Evaluate Sessions and Win!

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  - Complete session evaluation*

*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) $25 gift cards** will be awarded
Course Design and Facilitation Through the Disaster Life Cycle

Preparing for Post-Pandemic Social Work Education

Dr. Beverly Araujo Dawson, PhD, MSW and Renee M. Rawcliffe, LMSW
OLC Accelerate

September 2021
Learning Objectives

● Summarize the psychological and academic needs of students during the disaster life cycle.

● Describe and apply trauma-informed teaching and design strategies with an equity centered lens.

● Identify and evaluate the role learning design has in addressing systemic injustice and oppression.
DISPARITIES IN THE POPULATION AT RISK OF SEvere ILLNESS FROM COVID-19 BY RACE/ETHNICITY AND INCOME

Approximately 97 million American adults (43%) are at higher risk of illness from COVID-19.

American Indian and black adults are at higher risk than whites:
- Adults aged <65 years who are at higher risk include:
  - 42% of American Indians
  - 33% of blacks
  - 27% of whites

- Adults aged ≥65 years with additional risk factors beyond age include:
  - 69% of American Indians
  - 61% of blacks
  - 54% of whites

At least 25 million Americans living in low-income households are at higher risk.

Among those aged <65 years, 40% of low-income people are higher risk relative to 24% of those with higher income.

Drawing Parallels to Organizational and Situational Disaster Management Cycle
STUDENTS’ ACADEMIC NEEDS
Shared Traumatic Stress
Trauma Informed Teaching: What it means

Fallot and Harris (2001) identify five areas of focus and consideration for trauma informed teaching.

1. Insurance of safety
2. Establishing trustworthiness
3. Maximizing choice
4. Prioritizing empowerment
5. Providing a collaborative learning environment
Instructional Design and Social Justice
## Instructional Design Strategies

### Online Equity Rubric

<table>
<thead>
<tr>
<th>Factor</th>
<th>Incomplete</th>
<th>Aligned</th>
<th>Additional Exemplary Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F1: Technology access</strong></td>
<td>Technology needs aren’t clear, or issues related to technology access (devices, software, etc.) are not addressed.</td>
<td>All technology required for the course is listed and described in the course syllabus; each technology is listed in the learning unit that requires it; and resources for technology help are provided where appropriate (e.g., video tutorials, help desk info).</td>
<td>Offers alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology.</td>
</tr>
<tr>
<td><strong>F2: Diversity and Inclusion</strong></td>
<td>Nothing present that indicates that diversity is valued in the course.</td>
<td>Diversity is explicitly valued through the following: a diversity statement and/or course content and activities that acknowledge the importance of inclusivity.</td>
<td>Course content, activities, and instructor statements consistently demonstrate that diversity is valued in the course.</td>
</tr>
<tr>
<td><strong>F3: Images and representation</strong></td>
<td>Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation.</td>
<td>Images and representations are diverse, and/or the instructor acknowledges the lack of diversity and provides a platform for discussion around representations and stereotypes.</td>
<td>Images and representations reflect broad diversity, and course activities encourage students to analyze representations and stereotypes throughout the course.</td>
</tr>
<tr>
<td><strong>F4: Human Interaction Bias</strong></td>
<td>No acknowledgement of human bias is present.</td>
<td>Human biases are acknowledged, and there is information about mitigating, addressing, and handling bias in the class.</td>
<td>Instructor demonstrates self-reflection of their own biases, and course activities encourage ongoing learning about human biases.</td>
</tr>
<tr>
<td><strong>F5: Content Meaning</strong></td>
<td>There are no clear connections between course content and students’ lives.</td>
<td>At least three course activities require students to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives.</td>
<td>Multiple course activities require students to connect course content to their socio-cultural backgrounds and/or the socio-cultural backgrounds of others.</td>
</tr>
</tbody>
</table>

Equity Rubric developed as part of the Peralta Online Equity Initiative – rev. January 2019
Design by PCCD Office of Distance Education and Kevin Kelly, E&D
References


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