

**Attachment 11.1**  
**Course Syllabi**  
**(examples)**

# *San Joaquin Valley College*

## Course Syllabus

<b>Course Name and Number:</b>	RCP410: Education Principles for Healthcare Professionals
<b>Total Semester Units:</b>	3.0
<b>Textbook(s):</b>	<b>Title:</b> Health Professionals as Educator: Principles of Teaching and Learning
	<b>Author(s):</b> Susan B. Bastable, Pamela Gramet, Karen Jacobs, and Deborah L. Sopezyk
	<b>Edition:</b> 1 <sup>st</sup> edition
	<b>ISBN:</b> 9780-0-7637-9278-7

**Course Description:**

The focus of this course is on addressing all practical issues health professionals confront as they strive to provide effective patient, family, and staff education. Topics include: Education in healthcare; application of learning theories to healthcare practice; determinants of learning; compliance, motivation, and behaviors of the learner; literacy in adult client population; socioeconomic and cultural attributes of the learner; learners with disabilities; instructional methods and materials, and evaluation techniques in healthcare education.

**Prerequisites:**

**Course Learning Outcomes (CLOs)**

**Upon completion of this course, the student will be able to demonstrate proficiency in:**

1. Identify the purposes, goals, and benefits of patient and staff education, and compare the education process to healthcare practice.
2. Differentiate among approaches to learning and explain how different types of practice and feedback variables can be applied to client teaching.
3. Explain the health professional educator's role in the learning process with emphasis on the factors that need to be assessed.
4. Describe the role of the health professional as an educator in health promotion.
5. Assess the impact of illiteracy and low literacy on client motivation and compliance with healthcare regimens.
6. Describe how different teaching strategies may be needed to accommodate beliefs and customs.
7. Describe teaching strategies that can be used when working with clients with sensory, learning, developmental and/or physical disabilities.
8. Discuss how to evaluate teaching methods and evaluation techniques as applied to health education.

**Grade Item Weighting**

Item	Percentage	Unit Points	Total Points
Reading Companion	13%	15	75
Presentation for Points	9%	10	50
Discussion	18%	20	100
Homework/Project	27%	30	150
Exams	23%	25	125
Professionalism	10%	10	50

**An overall grade of 70% or better is required to pass this course.**

# *San Joaquin Valley College*

## Course Syllabus

### Unit Outcomes and At a Glance

#### Unit 1 Outcome:

Explain the health professional educator's role in patient education

Identify how effecting teaching positively affects the patient

Define the following: Learning, patient education, and staff education

Analyze barriers and obstacles to teaching/learning and develop strategies to overcome them

Analyze patient scenarios and apply each learning theory to formulate theory-specific teaching approach

#### Unit 1 At a Glance

##### Reading Assignment

Chapters 1 (*Overview of Education to Health Care*) and 3 (*Applying Learning Theories to Healthcare Practice*) of *Health Professional as Educator: Principles of Teaching and Learning*.

##### Presentation for Points

The Unit 1 graded, interactive Presentation will cover Chapters 1 (*Overview of Education to Health Care*) and 3 (*Applying Learning Theories to Healthcare Practice*) of *Health Professional as Educator: Principles of Teaching and Learning*.

##### Reading Companion

Interactive quiz covering Chapters 1 (*Overview of Education to Health Care*) and 3 (*Applying Learning Theories to Healthcare Practice*) of *Health Professional as Educator: Principles of Teaching and Learning*.

##### Discussion

Barriers and obstacles of learning

##### Homework

Five main learning theories

##### Professionalism

Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2.5-point deduction for each assignment posted late.

#### Unit 2 Outcome:

Identify determinants and developmental stages of learning

Define and identify the three determinants for assessing the learner and the readiness to learn spectrum

Identify the developmental stages of learning

Conduct a meta-analysis of learning styles as well as barriers and obstacles to learning

# *San Joaquin Valley College*

## Course Syllabus

<b>Unit 2 At a Glance</b>	
<b>Reading Assignment</b>	Chapters 4 ( <i>Determinants of Learning</i> ) and 5 ( <i>Developmental Stages of the Learner</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Presentation for Points</b>	The Unit 2 graded, interactive Presentation will cover Chapters 4 ( <i>Determinants of Learning</i> ) and 5 ( <i>Developmental Stages of the Learner</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 4 ( <i>Determinants of Learning</i> ) and 5 ( <i>Developmental Stages of the Learner</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Discussion</b>	The steps in assessment of the learner
<b>Homework</b>	Signature Assignment Phase 1
<b>Exam</b>	The Unit 2 Exam will cover the Unit 2 Presentation and Chapters 4 ( <i>Determinants of Learning</i> ) and 5 ( <i>Developmental Stages of the Learner</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.

### Unit 3 Outcome:

Analyze patient's motivation drivers for making life changes and recommend applicable strategies

Define and describe adherence and concept mapping

Given trends and risks associated with literacy in the population, analyze how the patient's compliance and motivation affect learning

Discuss considerations when communicating with clients from cultures, other than your own

Describe myths, stereotypes, and assumptions

### Unit 3 At a Glance

<b>Reading Assignment</b>	Chapters 6 ( <i>Compliance, Motivation, and Health Behaviors of the Learner</i> ) and 7 ( <i>Literacy in the Adult Client Population</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Presentation for Points</b>	The Unit 3 graded, interactive Presentation will cover Chapters 6 ( <i>Compliance, Motivation, and Health Behaviors of the Learner</i> ) and 7

# *San Joaquin Valley College*

## Course Syllabus

	<i>(Literacy in the Adult Client Population) of Health Professional as Educator: Principles of Teaching and Learning.</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 6 ( <i>Compliance, Motivation, and Health Behaviors of the Learner</i> ) and 7 ( <i>Literacy in the Adult Client Population</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning.</i>
<b>Discussion</b>	Motivation
<b>Homework</b>	Signature Assignment Phase 2
<b>Exam</b>	The Unit 3 Exam will cover the Unit 3 Presentation and Chapters 6 ( <i>Compliance, Motivation, and Health Behaviors of the Learner</i> ) and 7 ( <i>Literacy in the Adult Client Population</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning.</i>
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.
<b>Unit 4 Outcome:</b>	
Discuss teaching strategies that can be utilized when working with client gender, socioeconomics, and cultural differences, as well as, developmental and/or physical disabilities	
Identify and describe gender characteristics and hypothesize how gender roles may change in the future	
Describe the impact of socioeconomic characteristics and cultural differences on patient education	
Summarize types of disabilities and compare statistics for each category	
<b>Unit 4 At a Glance</b>	
<b>Reading Assignment</b>	Chapters 8 ( <i>Gender, Socioeconomic, and Cultural Attributes of the Learner</i> ) and 9 ( <i>Educating Learners with Disabilities</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning.</i>
<b>Presentation for Points</b>	The Unit 4 graded, interactive Presentation will cover Chapters 8 ( <i>Gender, Socioeconomic, and Cultural Attributes of the Learner</i> ) and 9 ( <i>Educating Learners with Disabilities</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning.</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 8 ( <i>Gender, Socioeconomic, and Cultural Attributes of the Learner</i> ) and 9 ( <i>Educating Learners with Disabilities</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning.</i>
<b>Discussion</b>	Gender characteristics, gender bias, and gender myths

# *San Joaquin Valley College*

## Course Syllabus

<b>Homework</b>	Signature Assignment Phase 3
<b>Exam</b>	The Unit 4 Exam will cover the Unit 4 Presentation and Chapters 8 ( <i>Gender, Socioeconomic, and Cultural Attributes of the Learner</i> ) and 9 ( <i>Educating Learners with Disabilities</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Professionalism</b>	Part of being a valuable employee is being able to offer valuable suggestions for improvement. To that end, in this Unit, 5 of your professionalism points will be awarded for completing the student survey. When you click submit, take a screenshot of the submission confirmation and post it to the dropbox. The rest of your professionalism grade will be determined by your timely submission of your assignments, with a 1-point deduction for each assignment posted late.
<b>Unit 5 Outcome:</b>	
Describe the characteristics of goals and the three types of objectives	
Identify best practices in writing SMART objectives	
Recommend instructional methods based on patient characteristics	
Define and describe learning curve, instructional strategy, and instructional method	
Develop a teaching plan that incorporates an objective, instructional method, and evaluation	
Analyze effectiveness of teaching plans developed by peers	
<b>Unit 5 At a Glance</b>	
<b>Reading Assignment</b>	Chapters 10 ( <i>Behavioral Objectives</i> ) and 11 ( <i>Instructional Methods and Settings</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Presentation for Points</b>	The Unit 5 graded, interactive Presentation will cover Chapters 10 ( <i>Behavioral Objectives</i> ) and 11 ( <i>Instructional Methods and Settings</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 10 ( <i>Behavioral Objectives</i> ) and 11 ( <i>Instructional Methods and Settings</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .
<b>Discussion</b>	Teaching and instructional plans
<b>Homework</b>	Instructional Methods
<b>Exam</b>	The Unit 5 Exam will cover the Unit 5 Presentation and Chapters 10 ( <i>Behavioral Objectives</i> ) and 11 ( <i>Instructional Methods and Settings</i> ) of <i>Health Professional as Educator: Principles of Teaching and Learning</i> .

*San Joaquin Valley College*  
Course Syllabus

**Professionalism**

Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.

# *San Joaquin Valley College*

## Course Syllabus

<b>Course Name and Number:</b>	RCP420 Management Principles for the Healthcare Professional																														
<b>Total Semester Units:</b>	3.0																														
<b>Textbook(s):</b>	<b>Title:</b>	Managing Health Organizations for Quality and Performance																													
	<b>Author(s):</b>	L. Fleming Fallon, Jr., J. Begun, & W. Riley																													
	<b>Edition:</b>	1st																													
	<b>ISBN:</b>	9781449653279																													
<b>Course Description:</b>																															
The focus of this course is the application and practices of effective management in the health care setting. Topics include effective supervision, personnel management, budgetary controls, and legal and ethical concerns.																															
<b>Prerequisites:</b> n/a																															
<b>Course Learning Outcomes (CLOs)</b>																															
<b>Upon completion of this course, the student will be able to demonstrate proficiency in:</b>																															
<ol style="list-style-type: none"> <li>1. Describe areas of responsibility given to supervisors in the healthcare setting</li> <li>2. Discuss ethical behavior in the workplace</li> <li>3. Discuss how hiring strategies and techniques create functional departments</li> <li>4. Describe methods of employee evaluation and performance improvement</li> <li>5. Describe Principles of budget development and monitoring</li> <li>6. Discuss techniques to maintain legal compliance as a health care manager</li> </ol>																															
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Item</th> <th style="width: 15%;">Percentage</th> <th style="width: 15%;">Unit Points</th> <th style="width: 15%;">Total Points</th> </tr> </thead> <tbody> <tr> <td>Presentation for Points</td> <td>9%</td> <td>10</td> <td>50</td> </tr> <tr> <td>Reading Companion</td> <td>15%</td> <td>15</td> <td>75</td> </tr> <tr> <td>Discussion</td> <td>18%</td> <td>20</td> <td>100</td> </tr> <tr> <td>Homework/Project</td> <td>27%</td> <td>30</td> <td>150</td> </tr> <tr> <td>Exams</td> <td>23%</td> <td>25</td> <td>125</td> </tr> <tr> <td>Professionalism</td> <td>10%</td> <td>10</td> <td>50</td> </tr> </tbody> </table>				Item	Percentage	Unit Points	Total Points	Presentation for Points	9%	10	50	Reading Companion	15%	15	75	Discussion	18%	20	100	Homework/Project	27%	30	150	Exams	23%	25	125	Professionalism	10%	10	50
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### Unit Objectives and At a Glance

#### Unit 1 Outcomes:

Understand the responsibilities given to managers in a healthcare setting



# *San Joaquin Valley College*

## Course Syllabus

Identify the importance of managerial practices in that provide programs and services related to healthcare organizations

Discuss the advantages of applying systems thinking to management

Demonstrate the importance of improving quality and performance

Explain how quality management and quality initiatives contribute to organizational success

### **Unit 1 At a Glance**

<b>Reading Assignment</b>	Chapters 1 and 7 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
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<b>Presentation</b>	The Unit 1 Presentation will cover Chapters 1 and 7 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
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<b>Reading Companion</b>	Interactive quiz covering Chapters 1 and 7 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i> .
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<b>Discussion</b>	Discuss what health care management entails
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<b>Homework</b>	Paper on leadership characteristics
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<b>Exam</b>	The Unit 1 Exam will cover the Unit 1 Presentation and Chapters 1 and 7 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i> .
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<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2.5-point deduction for each assignment posted late.
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### **Unit 2 Outcomes:**

Understand ethical behavior and expectations in the workplace and techniques to maintain legal compliance as a health care manager

Identify the interdependence of health management and public policy

Describe the US governmental policy-making process

Explain the key distinctive features of health policy in the United States

Identify key policy issues relevant to health management.

Demonstrate the meaning of organizational culture and indicators

Describe common but essential values of organizations in general and health organizations, in particular: ethics, diversity, safety, learning, collaboration, and service.

# *San Joaquin Valley College*

## Course Syllabus

Discuss key strategies for culture change

### Unit 2 At a Glance

**Reading Assignment**

Chapters 2 and 9 of *Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition*

**Presentation**

The Unit 2 Presentation will cover Chapters 2 and 9 of *Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition*

**Reading Companion**

Interactive quiz covering Chapters 2 and 9 of *Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition*

**Discussion**

Discuss ethics in the healthcare setting

**Homework**

Signature Assignment, Phase 1

**Exam**

The Unit 2 Exam will cover the Unit 2 Presentation and Chapters 2 and 9 of *Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition* (Map to CLO 2 & 6)

**Professionalism**

Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.

### Unit 3 Outcome:

Understand hiring strategies, techniques, and employee development.

Identify the recruitment process

Explain compensation and benefits

Discuss how to retain valued employees

Explain training and development

Identify problem employees

Define Personality Analysis

Discuss the importance of developing employees

Identify characteristic features of organizations that encourage employee development

### Unit 3 At a Glance

**Reading Assignment**

Chapters 8 and 10 of *Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition*

# *San Joaquin Valley College*

## Course Syllabus

<b>Presentation</b>	The Unit 3 Presentation will cover Chapters 8 and 10 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Reading Companion</b>	Interactive quiz covering Chapters 8 and 10 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Discussion</b>	Discuss different types of personalities a manager may see
<b>Homework</b>	Signature Assignment, Phase 2
<b>Exam</b>	The Unit 3 Exam will cover the Unit 3 Presentation and Chapters 8 and 10 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.
<b>Unit 4 Outcome:</b>	
Understand employee evaluations and performance improvement	
Discuss the importance of improving organizational performance through performance management, program evaluation, and continuous quality improvement	
Explain the Turning Point model of performance management	
Identify Turning Point Framework and Performance Management	
Define Balanced Scorecard	
Explain a logic model and how it can be used to evaluate and improve programs	
Define quality from the perspective of health care delivery and from the perspective of public health	
Discuss CQI methods and techniques such as process maps, the Plan-Do-Check-Act cycle, Lean, and Six Sigma	
<b>Unit 4 At a Glance</b>	
<b>Reading Assignment</b>	Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Presentation</b>	The Unit 4 Presentation will cover Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Reading Companion</b>	Interactive quiz covering Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Discussion</b>	Discuss the importance of performance management

# *San Joaquin Valley College*

## Course Syllabus

<b>Homework</b>	Signature Assignment, Phase 3
<b>Exam</b>	The Unit 4 Exam will cover the Unit 4 Presentation and Chapter 14 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Professionalism</b>	Part of being a valuable employee is being able to offer valuable suggestions for improvement. To that end, in this Unit, 5 of your professionalism points will be awarded for completing the student survey. When you click submit, take a screenshot of the submission confirmation and post it to the dropbox. The rest of your professionalism grade will be determined by your timely submission of your assignments, with a 1-point deduction for each assignment posted late.
<b>Unit 5</b>	
Understand budget development and monitoring	
Discuss the elements of a business plan	
Interpret organizational financial documents	
Explain budgets	
Explain budget creation	
<b>Unit 5 At a Glance</b>	
<b>Reading Assignment</b>	Chapter 15 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Presentation</b>	The Unit 5 Presentation will cover Chapter 15 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Reading Companion</b>	Interactive quiz covering Chapter 15 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Discussion</b>	Discuss the different financial sheets
<b>Homework</b>	PowerPoint presentation explaining budgets
<b>Exam</b>	The Unit 5 Exam will cover the Unit 5 Presentation and Chapter 15 of <i>Managing Health Organizations for Quality and Performance, 1<sup>st</sup> Edition</i>
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.