

# RESP-320: EDUCATION AND TEACHING

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## Effective Term

Fall 2026

## CC Approval

12/06/2025

## AS Approval

02/13/2025

## BOT Approval

02/20/2025

## COCI Approval

06/02/2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

#### Minimum Qualifications

#### And/Or

Respiratory Technician (Any Degree and Professional Experience)

### Subject Code

RESP - Respiratory Care

### Course Number

320

### Department

Respiratory Therapy

### Division

Health Occupations (HEOC)

### Full Course Title

Education and Teaching

### Short Title

Education and Teaching

### CB03 TOP Code

1210.00 - \*Respiratory Care/Therapy

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

B - Advanced Occupational

### Rationale

New upper division course for the new baccalaureate degree in Respiratory Care.

## SECTION B - Course Description

### Catalog Course Description

This course provides an analytical framework to teach adult learning theory and prepare the student to teach effectively in healthcare and classroom settings. The topics include learning styles, curriculum development, effective teaching techniques, and assessment of learning.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade Only

### Allow Audit

No

## Requisites

### Prerequisite(s)

Completion of RESP-310 with a minimum grade of C.

### Limitation on Enrollment

Enrollment is limited to students accepted into the Respiratory Care Baccalaureate Degree program.

## Requisite Justification

### Requisite Description

Course in a Sequence

### Subject

RESP

### Course #

310

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

1. Explain the pathophysiology of chronic pulmonary disease.
2. Discuss the epidemiology and trends in chronic pulmonary disease in the United States and worldwide.
3. Identify the role of pulmonary function testing for diagnosing chronic pulmonary disease.
4. Identify risk factors and conditions that lead to exacerbations for patients with chronic pulmonary disease.
5. Discuss disease management, treatment, and self-management.
6. Identify current pharmacological treatment options as well as adjunct therapies and drug delivery devices.
7. Explain the role of nutrition and exercise for patients with chronic pulmonary disease.
8. Discuss patient education, smoking cessation, and pulmonary rehab.
9. Describe components of action plans for chronic pulmonary disease patients.
10. Discuss other treatment options, including lung transplantation, lobe resection, and palliative care.
11. Discuss quality assurance and how to measure the success of a chronic pulmonary disease management program.
12. Discuss obstructive sleep apnea diagnosis and treatment.
13. Discuss the role of the RT as a clinical specialist, chronic disease manager, COPD navigator, case manager, asthma educator, and others.
14. Explore credentialing options and certificates for respiratory care practitioners in the areas of chronic disease management.

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## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

3.00000

### Activity Hours

108

**Outside of Class Hours**

54

**Total Contact Hours**

108

**Total Student Hours**

162

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent

**SECTION E - Course Content****Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Apply child and adult learning theory to the creation and delivery of health care related curriculum.
2. Apply child and adult learning theory to the creation and delivery of health care related curriculum.
3. Develop a lesson plan that includes outcomes, objectives, content, skills and abilities.
4. Develop an effective assessment tool for assessing lesson plan outcomes.

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

1. Discuss the evolution of teaching role of health professionals.
2. Recognize trends affecting the health care system.
3. Identify the purposes, goals, and benefits of client and staff/student education.
4. Compare the education process to healthcare practice.
5. Define the terms education process, teaching, and learning.
6. Identify reasons why client and staff/student education is an important duty for health professionals.
7. Discuss the barriers to teaching and the obstacles to learning.
8. Formulate questions that health professionals in the role of educator should ask about the teaching learning process.
9. Identify major ethical principles related to education and healthcare.
10. Distinguish between ethical and legal dimensions of the healthcare delivery system with respect to patient and staff education.
11. Describe the importance of practice acts and codes of ethics on the conduct of health professionals.
12. Recognize the potential ethical consequences of power imbalance between the teacher and student or health professional and patient in educational and practice settings.
13. Describe the legal and financial implications of documentation.
14. Delineate the ethical, legal, and economic importance of federal, state, and accrediting body regulations and standards in the delivery of health care services.
15. Differentiate among financial terms associated with development, implementation, and evaluation of patient education programs.
16. Define the principle constructs for each learning theory.
17. Differentiate among the basic approaches to learning for each of the five psychological learning theories.

**Course Content**

1. Overview of education in healthcare settings
2. Historical Foundations for patient education in health care

3. The evolution of the teaching role of health professionals
4. Social, economic, and political trends affecting health care
5. The educational process defined
6. The contemporary role of the health professional as educator Interprofessional education
7. Patient-centered education
8. Barriers to teaching and obstacles to learning
9. Factors affecting the ability to reach
10. Factors affecting the ability to learn
11. The ethics of education in classroom and practice settings
12. The student-teacher relationship
13. The patient-provider relationship
14. Legality of patient education and information.
15. Economic factors in healthcare education.
16. Applying Learning Theories to Healthcare Practice
17. Psychological learning theories
18. Comparison of learning theories
19. Stages of motor learning
20. Common Principles of learning
21. State of the evidence
22. The educator's role in learning
23. Assessment of the learner
24. Informal conversation
25. Structured interviews
26. Focus groups
27. Questionnaires
28. Tests
29. Observations
30. Documentation
31. Assessing the learning needs of healthcare staff
32. Readiness to learn
33. Learning styles
34. Right-brain/left-brain and whole-brain thinking
35. Dunn and Dunn learning styles
36. Jung and Myers-Briggs typology
37. Gardner's eight types of intelligence VARK learning styles
38. Interpretation of the use of learning styles models and instruments
39. Developmental Stages of the Learner
40. Developmental characteristics
41. The developmental stages of childhood
42. Infancy (first 12 months of life) and toddler (1-2 years of age) Early childhood (3-5 years of age)
43. Middle and late childhood (6-11 years of age) Adolescence (12-19 years of age)
44. The developmental stages of adulthood
45. Young adulthood (20-40 years of age) Middle-aged adulthood (41-64 years of age) Older adulthood (65 years of age and older)
46. The role of the family in patient education
47. Compliance, Motivation, and Health Behaviors of the Learner
48. Compliance and adherence
49. Perspectives on compliance
50. Noncompliance and nonadherence
51. Locus of control
52. Assessment of motivation
53. Motivational strategies
54. Health belief model
55. Health promotion model (revised)
56. Self-efficacy theory
57. Protection motivation theory
58. Stages of change model
59. Theory of reasoned action and theory of planned behavior

60. Therapeutic alliance model
61. Social ecological models
62. Models for health education
63. Similarities and dissimilarities of models
64. Functional utility of models
65. Integration of models for use in education
66. Health professionals as educators in health promotion
67. Facilitator of change
68. Literacy in the Adult Client Population
69. Myths, stereotypes, and assumptions Assessments clues to look for Impact of illiteracy on motivation Ethical, financial, and legal concerns
70. Formulas to measure readability of printed education materials
71. Tests to measure general reading skills and health literacy skills of clients
72. Sex, Gender, Socioeconomic and Cultural Attributes of the Learner Gender and sex characteristics
73. Preparing health professionals for diversity care
74. Stereotyping: identifying the meaning, the risks, and the solutions
75. Educating Learners with Disabilities and Chronic Illnesses Scope of problem
76. The roles and responsibilities of health professionals as educators
77. Sensory disabilities Hearing impairments Visual impairments
78. Learning disabilities Dyslexia
79. Auditory processing disorder Dyscalculia
80. Developmental disabilities Attention-deficit/hyperactivity Intellectual disabilities
81. Asperger syndrome/Asperger profile/Autism spectrum disorder
82. Mental illness Physical disabilities
83. Traumatic brain injury Memory disorders
84. Communication disorders
85. Aphasia Dysarthria
86. Chronic illness
87. The family's role in chronic illness or disability
88. Behavioral Objectives for Teaching
89. Taxonomy of objectives according to learning domain
90. Development of teaching plans
91. Components of the learning contract
92. Teaching methods
93. Group discussion
94. One-to-one instruction
95. Demonstration and return demonstration
96. Gaming
97. Simulation Role-play Role model
98. Self-instruction
99. Selection of teaching methods
100. Techniques to enhance the effectiveness of verbal presentations
101. General principles for teaching across methodologies Settings for teaching
102. Choosing instructional materials
103. Content Presentation
104. Health education in a technology-based world
105. Webcasts and webinars
106. E-mail/texts
107. Other forms of online discussion Online chats
108. Evaluation, evidence-based practice, and practice-based evidence Evaluation versus assessment
109. Determining the focus of evaluation
110. Techniques for engagement in health education
111. Assessment of learning
112. Analyzing assessment data to improve outcomes

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Lecture	Instructor-led lectures pertinent to the subject.
Group Work	Instructor led group work.

### Online Adaptation

Types	Examples of learning activities
Lecture	Students will watch recorded lectures.
Group Work	Students will be assigned to a group and discuss assigned topics.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Essays/Papers	Essays from the reading as assigned.
Homework	Homework as assigned by instructor.
Projects	Projects as assigned by instructor.

## Assignments

### Reading Assignments

Students will submit summaries of assigned articles.

### Writing Assignments

1. Case Studies.
2. Write a minimum of two pages on the concept of health care education and how it differs from other forms of education.

### Outside-of-Class Assignments

1. Inter-professional teaching demonstration and oral exam.
2. Hospital or other clinic-based teaching provided to patients and their families.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Susan B. Bastable; Deborah Sopczyk; Pamela Gramet; Karen Jacobs

### Title

Health Professional as Educator: Principles of Teaching and Learning

**Edition/Version**

2nd Edition

**Publisher**

Jones &amp; Bartlett

**Year**

2021

**ISBN #**

978-1284230819

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**SECTION G - Diversity, Equity and Inclusivity**

**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

N/A

**Course Codes (Admin Only)****CB00 State ID**

CCC000652963

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No