use your Student ID number and the last 4 numbers of your Social Security Number.

- For library help you may contact the Health Education Center library for assistance.
- Joshua Brown, brown.josh@spcollege.edu, (724) 341-3657
- Check here for the library’s hours and location: http://www.spcollege.edu/libraries/#tab=6
- Ask A Librarian is available for 24/7 services https://askalibrarian.org/

Accommodations: This course is designed to be accessible and usable by everyone. Be sure to let the instructor know immediately if you encounter a required element or resource in the course that is not accessible to you.

Accessibility Services: St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Instructors may not grant accommodations without proper notification from this Office. Due to the nature of all health programs, including the Veterinary Technology Program, accommodations requested for labs and/or a clinical will be determined by a committee that includes the HEC Accessibility Coordinator, Academic Chair, Dean, and other professionals deemed appropriate and on a case-by-case bases. These requests must be made prior to the semester starting or the in the first few weeks. Students registered with Accessibility Services are encouraged to contact their instructors early in the semester. Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), are invited to contact Accessibility Services for a confidential discussion at 727-341-3721 (V/TTY) or at
silvers.stefanie@spcollege.edu. Additional information is available at the college-wide Accessibility Services website: http://www.spcollege.edu/accessibility/

Please note: All materials provided via MyCourses is copyrighted, unless explicitly indicated otherwise. As such, materials are for personal, educational use only during the course of this semester and may not be reproduced or distributed.

Instructional Continuity Plan: In the event of a natural disaster that affects the function of the college, this online course will continue as normal.

Important Links

Please see your MyCourses homepage (http://mycourses.spcollege.edu) to access important college resources/links.
# HSC 3243
## Educational Concepts for Allied Health Education

<table>
<thead>
<tr>
<th>Module Topic</th>
<th>Open/Close Dates</th>
<th>Discussion Posting Forums (points)</th>
<th>Assignments (points)/Readings</th>
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</thead>
</table>
| Module 1     | Fundamentals of Learning  
March 13, 2017 – March 19, 2017 | Course Introductions (0)  
Apply a Learning Theory (5)  
A Teaching Lesson Made for Me (5) | 1. Review Syllabus, Snapshot, and Course Materials  
2. See Assignment Readings in MyCourses (Course Content Link).  
3. Quiz 1 (10) |
| Module 2     | Mechanics of Course Development  
March 20, 2017 – March 26, 2017 | Construct a goal and 2 behavioral objectives (10) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. Locate and evaluate a course syllabus (20)  
3. Quiz 2 (10) |
| Module 3     | Developing Learning Activities  
March 27, 2017 – April 2, 2017 | Module 3 Case Study: Motivating the Learner (5)  
Research a Teaching Method (5) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. Quiz 3 (10)  
3. Look ahead to Module 7 on final teaching project |
| Module 4     | Collaborative & Case-based learning  
April 3, 2017 – April 9, 2017 | Module 4 Collaborative Learning (10) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. Create a teaching case in your field (20) |
| Module 5     | Evaluation of Learning and Instruction  
April 10, 2017 – April 16, 2017 | Promoting academic integrity (5) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. Develop Quiz questions for your Module 4 Case (20)  
3. Quiz 5 (10) |
| Module 6     | Diverse Student Body  
April 17, 2017 – April 23, 2017 | Inclusiveness (5)  
Universal Design (5) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. My Top 4 suggestions for Inclusiveness in learning environments. (20 pts.) |
| Module 7     | Presentation of Teaching Lesson  
April 24, 2017 – April 30, 2017 | Using Technology in Education (5) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. Final Teaching Project (40 pts) |

*Check Week 8 Closing Dates – Week 8 is Short*
### Important Course Dates:
- Last day to drop with a full refund: March 17, 2017
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### Important Course Information:
- All module assignments are due before 11:59 p.m. Sunday, EST or as stated in the course snapshot.
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