Cerro Coso College
Course Outline of Record Report
10/11/2021

HCRSC110 : Principles of Adult Learners

General Information

Author:	-
Course Code (CB01) :	HCRSC110
Course Title (CB02) :	Principles of Adult Learners
Department:	Allied Health
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1230.00) Nursing
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000542465
Curriculum Committee Approval Date:	03/18/2013
Board of Trustees Approval Date:	04/11/2013
External Review Approval Date:	04/17/2013
Course Description:	A study of the variety of teaching techniques which are applicable to classroom instruction and clinical supervision of students pursuing a health profession. Teaching techniques focus on delivery of the theory and content of a program and assessment of student performance in the classroom and in the clinical setting. The range of teaching techniques from general lecture format to more creative approaches to learning is explored for both theory and clinical courses.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Nursing
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Grade Options

• Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	**Award Type**	**Active**
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours:

Summary

Minimum Credit Units (CB07)	1
Maximum Credit Units (CB06)	1
Total Course In-Class (Contact) Hours	18
Total Course Out-of-Class Hours	36
Total Student Learning Hours	54
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education
☐ Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	1	2
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	18
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	36

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
Content Review	This course is required by the BVNPT for all new nursing faculty. Enrollment in course must be approved by Director of Nursing/Instructor.

Specifications

Methods of Instruction

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Problem Solving
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Case Study

Rationale	No value

Assignments

A. Reading of assigned chapters
B. Written Assignments
C. PowerPoint Teaching Presentations
D. Taped Demonstration of teaching techniques

Methods of Evaluation	Rationale
Other	Skill Demonstration
Tests	Tests(Multiple Choice, short answer questions)
Homework	PowerPoint Teaching Presentations
Other	Written Assignments (Lesson Plans)

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	DeYoung, S. (2009) Teaching Strategies for Nurse Educators, 2nd, Prentice Hall			

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify and demonstrate several approaches to teaching both theory and clinical nursing courses.	Expected SLO Performance: 70.0
Describe how to structure a learning experience following state approved objectives and lesson plans.	Expected SLO Performance: 70.0

List methods of student assessment appropriate for didactic and clinical settings.

Expected SLO Performance: 70.0

Construct testing tools for didactic class settings using at least three methods of testing.

Expected SLO Performance: 70.0

Identify and demonstrate the use of a variety of audio-visual equipment in teaching setting.

Expected SLO Performance: 70.0

Outline

Course Outline

I. Overview of Principles of Teaching
A. Learning process
B. Learning methods and how individuals differ
II. Teaching Techniques for the Didactic Setting
A. Lecture format
B. Group process techniques
a. In-Class Assignments
b. Out-of-Class Assignments
C. Individual student techniques
D. Use of technology in teaching
E. Computer instruction and methods of application in teaching
F. Testing techniques for student assessment
a. Multiple Choice test construction
b. Essay test construction
c. Student assignments
d. Other testing techniques
III. Teaching Techniques for Clinical Setting in the Health Field
A. Legal implications for students in the health field clinical setting
B. Assessment of students using competency based assessment tools
C. Structure of student assignments for adequate supervision of students
D. Use of health facility resources

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

This course will be run exactly the same whether online or face to face. Face to Face courses will utilize the Moodle site.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

contact_moodle_forums
contact_moodle_message
contact_chat
contact_email
contact_face2face
contact_discussion
contact_phone

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

None

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

s508_itv
s508_moodle
s508_publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Course will be offered to students as they are hired to teach in the LVN program within the district.