



# AUT 2023 SPH Instructor Bootcamp

## Integrated Course Design Active Learning

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Associate Director of Experiential Learning PHGH Major  
Associate Teaching Professor  
HsPop

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Associate Teaching Professor  
DEOHS



# Dedicating our Session

Think about a person, population, purpose, pressing social justice issue, etc)

Bring this into focus in your mind

Take 3 cleansing breaths

Dedicate your learning to this

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Anju: My colleagues for always trying their best

Michelle: My students for trusting me in their journey

# Anjulie Ganti, MPH, MSW (she/her)

- Associate Teaching Professor, SPH
- Teaching Focus: applying theory to practice, developing a social justice lens, community practice
- Practice Areas: anti-racism and inclusion in social services, oral history
- Hobbies: knitting, organizing (other folx') closets, cooking and feeding folks



# Michelle Averill PhD RDN (she/her)

- Associate Teaching Professor
- Teaching Focus: Micronutrients, Evidence based practice for both Chronic and Acute Care Disease, bridging the gap between individual and public health focus
- Practice Areas: Clinical Nutrition, Interprofessional Education, Eating Attitudes, Biomedical Ethics, helping clinical providers look and value upstream solutions
- Hobbies: Hiking, brewpubs, camping



*Look for the truth in what you oppose and the error in what you espouse...*  
Nash, 2008

# Creating a Learning Community

This document offers an approach to how we will engage with each other.

The goal is to for each person to feel as comfortable as possible to share their thoughts and to be heard in the space.

## How we can hold one another...

- Be compassionate
- Don't throw people away
- Try to assume others' best intentions
- Inquire into others' views while inviting them to inquire into mine
- Practice "Calling in" before "Calling out"

## How we can hold ourselves...

- Be compassionate
- Don't give up on myself
- Try to "catch myself," when the OMG! microaggression escapes my face
- Assume that I will likely miss things that others see and I may see things others miss
- Become more and more tolerant of ambiguity
- Regard my views as a perspective onto the world, not the world itself
- Participate to the fullest of my ability
- Surface my feelings in such a way that I make it easier for others to surface theirs
- Be open to exploration and growth
- Agree to practice these skills outside of the classroom
- Understand that if I mess up, I need to step up to the repair work
- Be proud of my growth

## How we can hold our conversations...

- Acknowledge the offering and keep moving
- Speak with "I" and share *your* lived experiences
- Maintain trust and confidentiality of the current conversation and those that I might draw upon
- Strive towards deep listening and work hard to understand what others are saying
- Raise my views in such a way that I encourage others to raise theirs
- Listen actively – respect others when they are talking
- Know that collaboration, learning and growth depend on the inclusion of every voice
- Speak from my own experiences rather than generalizing (e.g. "us", "them")
- Respectfully challenge one another – ask questions and focus on ideas
- Extend the same listening to others I would wish them to extend to me
- Be cautious before using binaries (agree/disagree, yes/no, right/wrong) – tough questions and issues don't have a right or wrong answer
- Examine assumptions – don't assume others' identities, experiences, or perspective

# Session Goals

By the end of this session you will be able to:

- Use “integrated course design” as a framework to develop your courses
- Select active learning techniques that are best suited to your course design, learning objectives and teaching style
- Be excited to teach this year
- Believe that you are a good/great teacher



# Solowrite

## Prompts

- What are your teaching goals this year? (1-2 goals)
- What teaching skills do you want to learn? (1-2 skills)
- What resources do you already have to reach these goals and skills?
- What additional resources do you need to reach these goals and skills?





# Course Design and Active Learning

A strategy for getting to effective active learning:

1. Start with an integrated course design
2. As you prepare each lesson plan, then you can pepper in active learning techniques as your guided by your learning objectives for each session

We will share examples from our own classes

These classes are focused on preparing students for entry level practice



# Common approaches to course design

## Topics

Course is centered on predetermined buckets of content. The focus is on **foundational knowledge** in a discipline. (Traditional)

Pro: quick, organized, easier to write lectures and lesson plans

Con: focus on organization and delivery vs. quality of student learning

## Skills

Course is centered on what **transferable** skills that they can take with them in the future.

Pro: quick, organized, and emphasizes active learning

Con: may lack integration due to an overemphasis on active learning vs. quality of student learning

Fink, L. D. (2013). *Creating significant learning experiences*. John Wiley & Sons.

# Significant Learning Experiences

## Integrated Course Design (Fink, 2013)

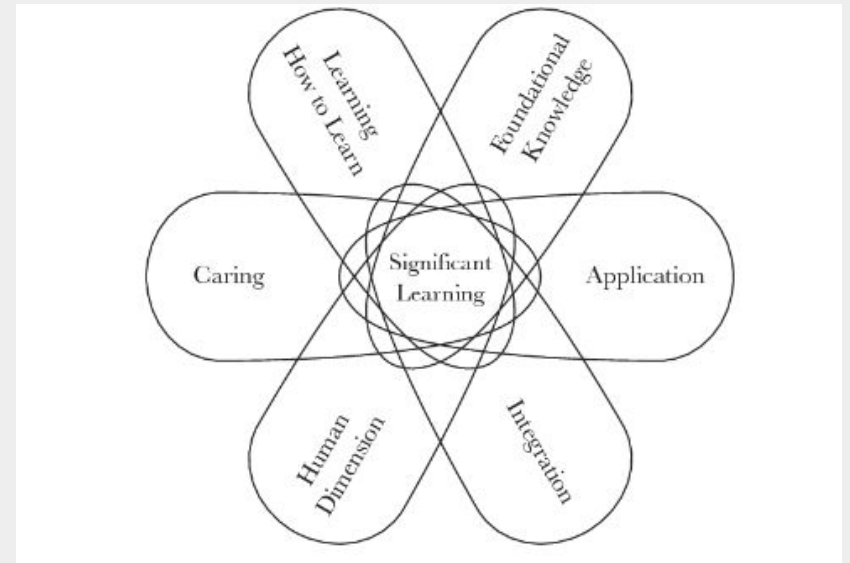
Foundational Knowledge	The needed basics (understand and remember)
Application	Critical thinking and needed skills
Integration	Draw the connections
Human Dimensions	Changing self, understanding and interacting with others
Caring	Feelings, interests, values
Learning How to Learn	Curiosity, resilience, self-directed learning



# Significant Learning Experiences Integrated Course Design (Fink, 2013)

Note the interactive nature of integrated course design and significant learning

Significant learning includes one of more these dimensions



# Michelle Averill Example Acute Care Nutrition

- Required to meet ACEND standards, prepare students to enter their “internship”
- Foundation knowledge on nutrient metabolism built in their first year, knowledge on acute care disease pathophysiology is new content.
- Their success in the course will be determined while they are in their clinical rotations, happen 1-2 quarters after they complete the course with me.
- Building Skills in critical thinking, application of knowledge, and nutrition care process are essential.
  - Oral Communication in high stress settings.
  - Clear, concise, specific written communication
  - Teamwork
  - Clinical Leadership Skills: self-directed learning, time, and information management, thoughtful approaches to how they show up



# Integrated Course Design

## Example in Acute Care Nutrition

**Foundational Knowledge:** Nutrition Support Options, basics of disease pathophysiology, requirements for practice. I often directly lecture on this content or provide pre-class learning module.

**Application:** Use cases from the prior cohorts clinical internship experience. These directly model (real world) cases they will see in their upcoming internships. Cases are provided after foundational material was provided in a lecture. Mock rounding scenarios and counseling sessions throughout.

**Integration:** Regular compare and contrast exercises, and bigger discussions around healthcare policy, ethics, transitions of care that connect to other curriculum. Explicit time for this 2-3 times in a quarter, moving away from the typical case scenario.

**Human Dimensions:** Invite students to share prior experiences, hopes and fears (example on fears related to calculations and errors in recommendations). Utilize Jamboard or shared google documents. This is done on the first day and throughout as new topics are introduced.

**Caring:** Understand how values and beliefs related to nutrition impact the way we approach care and how we communicate care. Example, ask students to find their position on a continuum the represents common viewpoints.

**Learning How to Learn:** Lots of metacognitive reflections, Create space for ambiguity and many correct answers, reliance on their cohort, assignments with minimal guidance and students are asked to find the solution independently (rubric provided)



# Integrated Course Design

## Example in Acute Care Nutrition (Michelle)

<b>Foundational Knowledge</b>	Nutrition Support Options, basics of disease pathophysiology, requirements for practice. I often directly lecture on this content or provide pre-class learning module.
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<b>Learning How to Learn</b>	Lots of metacognitive reflections, Create space for ambiguity and many correct answers, reliance on their cohort, assignments with minimal guidance and students are asked to find the solution independently (rubric provided)



# Integrated Course Design

## Ex: PHGH Service Learning Capstone (Anjulie)

<b>Foundational Knowledge</b>	Identify key social justice-oriented theories and frameworks needed as a public health practitioner. Understand service learning pedagogy and public health practice in CBOs. Develop professional skills.
<b>Application</b>	Evaluate which theories and frameworks apply to the populations served by the CBO; Assess how to center the asks of the CBO when completing the service learning project; Critique one's own positionality and professional skills sets; connect lived experiences and classroom learning to growth
<b>Integration</b>	Connect how one's social identities and lived experiences shape one's assessment of the project progress and how one works with colleagues; Recognize and articulate how and why structural racism impacts the population served by the CBO, AKA, why is this problem here in the first place?
<b>Human Dimensions</b>	Write reflection papers where students apply theories to their own lived experiences and social identity development; Engage in dialogues about one's social identity development and professional public health identity. Create a professional development plan that includes personal development
<b>Caring</b>	Link one's values and beliefs to their commitment to health of populations; discuss and write about why being in service to wellness is a core value of public health; respect and value the contributions of colleagues; practice self compassion (do your best); class motto
<b>Learning How to Learn</b>	Use class dialogue and reflection papers to identify how to improve one's own skills; identify the wealth embedded in each population; learn how to develop questions for further inquiry.





# Service Learning Motto



# Capstone Course Strange Bedfellows

Estuaries—where freshwater and saltwater merge (brackish water)—are among the most productive places for life to exist.

Capstone partnerships/projects are examples of such estuaries

Approach to:

- Curriculum development
- Connecting student relationships
- Applying theory to practice
- Self exploration
- Exploring the field of PH itself



Brackish waters of Salish Sea (Puget Sound of W. Washington)

# AUT 2022 Capstone Sites

## Lecture

**Tuesdays & Thursday 8:30 am- 9:20 am**

**Health Sciences Education Building, Room 325**

### **Section AA:**

#### **VPSI/DOH/SFD**

(Vulnerable Populations Strategic Initiative (VPSI); Department of Health (DOH); and Seattle Fire Department (SFD)  
Wednesdays  
10:00am - 11:20am,  
HSEB 427

### **Section AB:**

#### **WAWAC**

(WA West Africa Center)

Wednesdays  
11:30am - 12:50pm,  
HSEB 427

### **Section AC:**

#### **WSHS/LHB**

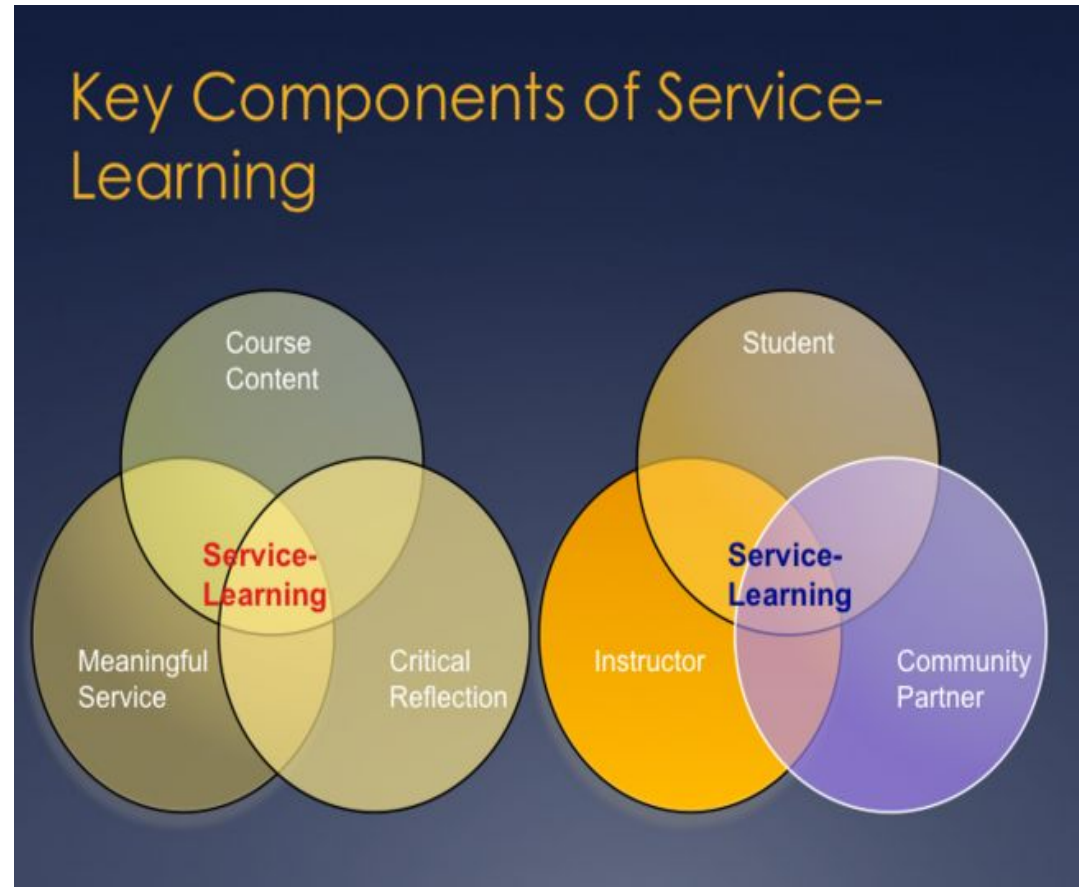
WA State Historical Society and Latinx Health Board

Thursdays  
10:00am - 11:20am,  
HSEB 427



# Service Learning Pedagogy (Music/Soundtrack)

- Course content
  - Applying equity centered theories to service learning/capstone projects
  - Readings
  - Assignments
- Meaningful service
  - Authentic relationships with CPs
- Critical reflection
  - Intergroup dialogue on social identities
  - Reflections
- Instructor + Community Partner
  - Co-develop lesson plans and instruction
  - Curriculum is responsive to student needs (via surveys, etc)



# Theories grounding the course (Dance Moves)

Critical Service Learning Pedagogy (Mitchell, 2012)

Integrating Theory and Practice Loop (Bogo, M & Vayda, E.,1998)

Critical Race Theory (Bell, 1970)

Intersectionality (Crenshaw, 1989)

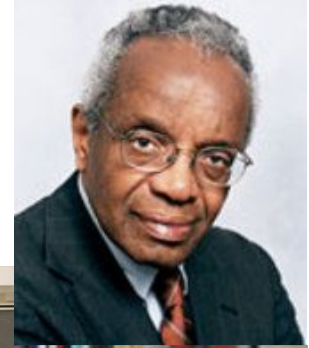
Racial Microaggressions (Sue, 2007)

ADDRESSING Model, Agent/Target Skills (Nieto, 2010)

Life Course Perspective (Thrope, et al, 2019)

Cultural Wealth Framework (Yasso, 2005)

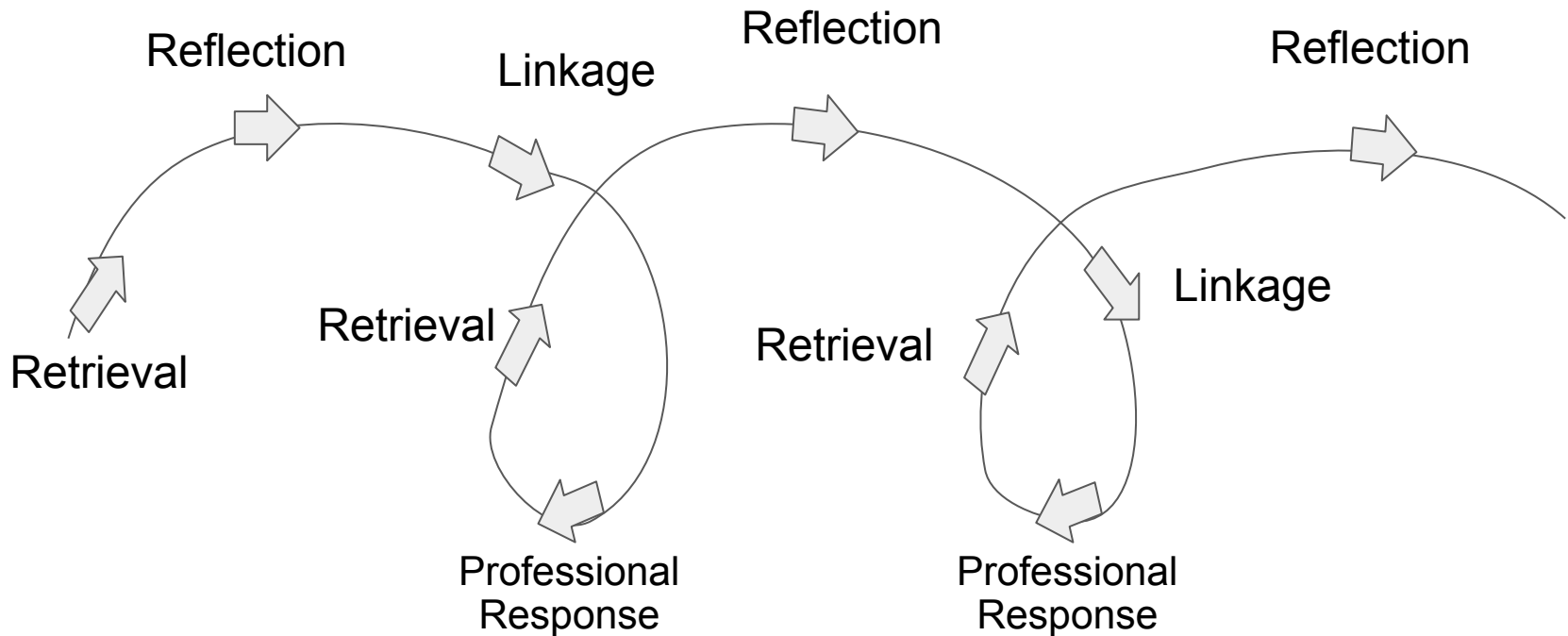
Importance of Relationship (Tenana, 2013)



# Practice of Field Instruction in Social Work

## Integrating Theory to Practice Loop (Choreography)

(Bogo, M & Vayda, E.,1998)



# Selecting Active Learning Techniques

Once you know the “how and why,” you can select activities

- Match them to your learning objectives and bloom’s level
- Your style matters!
  - Technology in the classroom (Poll Ev, etc)
    - Pro: students love it, great knowledge checks
    - Con: follow your plan, trust tech stuff, etc
  - “Under a tree” you might prefer “think, pair, share” or be more discussion based approaches
    - Pro: can get into higher order blooms discussions, can be spontaneous in class and be responsive to learning in the classroom
    - Con: less flashy and might be “too mushy” for students who like concrete answers



# Resources

[This slide deck](#)

[Ways to hold our work together \(community agreements\)](#)

[Active Learning Strategies](#) (list of approaches that cross references Blooms)

[Well-being for Life and Learning Guidebook \(PDF\)](#)

[Template and other course examples of Integrated Course Design](#)

