**STEP 1 WORKSHEET: SITUATIONAL FACTORS TO CONSIDER**

1. **Specific context of the Teaching Learning Situation**

**Class size = 25; Graduate Level; Meeting once a week, 3hours in a classroom,**

**CHECK ROOM LAYOUT – tables? Chairs? Moveable? Space? Technology?**

1. **General Context of Learning Situation**

**SPH expectations: Class speaks to different learning types and helps build professional public health skills in a systematic & integrated way with measurable goals**

**Student expectations: Summer course, compact but “easier”**

**Society: Gender issues affecting/informing practice**

**Profession expectations: view substance abuse as chronic disease, demonstrate how public health strategies and viewpoint can be used to address substance abuse as a societal issue**

1. **Nature of the Subject**

**Combination of theory and practice**

**Convergent: Women have substance abuse issues too. Blending of female-specific worldviews and historically male-dominated behavior/illness.**

**Divergent: Different experiences of women and men regarding the topic. Differences experienced in adolescent development, exposure, biological sensitivities, expectations, motivations, prevention response?, treatment response, political & ethical issues due to children**

1. **Characteristics of Learners**

**Mixed bag of students: some MPH, some non-degree, some MPH starting fall (may have no background in public health). Feelings expected to be open and sensitive to the subject matter as they selected course as an elective (some may still lean towards stigmatization, some may have personal experiences in their lives of which to be mindful). FIND OUT goals/expectations/learning styles…but told want to learn more in depth and think more analytically about topic. Used to variety of teaching.**

1. **Characteristics of Teacher**

**Teacher should be facilitator and motivator for students to discover information on their own. Set the stage for students to apply the material to their own lives and form opinions based on what they learn. Respect students’ strengths and abilities to learn on their own, but not to take advantage of that ability but to foster and inspire self-learning. Want students to walk away feeling energized, curious, and fulfilled from class. Level of familiarity with substance abuse matters and approaches is high, gender-specific knowledge is low. Strengths of teaching: dynamic presenter with emphasis on interactive learning**

**Step 2 WORKSHEET: QUESTIONS FOR FORMULATING SIGNIFICANT LEARNING GOALS**

**“A year (or more) after this course is over, I want and hope that students will…”**

**FOUNDATIONAL KNOWLEDGE:**

* **Key information (facts, terms, formulae, concepts, principles, relationships, etc) important for students to understand and remember in the future:**
	+ **Revise language to use “substance use/abuse” and “dependence” instead of “alcohol/drug problem” and “addict”**
	+ **The trajectory of misuse to abuse to dependence**
	+ **The basic biological underpinnings of addiction and gender differences**
	+ **The difference between prevention, intervention, treatment strategies**
	+ **Risk & resiliency of women**
* **Key ideas (or perspectives) important for students to understand in this course?**
	+ **Stigma around dependence – societal views on drugs/alcohol**
	+ **Barriers for addressing it as a disease**
	+ **Ethical implications of how personal behavior affects others**
	+ **How substance abuse fits into the public health model**
	+ **Perspectives of addicted individuals, those affected by addicted individuals, those wanting to help addicted individuals, those who don’t understand addiction**

**APPLICATION GOALS**

* **What kinds of thinking are important for students to learn?**
	+ - **Critical thinking, Creative thinking, & Practical thinking**
* **What skills do they need to gain?**
	+ - **How to look past addiction and see the person behind it**
		- **How to talk with individuals affected by substance abuse**
		- **How to advocate for underserved, stigmatized populations**
* **Do students need to learn how to manage complex projects? Not really**

**INTEGRATION GOALS**

* **What connections (similarities and interactions) should students recognize and make:**
	+ - **Among ideas *within* the course? Connect individuals’ behavior/experiences with larger community, Gender differences across information, risk/protective and benefits/barriers of the topics**
		- **Among information, ideas, and perspectives in the course and those in other courses/areas? Applying public health interventions/theory to substance abuse issues, how to integrate SA into other public health areas**
		- **Among material in the course and the students’ own personal social and/or work life? Connect own similar disease/illness experiences with similarities of substance abuse, connect emotionally to the struggle of addiction, consider their own/friends’ drug using behaviors and the implications of those, reconsider their own views and biases around the subject matter**

**LEADERSHIP & INTERPERSONAL RELATIONS GOALS**

* **What could/should students learn about themselves? How they view using substances and people who become addicted; where does substance abuse fall in their own priorities of addressing public health issues**
* **What could/should students learn about understanding others/interacting with them? Not everyone views substance abuse in the same way due to personal experience and societal/cultural perspectives; there is room for influencing others to rethink their views on substance abuse; interacting with people on a personal, compassionate level makes a difference regardless of the health issue they are dealing with**

**GOALS FOR PROFESSIONAL AND CHARACTER DEVELOPMENT**

* **How will you help them better understand the human significance of what they are learning? Expose them to the stories of real people simultaneously with the research/theories/public health information**
	+ **Values? Discussions, debates, activities**
	+ **Feelings? Reflection papers**
	+ **Interests? Project/paper**

**GOALS TO SUPPORT INTELLECTUAL CURIOSITY AND LIFE LONG LEARNING**

* **What would you like students to learn about:**
	+ **How to be good students in a course like this? Synthesizing data and people; connecting on an intellectual and emotional level with the material; realize there is always a story behind the programs/policies**
	+ **How to learn about this particular subject? Where to go for valid information around substance abuse, what agencies/people are working in the field, how does substance abuse relate to other public health problems – where does it fit in?**
	+ **How to become a self-directed learner of this subject (i.e. having a learning agenda of what they need/want to learn and a plan for learning it) How to find the information & stories, not being afraid of going to “the source” as well as the decision makers**

**STEP 3 WORKSHEET: PROECEDURES FOR EDUCATIVE ASSESSMENT**

1. **FORWARD LOOKING ASSESSMENT: a situation in which students are likely to use what they have learned, and try to replicate that situation with a question, problem, or issue**

**Class 2: Risk & Protective Factors - write up description of “at-risk” young girls (YWLP for inspiration); in small groups, give them a task of designing one after-school activity session (1 hour) that could build upon potential protective factors in that population. Create worksheet to help guide groups through designing a curriculum/activity. Each group gives a 2 minute quickie description of their idea.**

**Class 3: SBIRT activity – encountering a patient/client who screens positive for substance abuse; have BNI conversation; students evaluate each other**

1. **CRITERIA & STANDARDS: select a main learning goal, identify at least two criteria that would distinguish exceptional achievement from poor performance, write two or three levels of standards for each criteria**

**Learning Objective: Synthesizing data and people**

**Criteria for Exceptional Performance: clear/concise and logical/organized**

**Clear/Concise Standards: Throughout paper wording is precise, unambiguous, and not excessive; Sentence structure & use of grammar is correct**

**Logical/Organized Standards: Connections between paragraphs are clearly articulated and transitions are smooth; Eachparagraph makes a distinct/coherent point and sentences connect to that point**

1. **SELF-ASSESSMENT: what opportunities can you create for students to engage in self-assessment?**

**Class 2 Activity: Class evaluates each other’s “after school activities” based on some standards (come up with some criteria for good programming). Class debrief.**

**Class3 Activity: Do groups of 3; Use BNI Scoring Sheet for peer evaluations.**

1. **FIDeLity FEEDBACK: what procedures can you develop to give feedback that is…**
* **Frequent Every class should get some kind of written feedback on their reflection paper; hope to build in self-assessment activities throughout course**
* **Immediate Return assignments by the following week and circulate the class during activities to give real-time feedback**
* **Discriminating (clear criteria/standards) Come up with paper rubric as a class activity; submit the final version to them well before paper is due**
* **Lovingly delivered Keep focus on positive feedback, what they are doing well, sandwich constructive criticism, give alternatives**

**FINAL DESIGN PHASE (Steps 9-12)**

**9. HOW ARE YOU GOING TO GRADE?**

**What are the key components of your grading system? What are their weights?**

* **Reflection papers (5%)**
* **Class participation (20%)**
* **Treatment center response paper (20%)**
* **Final paper/project (50%)**
* **Final class Presentation? (5%)**

**10. WHAT COULD GO WRONG?**

**What problems might arise in the course design as you envision it? How can you solve these problems?**

**11. LET STUDENTS KNOW YOU ARE PLANNING (Syllabus)**

**A syllabus should include:**

* **General management info (instructor, office hours, contact…)**
* **Goals for the course**
* **Structure/Sequence of activities (major due dates)**
* **Text/Required reading**
* **Grading procedures**
* **Course policies: attendance, honor code, late work, make-ups**

**12. HOW WILL YOU KNOW THE COURSE IS GOING? HOW IT WENT?**

**Self & course evaluation plan**

* **Mid-session evaluation**
* **Final class debrief**
* **Required SPH evaluation**
* **Self-write up reflection & lessons learned**