***Friday Sep. 6***

Students will be applying the basic pharmacology learned in the previous module to come up with a ‘guilty’ or ‘innocent’ verdict for a real life (anonymized) DUI case. They will be asked to provide expert testimony based on the individual’s toxicology results. Non-science faculty would make excellent ‘jurors’ for students to communicate the pharmacological evidence!

Pedagogy featured: interdisciplinary application of scientific concepts, engaging in difficult conversations, respectfully disagreeing, communicating technical topics to lay audiences

***Wednesday Oct. 2***

Students will work in groups to analyze and discuss medical case studies related to previous course content. As this course uses a form of specifications grading, students will likely be preparing for different assessments at this point and thus focusing on different aspects of the case studies within each group. This requires groups to work as a team to make sure that everyone is getting what they need out of the discussions and ensuring that nobody is left behind.

Pedagogy featured: practical implementation of specifications grading, medical application of basic science

***Friday Oct. 18***

We will be debriefing from a guest speaker (a Xavier graduate who is now a community pharmacist studying type II diabetes). I will be ensuring that students got the information for the SLO’s from the guest speaker while they discuss and analyze medical case studies. As this course uses a form of specifications grading, students will likely be preparing for different assessments at this point and thus focusing on different aspects of the case studies within each group. This requires groups to work as a team to make sure that everyone is getting what they need out of the discussions and ensuring that nobody is left behind.

Pedagogy featured: practical implementation of specifications grading, medical application of basic science, ensuring SLO coverage from a guest speaker

***Friday Nov. 1***

Each group (about 5 students) will be asked to construct and submit a rubric that I will use to score their final writing projects. They will be given blank templates and a list of elements of good writing from a book, but are free to add elements or remove some. By doing this, students are given ownership over their writing. They are being asked, many for the first time, to analyze what good writing is and what their expectations for themselves are before they being writing. Groups will be asked to consider the weight of each element on their rubric. For example, which is more important, good writing or solid scientific content? I will then ask them to consider equity issues in scholarly writing and make sure that their rubric accounts for people with different cultural linguistic backgrounds.

Pedagogy featured: Student autonomy, student ownership of work, equity in writing assessment, student autonomy in writing

***Wednesday Nov. 6***

We will be learning about the pharmacology opioid use disorder in the historical context of the opioid epidemic. Students will be asked to critically evaluate why each opioid contributed to the epidemic and discuss the pharmacology of the drugs available to treat opioid use disorder. Special attention will be given to the language we use when we talk about this sensitive topic (examples include the stigma and emotions associated with words like addition, addict, misuse, and diversion, as well as the recent switch from ‘medication-assisted treatment’ to ‘medications for opioid use disorder’).

Pedagogy featured: engaging with controversial topics, discussion of difficult topics, respectfully disagreeing, interdisciplinary application of science, discussions of equity in healthcare, discussions on the power and importance of language

***Monday Dec. 2***

Students will engage in structured peer review of their final papers for the course. We will work on providing constructive feedback in a kind and productive way. They will be asked to use the rubrics they generated in groups previously, which asks them to again critically analyze the elements of good writing in an equitable way.

Pedagogy featured: structured peer review, equity in writing assessment, student ownership over writing, student autonomy in writing