CMCC
Canadian Memorial Chiropractic College

Course Coordinator: Anna Bartosik, MA ABartosik@cmcc.ca
HYBRID COURSE: 18 hours face to face, 18 hours online

Required Learning Materials:
1. Session materials, posted on KIRO
Supplementary Materials: - please see last page of outline.

NOTE: Not all core materials will be covered. This outline may be modified without notice to meet emerging needs.

Evaluation:

Assignments (60%)	Portfolio (40%)
Motor Skill Assignment (15%) December 6, 2019	Teaching and Learning Portfolio (40%) June 26, 2020
Learning Theory Presentation (15%) October 23, 2019	Includes:
Education Technology Assignment (15%) February 25, 2020	Reflections to be completed throughout the year
	Friday August 23
	Friday September 13
	Friday October 4
Assessment Assignment (15%) February 7, 2020	Friday March 6, 2020
	– see topical outline below for more details
Total: 100%	

Course Outcomes:

Face to face and online hours/topic	Course Outcomes	Tests / Assignments	Relevant texts/resources
Tuesday August 20 9-11 Executive Boardroom **Orientation** **ePortfolios** **Reflective practice** **Implicit Bias**	• Define current teaching and learning context • Evaluate others' teaching and own teaching through reflective techniques • Articulate a beginning teaching philosophy grounded in contemporary learning theory	1st Reflection for ePortfolio Friday August 23, 2019	Resources found on KIRO: Unit 1: Section 1 – Course Orientation Unit 1: Section 2 – Teacher Identity Unit 1: Section 3 – Student Identity and Learning
3 Online Hours **Reflective Teaching Practice** **Backwards Design**	• Articulate a beginning teaching philosophy grounded in contemporary learning theory • Define current teaching and learning context • Evaluate others' teaching and own teaching through reflective techniques		Resources found on KIRO: Unit 2: Section 2 - Understanding by Design Unit 1, Section 1 – Course Orientation
Tuesday August 27 9-12 Executive Boardroom **Lesson Planning** **Re-writing learning outcomes for course outlines; Standardized patient orientation**	• Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning. • Evaluate others' teaching and/or own teaching through reflective techniques • Develop teaching strategies for delivering material in various settings to learners through practice.	2nd Reflection for ePortfolio Friday September 13, 2019	Resources found on KIRO: Unit 2: Section 4 – Lesson Planning Unit 6 – Standardized Patients
3 Online Hours	• Articulate a beginning teaching philosophy grounded in		Resources found on KIRO:

Face to face and online hours/topic	Course Outcomes	Tests / Assignments	Relevant texts/resources
Development of a teaching philosophy **Learning Outcomes**	contemporary learning theory • Define current teaching and learning context • Evaluate others' teaching and own teaching through reflective techniques		Unit 2: Section 3 – Learning Outcomes
Wednesday September 25 9-12 Faculty Meeting Room, 120 **Accreditation/ Exit Competencies – Dr. Scott Dunham**	• Evaluate others' teaching and/or own teaching through reflective techniques • Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning	3rd Reflection for ePortfolio Friday October 4, 2019	Resources found on KIRO Unit 6 – Standardized Patients Unit 2: Section 1 - Accreditation
3 Online Hours **Development of a teaching philosophy**	• Articulate a beginning teaching philosophy grounded in contemporary learning theory • Define current teaching and learning context • Evaluate others' teaching and own teaching through reflective techniques		Resources found on KIRO: Unit 1: Section 2 – Building a Teaching Philosophy
Wednesday October 23 12-3 Executive Boardroom **Learning Theories/ SP training**	• Develop a detailed lesson plan by employing current approaches that involve the use of educational technologies • Evaluate others' teaching and/or own teaching through reflective techniques • Articulate a beginning teaching philosophy grounded in contemporary learning theory	Learning Theory Assignment (15%) October 23, 2019	Resources found on KIRO Unit 6: Standardized Patient Training

Face to face and online hours/topic	Course Outcomes	Tests / Assignments	Relevant texts/resources
Wednesday November 27 9-12 Simulation Lab **Psychomotor Skills Development – Dr. David Starmer**	• Develop a detailed lesson plan to teach a specific psychomotor skill . • Apply evidence-based active learning strategies for different classroom contexts	Psychomotor Skill Assessment (15%) Friday December 6, 2019	Resources found on KIRO Unit 3: Section 3 – Evidence-Based Teaching
3 Online Hours **Critical Reasoning**	• Articulate a beginning teaching philosophy grounded in contemporary learning theory • Define current teaching and learning context • Evaluate others' teaching and own teaching through reflective techniques		Resources found on KIRO: Unit 3: Section 2 – Evidence-Based Learning; Section - Evidence-Based learning
Wednesday January 29 9-11 Executive Boardroom **Assessment**	• Research, examine, and analyze various aspects of assessment strategies in healthcare education	Assessment Assignment (15%) February 7, 2020	Resources found on KIRO Unit 4: Section 1 – Assessment Overview
3 Online Hours **Educational Technology**	• Articulate a beginning teaching philosophy grounded in contemporary learning theory • Define current teaching and learning context • Evaluate others' teaching and own teaching through reflective techniques • Develop a detailed lesson plan by employing current approaches that involve the use		Resources found on KIRO: Unit 3: Section 1 – The Learning Environment

Face to face and online hours/topic	Course Outcomes	Tests / Assignments	Relevant texts/resources
	of educational technologies		
Wednesday February 16 9-11 Executive Boardroom **Inclusive Teaching Practices and Accessibility – Karen Rice, Student Services** **ePortfolio**	• Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning. • Evaluate others' teaching and/or own teaching through reflective techniques	Education Technology Assignment (15%) February 25, 2020 Reflection for ePortfolio Friday March 6, 2020 ePortfolio (40%) June 26 2020	Resources found on KIRO Unit 3: Section 1 – Accreditation
3 Online Hours **ePortfolio preparation** **Teaching and Stress**	• Articulate a beginning teaching philosophy grounded in contemporary learning theory • Define current teaching and learning context • Evaluate others' teaching and own teaching through reflective techniques	ePortfolio (40%) June 26 2020	Resources found on KIRO: Unit 5: Managing your Teaching Responsibilities

Relevant Notes:

Course Description
The fundamental theories and practice of effective teaching and learning are introduced: exploring teacher identity and philosophy; determining characteristics, diversities and learning styles; discussing adult learning theories; exploring approaches to teaching and learning; developing strategies for designing and facilitating learning experiences; and assessing curriculum, student learning and teaching practice. These areas of adult education are examined utilizing self-directed learning, critical reflection and experiential learning strategies. By engaging in reflection, presentations and assignments, students critically synthesize the key concepts, principles, theories and practices addressed in this course.

Program Context
The goal of this introductory teaching course is to provide faculty with opportunities to develop both insight and skill as educators. This course provides the foundation from which subsequent development will build deeper levels of learning and serves as one step taken to support CMCC's goal that all faculty be able to:

1. **Model** an effective philosophy in teaching practice that is: based on current theories and practice of adult education; *appreciates* today's adult learner; and integrates knowledge of College policies and procedures into everyday practices.
2. **Design** relevant curriculum that: enhances program quality; promotes active, integrated, and deep learning; and directly *applies* to current chiropractic practice.
3. **Engage** in an ongoing process to effectively: *assess* curriculum, teaching, and learning; utilize relevant feedback to modify the design, facilitation, and/or assessment strategies to *support* success in the teaching/learning process; and *measure* student learning in a consistent, fair and transparent manner.
4. **Facilitate** learning in a manner that: models evidence-based teaching strategies, maintains a positive learning environment; *engages* students in an active learning process; is *congruent* with the instructional context; and *connects* to real-life clinical practice.
5. **Integrate** technology appropriately into the teaching/learning process to enhance the learning experience.
6. **Engage** in an ongoing development process that: *demonstrates* professional behaviours congruent with regulatory and institutional standards; articulates learning goals; *documents* their achievement; and reflects a continued pursuit of leadership, scholarship and excellence in the teaching field.

Course Outcomes
Upon successful completion of this course learners will have reliably demonstrated the ability to:

1. Articulate a beginning teaching philosophy grounded in contemporary learning theory;
2. Define current teaching and learning context;
3. Develop a detailed lesson plan by employing current approaches that involve the use of educational technologies
4. Develop a detailed lesson plan to teach a specific psychomotor skill
5. Develop assessment tools to evaluate student learning outcomes;
6. Apply evidence-based active learning strategies for different classroom contexts.
7. Research, examine, and analyze various aspects of educational technology for teaching in healthcare to a variety of learner groups;
8. Research, examine, and analyze various aspects of assessment strategies in healthcare education
9. Evaluate others' teaching and own teaching through reflective techniques.

10. Explain how inclusive teaching practices, adult learning theory, and technology can support and enhance effective learning.
11. Develop teaching strategies for delivering material in various settings to learners through practice.

Assessments
Course requirements include the completion of the following deliverables:

Deliverables		Due
Four Assignments:		
a. Motor Skill Assignment	(15%)	December 6, 2019
b. Learning Theory Presentation	(15%)	October 23, 2019
c. Education Technology Assignment	(15%)	February 25, 2020
d. Assessment Assignment	(15%)	February 7, 2020
Teaching & Learning Portfolio	(40%)	Reflections: August 23, September 13, October 4, March 6, 2020, Final Submission: June 26, 2020

Late / Missed Assignments/ Tests
10% per day will be deducted for late assignments

Academic Integrity
CMCC Academic Policies and Regulations: The academic policies and regulations at CMCC have been developed to protect the rights and responsibilities of students and to maintain academic integrity and ethical standards at CMCC. This course, including all faculty and students involved, operates in congruence with all current CMCC academic policies in effect including, but not limited to, policy on attendance and academic honesty. Students are expected to familiarize themselves with all academic policies which can be accessed in the academic calendar and on KIRO In particular, please note: Students registered in the Doctor of Chiropractic Degree are required to meet CMCC's expectations regarding attendance in all aspects of the curriculum. Students must attend and participate fully in all labs, small groups, TBL's and clinical experiences. Students are responsible for being on time for all labs, small groups, TBL's and clinical experiences and for remaining until the allocated time is completed. Late attendance in excess of 10 minutes will count as an absence. Students in Years I, II and III must limit vacations to the periods specified in the academic calendar as official breaks. A student who misses more than 20% of labs, small groups, TBL's and/or clinical experiences for any course, will not be allowed supplemental privileges in that course and may be subject to additional penalty based on the course outline. Further information is available at: https://courses.cmcc.ca/static/Student_Policies/attendance.pdf

Recording of Instructional Activities (Lecture Capture Policy):
CMCC supports the recording of instructional activities as part of its commitment to enhance learning through technology and increase student access to instructional resources. Recording of lectures and other instructional activities (aka, "Lecture Capture", "lecture

recording", "instructional recording") and live broadcasting of instructional activities shall be permitted only under the conditions set forth in this policy and related policies. Further information is available at: https://courses.cmcc.ca/static/Student_Policies/recording-of-instructional-activities-lecture-capture.pdf

In this course, the faculty has chosen not to require students to use electronic means to check their own written work to detect and attempt to prevent plagiarism in the form of text copying.

Email Communication
CMCC regularly communicates with students via email in KIRO, and all CMCC communication will be sent to this account. Students are responsible for regularly checking their CMCC email accounts. Settings can be adjusted to forward all CMCC emails to another account. CMCC email policy is available at: https://courses.cmcc.ca/static/Student_Policies/email-students.pdf

Please be aware that ALL policies are available on MyCMCC at www.cmcc.ca

Supplementary Materials:

1. See KIRO Course Site "Resources" section for relevant literature

Outline created by ABartosik 2018; revised by ABartosik 2019