

Teaching and Learning (T&L) Activity **Planning** Framework<sup>1</sup>

This is a heuristic for *planning* a teaching-and-learning activity. For submitting your *final ideas to be published* on our Edmonds Community College Sustainability Website, please use the more specific format given below.

Introduction to Health Care

---

**Title:**

Shannon Trivett, Allied Health, Pharmacy Technician

---

**Developer's Name and Department/Discipline**

To understand social justice, systems thinking, the precautionary principle and health equity via critical thinking applications and scenarios in health care.

---

**Learning Goals and "Big Ideas":**

**As a result of engaging in your T&L activity, what do you hope that your students will know, understand, and be able to do? And what "big idea" in your discipline, and what "big idea" or topic in sustainability, is involved?**

Student discussion boards, interactive web sites, worksheets and critical thinking assignments

---

**Assignment and Assessment:**

**What assignment will indicate students' achievement of these goals and their understanding of the big ideas?**

Current health care systems and trends, Communication and Communication in the health care setting, Culturally competent care, Legal and ethical issues, Decision making in health care and Critical thinking in health care.

---

**Activities:**

**What will be the sequence of teaching-and-learning activities (in-class activities and/or homework) that will lead up to the final assignment/assessment?**

The Equity and Diversity Center, Allied Health Externships and/or Service Work

**Are there campus-based or community-based resources might you use?**

<http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English&group=&mgroup=>

<http://www.hrsa.gov/culturalcompetence/>

---

**Additional resources:**

**What readings, websites, films, or other resources are necessary for the T&L activities?**

---

<sup>1</sup> This planning framework is adapted from The Washington Center's Curriculum for the Bioregion Initiative and from the book *Scientific Teaching* and Diane Ebert-May's class "Pathways to Scientific Teaching" at Michigan State University.

Teaching and Learning (T&L) Activity **Submission** Framework<sup>2</sup>

Requested format for **final, published** curriculum ideas for the Edmonds Community College Sustainability Initiative Website.

1) **Abstract:** title of activity; your name and email address; your discipline/department; a paragraph-long overview of your integrative assignment. Be sure to mention what sustainability and disciplinary “big ideas” are involved.

**2) Introduction and Overview**

- a) Introductory information about context, rationale, and purpose for this activity. Context would include the type(s) of courses for which this activity would be appropriate.
- b) Timeframe: how much class-time, and/or how much of the course, this activity will require to carry out. Also, where you use this activity in the term: early, middle, late.
- c) The assignment: a brief description of the integrative assignment that includes both the “big idea” in your discipline and the sustainability “big idea;” also any skills or habits of mind you hope the activity will foster.

NOTE: Keep the number of the “big ideas” as low as possible to focus your activity and the student learning on the main, key ideas you want students to learn. Using only one idea in your discipline and one idea in sustainability is recommended.

**3) The actual teaching-and-learning activities:**

- a) a description of the set-up or preliminaries;
- b) the main learning activities; and
- c) the assignment task.

4) **Optional Assessment elements** --- if not already described in (3), describe how you will assess student learning in this assignment.

5) **Resources, if needed:** Community partners, websites, written material, videos/film, etc. Limit these to resources that support or extend this activity, not resources related to your entire course.

6) **Optional Teacher notes:** Any reflections or cautions, or special suggestions or observations related to the student learning you have observed.

---

<sup>2</sup> This submission framework is adapted from The Washington Center’s Curriculum for the Bioregion Initiative and from the book *Scientific Teaching* and Diane Ebert-May’s class “Pathways to Scientific Teaching” at Michigan State University.