

Standardization of SOWK 506.01

With your permission, I can do these items on Wednesday:

- Change the home page (import the other one from the Canvas blueprint)
- Remove the embedded syllabus and upload it as a PDF instead.
- Import the Getting Started module and all of the associated pages (while much of this information is already in the syllabus, this is intentional redundancy)
- Add a Welcome page for each module. The Welcome is an overview of the assignments and learning activities and you must include the learning objectives (matching the module-level objectives to the course-level learning objectives).
- Correct the dates for these assignments: Grant writing basics report, extra credit reading and summary for chapter 5 (both showing as 2018 not 2019???)

These items require your personal attention:

- In the syllabus and Getting Started module, link to your Canvas profile/bio (will you need to create a Canvas bio/profile)
- Create the content to add to each Welcome Page. Beyond the written welcome, you can also add a short video for each module? The Welcome is an overview of the assignments and learning activities and you must include the learning objectives (matching the module-level objectives to the course-level learning objectives).
 - All module activities should be related to the module-level learning objectives.
 - All assessments must be related to course-level learning objectives

See the following page for an SAMPLE Module Welcome

- In Modules 3-13, where are the Tao readings? I see the requirements but not the documents?
- There are several readings for Rubin and Babbin which:
 - Are posted by themselves on a page (the assignments could go in the welcome?)
 - Are unpublished?
- All Assignments should have a rubric that explains what constitutes good performance for the student (alternately, this will show them what kinds of deductions will be taken if they have missed something). Filling it out in Canvas might be easier? I am happy to help you write these!

See the last page for an SAMPLE Assignment Rubric.

Other issues to discuss/consider:

- Per QM standards, all courses are supposed to have a student/faculty introductions section (usually a threaded discussion), but this might not be necessary for a face-to-face class?
- You can use Canvas for your grade book to record and store all of your grades including the ones handed in as a paper document

Samples

SAMPLE Module Welcome

In this module students will explore the relationship between disasters and substance use. Disasters are often a psychological trigger that can impact persons actively using substances or in recovery. (CO #4 & 5)

Learning Objectives

After completing Module 8 you will be able to:

LO #1: Appreciate the impact that disasters have on those with alcohol and substance use issues.

LO #2: Apply the response framework to persons with alcohol and substance use issues.

LO #3: Identify community resources available to those in recovery post disaster.

LO #4: Recognize that substance use is not only a risk for victims but also responders.

Assignments/Tasks

- Read Chapter 8 (Baker & Cormier) (LO# 1, 2)
- Read the fact sheets on substance use (LO# 1, 4)
- Complete Module 8 Discussion Forum (LO# 3)

SAMPLE ASSIGNMENT RUBRIC (generated within Canvas)

Preparedness Plan			
Preparedness Plan			
Criteria	Ratings		Pts
<p>Family Description Accurate identification of persons to be included or impacted by plan</p>	<p>5.0 to >3.0 pts Competent Correctly described family, highlighting those who would need to be included in the preparedness plan</p>	<p>3.0 to >0 pts Developing Identified some family members but not all</p>	5.0 pts
<p>Information/Communication Accurately identified communication needs</p>	<p>5.0 to >3.0 pts Competent Correctly assessed and identified information needs and necessary component of a communication plan</p>	<p>3.0 to >0 pts Developing Did not identify many needs related to information and communication. Did not recognize multiple scenarios for communication.</p>	5.0 pts
<p>Supplies Correctly identified basic and specialized supply needs</p>	<p>5.0 to >3.0 pts Competent Correctly identified basic and specialized supply needs, taking in to consideration the household composition.</p>	<p>3.0 to >0 pts Developing Identified some but not all of basic and specialized needs. Did not recognize key needs that were represented by household members.</p>	5.0 pts
<p>Vulnerable Populations Correctly identified vulnerable populations</p>	<p>5.0 to >0.0 pts Competent Correctly identified all or most vulnerable populations represented</p>	<p>0.0 pts Developing Did not identify most populations represented</p>	5.0 pts
			Total Points: 20.0