

[Leann Poston]

Stage #0:
Course
Approval

STAGE #0: COURSE APPROVAL

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| PROGRAM INFORMATION: Which program will this unit be a part of? | |
| Program name: | WSU-BSOM Medical School Biennium 1-2 |
| Program overview: | The BSOM curriculum is a 4-year graduate degree that prepares a student to qualify for a medical residency. In addition to completing all of the coursework with passing scores, they are required to complete two licensing exams: Step 1+2. |
| COURSE INFORMATION: Which course will this unit be a part of? | |
| Course number: | n/a |
| Course name: | Physician as a Professional |
| Course overview: | This is a longitudinal course which will introduce students to the principles of professionalism and professional identity. Students will participate in activities that promote self-awareness, critical thinking, self-directed learning, interprofessional communication and conflict resolution, cultural proficiency, leadership, quality improvement and patient safety and self-care. |
| Time length of course: | 4 years, meeting on average 1 afternoon per month as well as 1-2 breakout weeks per year. |
| UNIT INFORMATION: Tell me about the unit you plan to teach. | |
| Name of unit: | The subunit on professionalism and professional development |
| Time length of unit: | Longitudinal, will have approximately ½ day of each of the breakout weeks and probably 4 afternoon sessions per academic year. |
| Unit overview: | This unit will focus on defining medical professionalism, ethics and humanism as well as outlining expectations of practitioners in the medical field. Case studies will be used to explore ethical issues such as informed consent, confidentiality and advance directives. Students will be expected to discuss strategies for maintaining self and social awareness as well as maintaining self and relationship management. The course methods will focus on reflection and growth. |
| TECHNOLOGIES TO BE INCLUDED IN LESSON | |
| Online video presentations, content will be stored in a LMS, clickers may be used in many of the sessions, PowerPoints and videos may also be used in the classroom. | |

BIG IDEA OF UNIT

In student language, why is it important to teach this lesson? Put this in language so easy to understand that a fifth grader would be able to understand it.

Medical students are put in very stressful environments that they may not have the coping skills to handle. Research demonstrates that otherwise professional people may behave unprofessionally when under stress, this course will provide students with an awareness of these challenges as well as strategies that may help them maintain composure and act in a professional manner.

HISTORY OF UNIT:

What is your history with this unit? Have you taught it before? Is it new or are you redesigning it?

This is a new unit for the new curriculum. It was piloted as an elective and will be incorporated in the 2017 curriculum. The Pilot course needs to be assessed for strengths and weaknesses and appropriate modifications made.

WHY:

Tell me why you picked this unit? Why is it important to you?

Professionalism falls under the auspices of the office of Student Affairs. I have had the recent experience of having to remediate a student who failed a clerkship for professionalism. It was an unpleasant circumstance that I hope not to repeat. I would like more clear guidelines on the expectations of professionalism for students and I think a longitudinal course made up of small groups of M1-M4 students with a facilitator will be the best way for these ethical issues to be discussed and for the more inexperienced students to get advice before they are out in situations which may be beyond their coping.

Stage #1:
**IDENTIFY
DESIRED
RESULTS**

STAGE #1: DESIRED RESULTS

| COURSE | |
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| Subject/Discipline | Medical School Curriculum- longitudinal |
| Class name and number: | Physician as a Professional |
| Class time frame: | One afternoon per month and 2 -3 break out weeks per year. |
| Grade Level: | Graduate |
| Key words: | |
| District/University / Organization | Wright State University- Boonshoft School of Medicine |
| School/Department/ Corporation | Boonshoft School of Medicine |
| Type of school or organization | <input checked="" type="checkbox"/> Public School <input type="checkbox"/> Private School <input type="checkbox"/> Charter School <input type="checkbox"/> Corporation <input type="checkbox"/> Training Company Other: _____ |
| Textbook for class: | none |
| Links to online resource material: | |
| | |
| | |
| UNIT | |
| Unit title: | Physician as a professional |
| Unit time frame: | Longitudinal over 4 years |
| Where does unit fit into class? | This unit is a longitudinal one so it will have a reserved afternoon per month for each small group as well as 2-3 break-out weeks per year. |
| Unit delivery? | <input checked="" type="checkbox"/> F2F <input type="checkbox"/> Blended <input type="checkbox"/> Online Other: _____ |
| COURSE DESIGN | |
| Why are you developing this course? | <input type="checkbox"/> Course project <input type="checkbox"/> Plan to teach course <input checked="" type="checkbox"/> Part of team developing course Other: _____ |
| Time frame to teach: | Will begin in August 2017 and extend over all four years after that. |
| Level of Expertise: (Select all that apply) | <input checked="" type="checkbox"/> Subject Matter Expert (SME) <input type="checkbox"/> Future Instructor <input checked="" type="checkbox"/> Course Designer |

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| UNIT OVERVIEW | |
| Give an overview of the unit in your own words (use simple words) | |
| <p>This unit will have two components: 1. A longitudinal component in which small groups made up of three students from each year along with a facilitator will meet monthly to discuss academic success, resilience, professional identity formation, cultural proficiency and diversity, leadership, quality improvement, communication and conflict resolution and inter-professional teamwork and 2. Break out weeks which will be year specific and will focus on the following topics: academic skills, career advising, communication/feedback, resilience and cultural proficiency. The second component will be more didactic and will be pass/fail. The break-out week course is designed to provide students with the knowledge needed to effectively participate in the longitudinal component which will be graded based on participation. With this design students, will revisit the same topics yearly over a course of four years. Each exposure will provide greater familiarity and better mastery of content. Assessments and activities will focus on group work, a longitudinal portfolio and reflection exercises.</p> | |

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| List all professional organizations that would have competencies, standards, or requirements for this course. | |
| Professional Organization #1 | Liaison Committee on Medical Education |
| | http://lcme.org/publications/ |
| | http://lcme.org/publications/#Standards |
| Professional Organization #2 | Wright State University-BSOM |
| | https://medicine.wright.edu/student-life/curriculum |
| | https://medicine.wright.edu/student-life/curriculum/educational-objectives |

Understanding by Design (UbD) Template, Version 2.0
 Stage #1: COURSE INTRODUCTION

| STANDARDS AND/OR COMPETENCIES | |
|--|---|
| “ Standards are like the building code. Architects and builders must attend to them but they are not the purpose of the design.” | |
| Code | STANDARDS AND/OR COMPETENCIES [C]: What content standards or competencies will this unit address? |
| 3.5 | A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards. |
| 7.6 | <p>The faculty of a medical school ensure that the medical curriculum provides opportunities for medical students to learn to recognize and appropriately address gender and cultural biases in themselves, in others, and in the health care delivery process. The medical curriculum includes instruction regarding the following:</p> <ul style="list-style-type: none"> • The manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments • The basic principles of culturally competent health care • The recognition and development of solutions for health care disparities • The importance of meeting the health care needs of medically underserved populations • The development of core professional attributes (e.g., altruism, accountability) needed to provide effective care in a multidimensional and diverse society |
| 7.7 | The faculty of a medical school ensure that the medical curriculum includes instruction for medical students in medical ethics and human values both prior to and during their participation in patient care activities and requires its medical students to behave ethically in caring for patients and in relating to patients' families and others involved in patient care. |
| 7.8 | The faculty of a medical school ensure that the medical curriculum includes specific instruction in communication skills as they relate to communication with patients and their families, colleagues, and other health professionals. |
| 6.1 | Develop a personal plan to become a better medical professional |
| 6.3 | Appropriately utilize evidence-based resources to address uncertainty in medicine and gaps in knowledge/skills |
| 4.1 | Reflect upon one's personal strengths and weaknesses to make positive changes in one's behavior |

Understanding by Design (UbD) Template, Version 2.0
 Stage #1: COURSE INTRODUCTION

| Code | TRANSFER [T]: What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to. . .</i> | Competency Codes |
|------|---|------------------|
| T #1 | Be able to deliver effective feedback to peers and integrate formative feedback in order to modify their own behaviors. | 7.8, 4.1 |
| T #2 | Identify factors that affect personal well-being and develop adaptive responses to stress. | 3.5 |
| T #3 | Be able to identify unconscious biases in self and others. | 7.6 |
| T #4 | Be able to develop an action plan for professional development. | 3.5, 6.1 |
| T #5 | Learn and utilize techniques to approach ethical questions. | 7.7 |
| T #6 | Learn and utilize effective communication skills with patients, peers and other health care professionals. | 7.8 |

Understanding by Design (UbD) Template, Version 2.0
 Stage #1: COURSE INTRODUCTION

| Code | ESSENTIAL QUESTION [Q]: What thought-provoking questions will foster inquiry, meaning-making, and transfer? <i>Put in the form of a question.</i> | Competency Codes |
|-------|---|------------------|
| Q #1 | What are my responsibilities as a physician to the patient, my colleagues and the health care system? | 3.5 |
| Q #2 | How do I balance my personal and my professional life? | 3.5 |
| Q #3 | How do I deal with the ambiguity that can be found in medical care? | 7.7 |
| Q #4 | How do I become more culturally proficient? | 7.6 |
| Q #5 | How do I handle conflicts of interests? | 7.7 |
| Q#6 | How do I maintain my composure in difficult circumstances? | 3.5 |
| Q#7 | How do I remain a self-directed learner throughout my career? | 6.1 |
| Code | UNDERSTANDINGS [U]: What specifically do you want students to understand? What inferences should they make? <i>Put in the form of a statement. Students will understand that. . .</i> | Competency Codes |
| U #1 | Students will understand that they have specific professional responsibilities as a physician. | 3.5 |
| U #2 | Students will understand that to function well as a physician, self-care is necessary. | 3.5 |
| U #3 | Students will understand the primacy of patient welfare, patient autonomy and the principle of social justice. | 3.5, 7.7 |
| U #4 | Students will understand the importance of effective communication. | 7.8 |
| U #5 | Students will understand how to give and receive feedback effectively. | 7.8,4.1 |
| U #6 | Students will understand their responsibility to pursue continuing education throughout their career. | 6.1 |
| U #7 | Students will understand that medical practitioners are no longer as homogeneous as they were in the past and to provide good medical care all perspectives need to be considered. | 7.6 |
| U #8 | Students will understand that ambiguity is present in both medical diagnosis and treatment. | 7.7 |
| U # 9 | Students will understand that due to knowledge deficits, ambiguity and systems issues, medical mistakes will occur and they need to be properly identified and rectified. | 7.7 |

Understanding by Design (UbD) Template, Version 2.0
 Stage #1: COURSE INTRODUCTION

| Code | KNOWLEDGE [K]: What facts and basic concepts should students know and be able to recall? <i>Students will know. . .</i> | Competency Codes |
|---------------------|---|------------------|
| K #1 | Students will know the three fundamental principles of medical care. | 3.5, 7.7 |
| K #2 | Students will know how to accurately document and communicate a patient's medical history and physical findings. | 6.1, 7.8 |
| K #3 | Students will know the rules on medical confidentiality. | 6.1, 3.5 |
| K #4 | Students will be able to name the main steps in giving feedback. | 7.8, 4.1 |
| K #5 | Students will know their continuing education requirements. | 6.1 |
| K #6 | Students will be able to explain the impact of medical error and harm | 7.7 |
| Code Know = S | SKILL [S]: What discrete skills and processes should students be able to use? <i>Students will be skilled at. . .</i> | Competency Codes |
| S #1 | Students will be skilled at giving and receiving feedback. | 7.8, 4.1 |
| S #2 | Students will be skilled at communicating effectively. | 7.8 |
| S #3 | Students will be skilled at active learning techniques and will be able to recognize when current study skills are not effective. | 6.1 |
| S #4 | Students will be skilled at recognizing that they have biases and identifying those biases. | 7.6 |
| S #5 | Students will be skilled at all steps in preparing an application for residency and other career opportunities. | 6.1 |

Stage #2:
**DETERMINE
ACCEPTABLE
EVIDENCE**

STAGE #2- DETERMINE ACCEPTABLE EVIDENCE

Students should refer to Module G & J in the textbook for information in this section.

Understanding by Design (UbD) Template, Version 2.0
 STAGE #2: DETERMINE ACCEPTABLE EVIDENCE

| <p>Desired Results Code All Transfer Goals And All Meaning Goals</p> | <p>Performance Task(s): <i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i> Students will show that they really understand by evidence of:</p> | <p>Evaluative Criteria: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i> <i>Regardless of the format of the assessment, what qualities are most important?</i></p> |
|---|---|--|
| <p>T#1, K#4, U#5, S#1</p> | <p>After completing the online video course of giving proper feedback, students will pair and practice developing 2 skits, one showing appropriate and one inappropriate feedback. Students will be trained in how to do motivational interviewing,</p> | <p>Students will be able to accurately demonstrate appropriate feedback as well as be able to identify issues and give feedback to others in their presentations</p> |
| <p>T#2, U#2</p> | <p>Complete resiliency program and do weekly reflective statements</p> | <p>Students will demonstrate self-knowledge on stresses they are exposed to and their adaptive and maladaptive ways to handle these stresses.</p> |
| <p>T#3</p> | <p>Students take the Project implicit, unconscious bias test on https://implicit.harvard.edu/implicit/takeatest.html and write a reflection on what they learned</p> | <p>Students will demonstrate self-knowledge in their implicit biases and reflect on difficulties people of different cultures may have when adapting to new surroundings, especially in the health care field.</p> |
| <p>T#4</p> | <p>Students will write a professional C.V. personal statement and complete an ERAS application</p> | <p>Students will write a personal statement that clearly explains their goals in a career as well as a CV and application without errors.</p> |
| <p>T#5, U#8, K#6</p> | <p>Students will be presented with several ethical cases in their small groups, they will discuss them and write their recommendations</p> | <p>Students will actively contribute to a conversation on ethical cases, be able to give their perspective on the case, explain their reasoning and then be able to apply their standards and decision making to other cases.</p> |
| <p>T#6, U#4, S#2</p> | <p>Students will participate in a videotaped mock interview and then receive feedback on non-verbal and verbal responses</p> | <p>Students will self-assess their answers to interview questions first and then be able to accept feedback from their preceptors.</p> |
| <p>U#3, U#7, U#6, U#1</p> | <p>Students will complete the online module IHI Open school online training. After completion students will work in their groups to develop guidelines for quality improvement projects.</p> | <p>Students will be able to explain what makes a good or bad quality improvement project as well as come up with some ideas on quality issues they can explore.</p> |

Understanding by Design (UbD) Template, Version 2.0
 STAGE #2: DETERMINE ACCEPTABLE EVIDENCE

| <p>Desired Results Code <i>All Meaning Goals And All Skill and Transfer Goals And All Knowledge and Skill Goals.</i></p> | <p>Other Evidence: <i>Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?</i></p> | <p>Other Evidence Evaluative Criteria: <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> |
|--|---|--|
| K#3, K#3 | Student will complete HIPAA training and become certified | Student will complete and receive certification |
| K#2 | Student will participate in standardized patient for evaluation of history and physical skills | Student will be assessed using the standardized patient rubric on their interviewing and physical exam skills. |
| K#5 | Students will participate in workshops on continuing education | Students will be able to verbalize the continuing education requirements to maintain their license. |
| S#3 | Students will participate in workshops on active learning techniques and will use course objectives effectively to monitor progress. | Students will demonstrate that they understand the difference between active and passive learning as well as verbalize benefits to passive learning methods. |
| S#4 | Students will participate in safe space training | Students will complete training. |
| Q#2 | Students will complete the burnout self-test | Students will complete the self-test. |
| Q#1 | Students will write a mission statement for themselves and identify their goals as a physician as well as the activities they need to complete in order to meet these goals. | Students will develop their individual “brand” be able to write a series of goals, both short and long term, and develop a list of concrete milestones that show that they have achieved these goals. |

Understanding by Design (UbD) Template, Version 2.0
 STAGE #2: DETERMINE ACCEPTABLE EVIDENCE

| <i>Pick one of your critical assessments and develop the rubric that you will be using to evaluate it. In your rubric you should list the criterion that you will be using to evaluate the assessment, the levels that you will use, and a description for each level/criterion.</i> | | | | |
|--|--|---|---|---|
| CRITERION | EXEMPLARY | SUFFICIENT | NEEDS REVISION | NO EVIDENCE |
| 1. Appropriateness of feedback | Student chose an appropriate time and place for giving feedback. The location was private and permission was asked of the recipient. | The student chose a quiet, but not private location, but did ask permission to give feedback. | The student chose a quiet, but not private location and asked to talk to the recipient, but did not ask permission. | The feedback was given in a public location and no permission was obtained. |
| 2. Communication style | Student gives feedback in a caring and calm manner | Student gives feedback in a calm manner, but may not choose the best wording. | Student is upset when giving feedback and may not choose the best wording. | Student demonstrates poor feedback word choice and is upset while giving it. |
| 3. Understanding of purpose of feedback | Student understands that feedback is given to benefit the recipient and is relevant and behavioral in nature. | Student gives feedback that is relevant and includes both attributes and behaviors | Student gives feedback that is relevant but includes attributes alone or personality traits. | Student gives feedback that is not relevant and includes attributes and/or personality traits |
| 4. Non-verbals | Student is not critical, angry or judgmental | Students feedback may be interpreted as judgmental, but is not critical or given in anger | Students feedback is critical, but manner is calm | Students feedback is critical and given in anger |
| 5. Content of feedback | Starts with I, feedback is descriptive, | Student forgot to start with I, but feedback is | Student forgot to start with I and feedback is | Feedback is not specific or detailed. |

Understanding by Design (UbD) Template, Version 2.0
 STAGE #2: DETERMINE ACCEPTABLE EVIDENCE

| | | | | |
|------------------------|--|---|--|---|
| | specific and detailed | appropriately descriptive, specific and detailed. | specific, but not detailed | |
| 6. Ending the feedback | Student gives alternate suggestion for behavior and sets follow-up | Student gives alternate suggestion for behavior, but no follow-up | Student does not suggest alternate behaviors | Student does not do anything more than suggest a problem. |

Stage #3:

PLAN LEARNING EXPERIENCES

Understanding by Design (UbD) Template, Version 2.0
STAGE #3: PLAN LEARNING EXPERIENCES

Students should refer to Module K and N in the textbook for information in this section.

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| <p>W= help the students know WHERE the unit is going and WHAT is expected? Help the teacher know WHERE the students are coming from (prior knowledge, interests).</p> | <p>GOALS: SMART Learning Objective (Specific, Measurable, Attainable, Results-Focused and Time Focused) By the end of the class student will be able to:</p> <ol style="list-style-type: none"> 1. Model an effective management of common medical ethical situations found in a clinical setting. 2. Demonstrate effective feedback skills as both feedback giver and recipient. 3. Prepare a complete, persuasive and error-free residency application 4. Identify and reflect on your implicit biases. 5. Demonstrate the ability to do an effective motivational interview. 6. Develop an action plan for learning. 7. Identify personal strengths and barriers in communication and conflict resolution. <p>RELEVANCE: What are the benefits to the students by completing this unit? How will they benefit from learning this material?</p> <ol style="list-style-type: none"> 1. The ability to give and receive effective feedback which is a skill required to be a successful resident and practitioner. 2. The suicide and depression rate for physicians is at an all-time high, the more resources you have available the better you may be able to cope with the high stress environment of being a resident. 3. Your unconscious biases can affect the care that you render your patients. 4. Meeting milestones in professional development is necessary for all stages of your career. 5. You will be exposed to ethical questions and well developed reasoning skills will aid you in determining when you need to see assistance. <p>DIAGNOSIS: How will you know what they know before the lesson and what they know after the lesson? How will you test for misconceptions?</p> <ol style="list-style-type: none"> 1. Have the students take the Harvard implicit bias test. 2. Have students provide examples of feedback that they have given or received for evaluation and discussion. 3. Review student's pre-medical C.V. |
| <p>H= HOOK all students and HOLD</p> | <p>HOOK & HOLD: How will you hook and hold student interest?</p> <ol style="list-style-type: none"> 1. Relationship between Meyers-Briggs test and communication style. 2. Present ethical cases they will be exposed to and expected to manage in the future. 3. Present stories of students who had difficulties applying for and securing a residency and discussing possible ways they could have prevented the problems. <p>TECHNOLOGY: How will technology be used in the unit to "Hook" your students and get them interested and engaged?</p> |

Understanding by Design (UbD) Template, Version 2.0
STAGE #3: PLAN LEARNING EXPERIENCES

Understanding by Design (UbD) Template, Version 2.0
 STAGE #3: PLAN LEARNING EXPERIENCES

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| <p>E= EQUIP students, help them EXPERIENCE the key ideas, and EXPLORE the issues.</p> | <p>EXPERIENCE & EXPLORE: How will students uncover the meaning of the unit?</p> <ol style="list-style-type: none"> 1. Students will work through multiple ethics case studies in small groups. 2. Students will take multiple personality, Maslach burnout and resiliency self-tests to determine their risk factors and levels of coping skills. 3. Students will complete the IHI online learning module on becoming a leader in health care. 4. Take Kolb learning styles inventory. |
| <p>R= provide opportunities to RETHINK and REVISE their understandings and work?</p> | <p>RETHINK, REVISE, AND REFINE: How will the students have opportunities to rethink, revise, and refine their work in the unit?</p> <ol style="list-style-type: none"> 1. Students will have the opportunity to revise their C.V. and personal statement throughout their M2 and M3 years. 2. Students will develop a personal mission statement that they will use to base their choice of activities, research and community involvement choices on. 3. This course is longitudinal and students will revisit the same topic areas on a yearly basis with new clinical perspective. <p>REFLECT and SELF-REGULATE: How will the students have time to improve their metacognition and self-regulation skills?</p> <ol style="list-style-type: none"> 1. Students will write a mission statement for themselves and revise it as their priorities evolve. 2. Students will reflect on their risk for burnout and depression and devise a personal plan to mitigate risk. 3. Students will reflect on their implicit biases and consider how they will affect patient care. 4. Students will reflect on their level of cultural proficiency and identity strengths and areas of growth. |
| <p>E= EVALUTE. Allow students to get formative feedback to improve their work.</p> | <p>FORMATIVE FEEDBACK: How will students get formative feedback so they can improve their work and move toward mastering the learning objectives?</p> <ol style="list-style-type: none"> 1. C.V. and personal statements will be evaluated by both peers and the instructor. 2. Mock interviews will be evaluated using the mock interview rubric. 3. Students will write and perform two skits demonstrating appropriate and inappropriate feedback. 4. Students will submit regular reflections on both implicit bias and resiliency issues and will receive regular feedback from their advisors. 5. Students will receive peer feedback on their plans for developing a quality improvement project. |

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| <p>T= be TAILORED (personalized) to the different needs, interests, and abilities of learners.</p> <p><i>Carol Ann Tomlinson (2007) felt that teachers can differentiate instruction in four ways (1) through differentiated content, (2) through individualized process, (3) differentiated product and (4) through personalized learning environment.</i></p> | <p>CONTENT:</p> <p>CONTENT, PROCESS, PRODUCT, AND ENVIRONMENT: How will you tailor your content, process, product, or learning environment to tailor your unit to the different needs, interests, and abilities of your learners?</p> <ol style="list-style-type: none"> 1. Students will be in a longitudinal small group with a facilitator. This will allow growth of each student at their own pace. 2. Students with poor communication skills will be identified and will have additional skill development sessions. 3. Small groups sessions will be offered for students with lifestyle risk factors, stressors and depression. These sessions will be facilitated by a counselor specializing in resiliency. 4. Students will develop their own mission statements, personal statements and quality improvement projects. |
| <p>O= ORGANIZED</p> <p>(1) How will the unit be organized to help your students develop more effective Habits of Mind?</p> <p>(2) How will your unit be organized to allow your students to develop more effective technology skills?</p> | <p>ORGANIZED TO DEVELOP HABITS OF MIND How will the unit be organized to help your students develop more effective Habits of Mind?</p> <p>http://www.chsvt.org/wdp/Habits_of_Mind.pdf</p> <ol style="list-style-type: none"> 1. A major focus of this course is communication skills which will model listening with understanding and empathy. 2. Students will be in groups of students from all four years with a facilitator which will allow them to weigh options and gain perspectives from people with more experience in the field. 3. Students will design and develop their own quality improvement project. 4. Students will be expected to share personal opinions and feedings on topics that may be emotional charged and have ethical dilemmas. |
| <p>(3) How will your unit be organized to use technology to analyze student data and interpret the results to improve instructional practices?</p> | <p>ORGANIZED TO DEVELOP TECHNOLOGY SKILLS How will your unit be organized to allow your students to develop more effective technology skills?</p> <ol style="list-style-type: none"> 1. Students will develop a portfolio with reflective papers. 2. Students will utilize library databases for developing their quality improvement projects. 3. Students will complete the IHI Open School L101 module. |
| | <p>ORGANIZED TO USE TECHNOLOGY TO ANALYZE DATA: How will your unit be organized to use technology to analyze student data and interpret the results to improve instructional practices?</p> <ol style="list-style-type: none"> 1. Classroom response systems will be used to monitor student understanding throughout the course. 2. Match rate success will be analyzed with a qualtrics survey. 3. This class is intentionally pass/fail. |

UbD RESOURCES

1. Understanding by Design Professional Development Workbook.
by- Jay McTighe and Grant Wiggins
Association for Supervision and Curriculum Development
Copyright 2004
2. Understanding by Design
by Jay McTighe and Grant Wiggins
Association for Supervision and Curriculum Development
Copyright 2005
3. The Understanding by Design Guide to Creating High-Quality Units
by Grant Wiggins and Jay McTighe
Association for Supervision and Curriculum Development
Copyright 2011
4. The Understanding by Design Guide to Creating High-Quality Units
by Grant Wiggins and Jay McTighe
Association for Supervision and Curriculum Development
Copyright 2011
5. Understanding by Design Guide to Advanced Concepts in Creating and Reviewing
Units
by Grant Wiggins and Jay McTighe
Association for Supervision and Curriculum Development
Copyright 2011

OTHER RESOURCES

1. Tomlinson, C. A. (2007). Ministry of Education. Differentiated instruction teacher's guide: Getting to the core of teaching and learning. Toronto: Queen's Printer for Ontario.