I. COURSE OBJECTIVES:

With successful completion of this course, the student will be able to:

1. Apply teaching and learning principles to the development of a teaching project.
2. Determine the impact of cultural factors on the teaching and learning process.
3. Describe the benefit of a collaborative approach when teaching selected clients.
4. Evidence critical thinking skills in class discussion, written work, online assignments, and oral/visual/voice-enhanced presentations.

II. METHODOLOGY & POLICIES

A. Teaching Method Options
   Readings, Lecture, Multimedia, Discussion Board, and Group Activities

B. Evaluation Methods
   Rubrics and grading criteria are provided for all assignments. Please read the rubrics and the grading criteria before completing the assignments. Following the assignment criteria will optimize your efforts toward successful course completion.

Teaching Project: (Objectives 1-4)

The student will develop a teaching project for either patients, peers, or a community group. Topic and audience will be approved by the instructor. Content will reflect attention to learning principles and cultural factors that affect learning. Specific guidelines will be provided by the course faculty.

Creation of Evaluation Tool (Objectives 1, 4)

The student will create one evaluation tool for their teaching project based on the objectives and planned evaluation methods described. Provide a rationale (approximately 1-2 paragraphs with references) for the type of evaluation tool utilized. This is due along with the teaching project.
Critique of Educational Resources (SAM) (Objectives 1, 2, 4)

The student will critique one printed or multimedia health education resource from their workplace, a community agency, a doctor’s office etc. Students will use the SAM (Suitability Assessment of Materials) Method found on page 230 of the text. Further guidelines will be provided by the faculty.

Health Web Site Evaluation (Objectives 4, 5)

The student will choose a health related web site that would be used by consumers. Students will evaluate the site using guidelines provided and complete a narrative with specific recommendations on how the site could be improved.

Participation/Activities (Objectives 1 - 4)

The success of this course depends on active participation and critical reflection by all students in both classroom and online/independent activities. For Blackboard work, a grading rubric will be used to evaluate: writing skills, critical thinking, incorporation of class concepts, integration of outside readings, and timely completion.

III. COURSE POLICIES:

**College of Health Professions Attendance Policy:** Because class sessions are highly interactive, any student’s absence diminishes the quality of learning for everyone.

Students are expected to attend all in-class sessions and to log on and participate in all online sessions as the course format requires. Failure to do so may be considered an unexcused absence. Be apprised that faculty have the ability to monitor your access to Blackboard sessions. please note that your weekly attendance is electronically tracked and is a criterion for your final course grade. Communication with your course faculty is essential.

**College of Health Professions Response Time Policy:**

Faculty will generally respond to all student communication within 24-48 hours unless a weekend or holiday. Please refer to your course faculty’s specific availability as noted within the course.
Online Learning Considerations:

Online learning courses are offered in a seven week format which is designed to move the motivated student through the nursing curriculum at an accelerated pace. A significant amount of the student learning is done via independent assignments and requires the use of the Internet and the Blackboard course learning management system.

Resources for Online Students, including Blackboard Technical Support, can be accessed at: http://www.wilmu.edu/onlinelearning/dl_current.aspx