

Course Definition Document

Course Information

All content developed by ASAM must be based on evidence accepted in the healthcare professions; conforms to the generally accepted standards of experimental design, data collection and analysis; and does not promote recommendations for which the risks or dangers outweigh the benefits, and/or recommendations which are not known to be ineffective in the treatment of patients.

Course Name:	Development Start Date:	Target Delivery:	Recommended Revision Date:
Course Format: ☐ Live In-Person Course ☐ Live Online Course/Webinar ☐ Self-Paced Enduring Material ☐ Blended Course			
Faculty:	Email:	Phone:	
Course Manager:	Other Team Members:		
Is this a revamp of a previous course? If so, which items need to be changed? (i.e., planners, teachers, infrastructure, methods, resources, facilities, interventions) ☐ Yes ☐ No Comments:			
Target Audience In the space below, please describe your target audience for the course. Consider the following questions when identifying your target audience: What is the educational background of your learners? What information and skillsets will your audience need? What are your learners' technical requirements and limitations? What are the learning preferences of your audience? ☐ Physicians (MDs) ☐ Physicians (DOs) ☐ Physician Associates ☐ Pharmacists and Pharmacy Technicians ☐ Nurses (RN, LPN, etc.) ☐ Nurse Practitioners ☐ Social Workers ☐ Psychologists ☐ Counselors – <i>If enduring, pilot testing is needed.</i> ☐ Addiction Educators ☐ Students ☐ Other			

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STEP 1. Scope of Work

Which competencies will this activity be developed in the context of?

Accreditation Council for Graduate Medical Education (ACGME) Competencies

- ☐ Patient Care and Procedural Skills
- ☐ Medical Knowledge
- ☐ Practice-based Learning and Improvement
- ☐ Interpersonal and Communication Skills
- ☐ Professionalism
- ☐ Systems-based Practice

Institute of Medicine (IOM) Competencies

- ☐ Provide patient-centered care
- ☐ Work in interdisciplinary teams
- ☐ Employ evidence-based practice
- ☐ Apply quality improvement
- ☐ Professionalism
- ☐ Utilize informatics

Interprofessional Education Collaborative (IPEC) / Joint Accreditation

- ☐ Values / Ethics for Interprofessional Practice
- ☐ Roles / Responsibilities
- ☐ Interprofessional Communication
- ☐ Teams and Teamwork

Practice Gaps

In the space below, describe the educational needs or areas of professional practice gaps of the learners on which the course is based. What are the pain points that this course will address?

- [List and describe practice gap here.](#)

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Change in Learners and Healthcare Teams

In this course, what are we aiming to change in relation to learners and healthcare teams?

- ☐ Knowledge
- ☐ Skills/Strategies
- ☐ Performance

Overcoming Barriers to Implementing Change

Are there known barriers to consider when thinking about how learners and/or their healthcare team can implement the strategies/skills you are teaching in this course?

- ☐ Yes
- ☐ No

If yes, what strategies can we teach in this course to help remove, overcome, or address barriers to implementing changes in their skills/strategies or performance for their practice and/or their healthcare team?

- Describe strategies to remove, overcome, or address barriers to implementing changes.

Answers to 5Ws

In the space below, please describe the 5Ws of the course. This information will be used to market and promote the course to the intended target audience.

- **Who:** Who is this course designed for?
- **What:** What will you learn?
- **When:** When will it be offered?
- **Where:** Where will it be offered?
- **Why:** Why should you take this course?

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STEP 2. High-Level Design

Course Description

In the space below, please provide a brief description of the course so that learners can quickly gauge its scope and content and be aware of any prerequisites; the description listed here will be used for promotional purposes.

Course Learning Objectives

In the space below, please write your course learning objectives. Course learning objectives should **describe what the learners will be able to do after completing this course**. To ensure proper coverage, align to the appropriate ASAM Competencies above. Then, designate the level of Bloom's Taxonomy (using the Learning Objectives document from the Course Creation Toolkit).

Course Objectives <i>(By taking this course, learners will:)</i>	Bloom's Taxonomy Level
1. Learners will...	Align to Bloom's level
2. Learners will...	Align to Bloom's level
3. Learners will...	Align to Bloom's level
4. Learners will...	Align to Bloom's level
5. Learners will...	Align to Bloom's level

Insert rows for additional learning objectives, as appropriate.

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STEP 3. Bird's Eye View

Use this worksheet as a brainstorming tool to capture the essence of each module: the learning challenge(s) of focus; the assessment that enables learners to demonstrate target skills; the expected struggles novices will face; and the grey areas posed by the learning challenge at hand that will make for lively discussion and debate. Completing this worksheet will enable you and your Course Manager to collaborate in designing an authentic and compelling learning experience for your learners and identify opportunities to effectively leverage technology to highlight the most critical course content.

Module #	Learning Challenge/Focus	Target Skills	Real world assessments to demonstrate target skills	Anticipated struggles for target audience working on this assessment	Interesting "grey areas" worthy of debate/discussion
<i>Guidance on how to approach each column...</i>	<i>Focus on the "hard part" of doing this task in real life. Why is it worth exploring for learners?</i>	<i>What will the learner be able to do after completing this module? Avoid the temptation to say what they should "know" or "understand". Instead, focus on application of skills.</i>	<i>What assessments would allow the learner to demonstrate mastery of the target skill(s)? This should be a task that is commonly performed by practitioners in the field of study (and, ideally, one that is challenging to novice and perhaps even expert practitioners).</i>	<i>Based on your experience teaching this content to learners in the past, where do they consistently struggle and/or encounter challenges? Why? Consider any misconceptions that novices have that may cause them to struggle.</i>	<i>Where do experts in the field differ on this topic and why? What are controversial aspects in this area of study? Ethical, social, moral, etc.</i>
1					
2					
3					
4					
5					

Insert rows for additional modules, as appropriate.

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STEP 4. Module Outline

In the table below, please provide a working title for each module, write a brief description of what you plan to cover in that module, note the course learning objective(s) (from table above) that module aligns with, and estimate the time it will take a learner to complete the module.

Module	Module Title	Key Topics	Module Description	Course Learning Objective Alignment (#)	Learning Activities	Assessment Strategy	Learning Resources / Media	Estimated Time to Complete (# hours)
1.	Fill in module title.	Fill in main/subsidiary topics, themes, concepts etc.	Fill in module description.	Fill in # of relevant course learning objective(s).	Fill in learning activities to support learner's mastery of objectives. For live activities, describe how learners of multiple professions can talk to each other and learn about different roles? For enduring materials, describe how the content helps learners understand the roles of the different professions.	Fill in formative and summative assessments to track progress and evaluate learners.	Fill in instructional materials and resources, including media elements.	Fill in # estimated time to complete module

Insert rows for additional modules, as appropriate.

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Assessment Strategy

In the space below, please describe how you plan to assess whether learners are achieving the course learning objectives. Assessments may include, but are not limited to, group and/or individual projects, presentations, and tests. **Please note that MOC requires 3 quiz questions per 1 hour of educational content.**

- [List and describe assessment strategy here.](#)
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