Creating Meaningful Learning Experiences in Substance Abuse Courses

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Learning Objectives for Today

- Importance of assignments that demonstrate application and integration
- Collaborative process of civic engagement and policy development
- Project design, deliverables, and outcomes for this project
Overview of Presentation

- Meaningful Learning Experiences
- Collaborative Process of Civic Engagement & Policy Development
- Project Design, Deliverables, & Outcomes
Creating Meaningful Learning Experiences

Taxonomy of Significant Learning (Fink, 2003 p. 30)

- Foundation Knowledge
- Application
- Integration
- Human Dimension
- Caring
- Learning How to Learn
Foundation Knowledge

- Substance Abuse specific content knowledge acquired over four courses
  - Substance Abuse
  - Case Management
  - Counseling Substance Abusers I
  - Counseling Substance Abusers II
# Application & Integration

<table>
<thead>
<tr>
<th>APPLICATION</th>
<th>INTEGRATION</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Connecting</td>
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<tr>
<td>Thinking</td>
<td>Ideas</td>
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<tr>
<td>• Critical, creative and practical thinking</td>
<td>• People</td>
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<tr>
<td>Managing Projects</td>
<td>• Realms of life</td>
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<tr>
<td>HUMAN DIMENSION</td>
<td>CARING</td>
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<td>Learning about oneself and others</td>
<td>Developing new feelings, interests and values</td>
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<td>• Self-reflection</td>
<td>• Professional values &amp; ethics</td>
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<td>• Empathy</td>
<td>• Not seeing substance users as others</td>
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<td>• Compassion</td>
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Learning How to Learn

- Becoming a better student
- Inquiring about a subject
- Self-directing learners
  - Useful in future to engage in Evidence-Based Practice
Some Helpful Teaching Approaches

- Putting the subject matter in the middle of the classroom (Palmer, 1998)
- Learner on a journey of self-authorship, wherein the student develops their beliefs and connections to the course material (Baxter Magolda, 2001)
- Benefits of cooperative and team-based learning including self-esteem and achievement (Steiner et al., 1999)
Team-Based Learning

- Nurtures the development of high levels of group cohesiveness (Michaelsen, 2004 p. 27)
- Vast majority of class time is used for application focused team assignments
- Instructor’s role shifts from dispensing information to designing and managing instructional process
1. Groups must be properly formed and managed
2. Students must be made accountable for their individual and group work
3. Group assignments must promote both learning and team development
4. Students must have frequent and timely performance feedback (Michaelsen, 2004 p. 28)

Four Essential Principles of Team-Based Learning
Meaningful Learning Experiences

Collaborative Process of Civic Engagement & Policy Development

Project Design, Deliverables, & Outcomes
Collaborative Process of Civic Engagement & Policy Development

Current Splintered Approach

- Those trained in addiction specific knowledge need to get involved in prevention (Miller et al., 2011)
- Prevention is often lead by school officials or police officers with limited addiction knowledge
- Connecting policy to practice for students
- Advocacy and the human dimension
Meaningful Learning Experiences

Collaborative Process of Civic Engagement & Policy Development

Project Design, Deliverables, & Outcomes
<table>
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<tr>
<td>AOD Committee Presentation</td>
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<tr>
<td>Review of Literature on EBP</td>
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<td>Integration of previous knowledge &amp; Literature/EBP</td>
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<tr>
<td>Written assignment</td>
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<td>Presentation to AOD Committee &amp; Discussion</td>
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<td>Grading Rubric</td>
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During class on Thursday February 13th, members of the Ramapo College AOD Committee will make a presentation on the AOD Prevention Plan for the college. In addition, a document with the identified four goals and 12 objectives is posted on Moodle for your review. You should have read this document before the presentation and bring any questions you may have about it to the AOD presentation.

Completion of this assignment requires two deliverables:
A written document critiquing the AOD prevention plan using evidenced-based/best practices that are rooted in current research, and
An oral presentation on April 21st outlining the points of your written paper

Specific guidelines for both the paper and the presentation are as follows:

Part I
Search the literature for evidence-based, best practices, or current peer reviewed research that addresses the four goals and 12 objectives encompassing the AOD Prevention Plan
Critique the AOD Prevention Plan using the literature you have found
Remember to use critical thinking and every point must be supported with evidence from the literature
Use APA format for your paper’s format, citations, and references

Part II
Drawing on your expertise as a Ramapo College student who is entrenched and well versed in the student culture, answer the following questions:

Given all that you know about the student culture at the college, what do you think are the most significant barriers to the success of this plan? Explain in detail.
Again drawing on your expertise as a Ramapo College student, what do you think will work? Include any parts of the existing plan that you think will be successful as well as any new ideas you have.
AOD PREVENTION GOALS

- Goal 1: Reduce alcohol violations
- Goal 2: Mitigate Tuesday night drinking culture
- Goal 3: Reduce marijuana violations
- Goal 4: Provide high quality AOD education
Characteristics of Tuesday Night Drinking of Concern

- Compared to students who drink on Friday nights, Tuesday night drinkers are more likely to engage in high-risk drinking behaviors and less likely to use protective behaviors.
## Characteristics of Tuesday Night Drinking of Concern

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<tr>
<th>HIGH RISK BEHAVIORS</th>
<th>PROTECTIVE BEHAVIORS</th>
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<td>Choosing a drink containing more alcohol</td>
<td>Pace drinks</td>
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<tr>
<td>Pre-gaming</td>
<td>Alternate drinks</td>
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<tr>
<td>Doing shots</td>
<td>Monitor BAL</td>
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INITIATIVES THAT TARGET THE TUESDAY NIGHT DRINKING CULTURE

- Increase in late night programming (10pm-2am)
  - After Dark Program
  - Center for Student Involvement (CSI)
  - J. Lee’s late night
  - Linden Hall Coffee House
  - Late night at the Bradley Center
Alternative programs—interventions that included the provision of positive activities more appealing than drug use

Research found that alternative programs overall were less effective than peer programs (Komro & Toomey, 2002)

According to a 2008 survey of 1,400 randomly selected two- and four-year institutions, nearly 90% of institutions sponsor substance-free events (DiFulvio & Akinola, 2008).
Penn State found that their late night participants were significantly less likely to heavily drink (Maney et al., 2002).

University of Michigan found that attendees of UMix Late Night drank less than the general student population (Robinson & Janevic, 2008).
Student Suggestions for Change

- Community based late night events: Late night local movie theater
- Student driven programing
- Community style of security
- Student engagement in AOD policy
- Addressing the myths
Grading Rubric

Clear and Concise Writing: Demonstrates clearly stated ideas, organized into paragraphs with linking statements that are grammatically correct

Paper in proper APA format

Provided a thorough critique of the AOD Prevention Plan

Demonstrates an understanding of how to identify and integrate information from current evidence based literature

Supported all points with evidence from the literature

Demonstrated critical thinking throughout the paper

Identified barriers to the implementation of the plan and thoroughly explained reasoning

Identified new ideas, approaches, or strategies to achieve plan goals

Thoroughness of oral presentation
Content Knowledge Synthesized by Students

- Type of Prevention: Universal, Selective, Indicated
- Knowledge of Substance Use among college students
- Best Practices specific for this age group and setting
Skills Exemplified by Students

- Research and its application
- Team-Based Learning
- Critical Thinking
- Advocacy
Take Away for Students

- Connection between practice and policy
- Applying and Integrating content knowledge
- Human dimension and Caring piece of learning and practice
- Becoming life long learners


