

## TEMPLATE MODULE

**Module Overview**

Share the week's learning objectives and explain activities and assessments.

**Lesson**

Organize content and provide context for how lecture recordings and readings prepare students for graded activities.

**Discussion**

A place for students to interact, problem solve, and share ideas.

**Quiz**

Provide students a chance to check their content knowledge.

**Assignment**

Post directions and submission requirements for student assessment.

## ▼ Module [Number]: [Title] [Dates]

**Module X: Overview****Module X: Lesson****Discussion: [Topic]****Quiz: [Title]****Assignment: [Title]**

## CUSTOMIZED MODULES

**Text Headers**

Text header added to module for visual separation of content from assignments.

**Module Titles**

Added the week's dates in the module line, and placed title for the week's topic on the Overview page.

**Live Online Classes**

Copied the Lesson page and customized to provide students an agenda and resources they will need during live online classes.

## ▼ Module 1 - May 15-18 (Asynchronous)

**Module 1: INTRODUCTION TO THE COURSE A****Module 1: Lesson****ASSIGNMENTS****Introduce Yourself (Student Discussion Forum)**

May 18, 2099 5 pts

**Course Overview Quiz**

0 pts

## ▼ Module 2 - May 19-25 (5/25 Class Meeting)

**Module 2: MODELS OF CRITICAL THINKING A****Module 2: Lesson****CLASS MEETING****5/25 Class****ASSIGNMENT****Rank your Foiles case**

May 24, 2099 5 pts

## TEMPLATE OVERVIEW

## Introduction

The template prompt reminds you to contextualize learning for the module.

## Objectives

Module learning objectives help students prioritize key skills and concepts in order to prepare for assessments.

## This Week

Provide a detailed list of the module tasks so students know what's expected before they start their work.



## Introduction

[insert a short paragraph overview of concepts introduced here with prior learning in the course.]

## Objectives

- [Insert learning objectives for this module]

## This Week

During this week we will [insert summary of lesson session (if applicable), discussions, quizzes, assignments, and considerations for the week.]

READ AND WATCH all content on the [Module 3 Lesson]

POST to the [Discussion: Topic].

TAKE the [Quiz: Title].

SUBMIT the [Assignment: Title].

## CUSTOMIZED OVERVIEW

Revise template language to match the instructor's usual course terminology.

Module 3: IT'S NOT JUST "THEM" – HOW ARE SOCIAL WORKERS INFLUENCED AND WHAT'S OUR IMPACT?



## Introduction

In the last two weeks, we started by reviewing concepts of critical thinking, then applied critical thinking as we started to dig in systems theory. Inherent in systems theory and systems thinking in social work is recognition of systems of privilege and oppression. In the United States, a dominant system of privilege and oppression is white supremacy, which we started to learn about with Tema Okun's article, episode 1 of the Seeing White podcast, and application of these principles to the MacFarlane opinion article.

This week we learn more about systems theory and group work. This will prepare you for the main assignments of the course, which lead to you defining a problem, selecting an intervention, and creating a plan to implement that intervention.

## Objectives

Students will meet course goals:

- Review and apply systems theory
- Explain what is necessary for a task group to work well
- Begin work as a group

Students will meet program goals:

- SP: Interpret how social workers are influenced by and influence clients, communities, and organizations

## Module Preview

Please find the following activities in [Module 3](#)

Read, Watch & Listen: Module 3 Lesson (Fernando; Berman-Rossi; Ross)

Discuss: Group Formation

## Introduction &amp; Objectives

Provided students context for the week's learning and specified the module learning objectives.

## Module Preview

Also provided students a preview of their module to-do's.

## TEMPLATE LESSON

## Module X: Lesson



## Lectures

[Insert lecture title]

[Optionally, insert lecture summary and/or contextual information that connects concepts to learning in previous modules]

[insert video here]

## Supporting Materials

- [insert link to slides, handouts, etc.]

[Insert lecture title]

[Optionally, insert lecture summary and/or contextual information that connects concepts to learning in previous modules]

[insert video here]

## Supporting Materials

- [insert link to slides, handouts, etc.]

## Readings

[Optionally, insert key points and/or contextual information that connects concepts to learning in previous modules]

- [insert readings]

## Text Prompts

The template provides prompts inside brackets as a guide while you build ICON content.

## Module Readings

Notice that the instructor has provided guidance for an article the helps students focus on the most salient pages.

## Customized Content

Instructor has reordered the content sections and added a Listen section.

## CUSTOMIZED LESSON

This page provides students all the content they need to review for the module.

## Module 3: Lesson



## Read

Article:

- Fernando, R. (2018). [I love the profession, but hate where I work: Remembering the value of organizations in social work practice](#). [↓](#) *Reflections: Narratives of Professional Helping*, 24(1), 45-55.

Task Groups and Coalitions:

- Berman-Rossi, T. (1993). [Empowering groups through understanding stages of group development](#). [↗](#) *Social Work with Groups*, 15 (2-3), 239-255.
- Ross, H. & Ghadbian, W. (2020). [Turning Towards Each Other: A Conflict Workbook](#) [↗](#).
  - Especially p26-28; 33-41.
  - This is a lengthier reading/activity; feel free to familiarize yourself with the content and use the workbook as needed. Preparing yourself for the inevitable conflict of working as a group, and developing effective strategies to work through conflict, is critical to your group's success and also to future leadership practice.

## Watch

Ecological systems theory



## Listen

Seeing White Episode 2: How race was made <https://www.sceneonradio.org/seeing-white/> [↗](#)

## ONLINE COURSE MODELS

[Distance and Online Education](#) (DOE) has partnered with Julia Kleinschmit, Clinical Professor in the School of Social Work, to share her customization of the DOE ICON Template modules as shown above.



**LEARN MORE →**

See the DOE [Online Course Models](#) webpage to hear more about Julia's story.

