

Lesson Plan - CEFS 546 Psychopathology

Rationale for lesson: To provide detail on an evidence-based therapy model used with adolescents with ODD, CD, SUD; linkage to diagnosis and case conceptualization skills; importance of using empirically supported treatment in “real world” settings.

Time allotted	Teaching Activity	Resources Needed	Rationale
4 minutes	Introduction of topic with learning outcomes; definition of evidence-based practices; engage group feedback on definition of EBP	PowerPoint with slides 1-2 ; learning outcomes	Overview of presentation; definition of EBP to ground presentation
4 minutes	General description of MST to provide context e.g. what is the treatment model, what population is it used with	PPT slide #3	Students need to have a general overview of the model before delving into the theory, research behind the model
3 minutes	Review the inclusion and exclusion criteria for MST	PPT slide #4	Link to case conceptualization skills in reviewing criteria
4 minutes	Discuss Bronfenbrenner’s model; give example of how this model is bi-directional	PPT #5-#6	Important for students to understand the theory behind the model; link to systems approach
4 minutes	Ask class to discuss their ideas on predictors for delinquent behavior	PPT #7	Generate class discussion, introduce research on delinquent youth
4 minute	Share information on how MST is implemented; ask class to offer reasons why MST caseloads are small	PPT #8	Important for class to understand how MST is delivered in the community
5 minutes	9 principles of MST are reviewed; large group learning activity to identify client driver’s for substance use	PPT #9; white board to do experiential activity	Deeper dive into an understanding of procedures in the treatment model; experiential exercise to facilitate understanding of MST procedure

	and avoidance of further legal issues		
1 minute	Quotes from the community that highlight effectiveness of MST locally	PPT #11-12	Reinforces that treatment works with local families

You will bring a hard copy of your lesson plan with the grading rubric pasted below it for me and each member of the class. You will give it us to review and use to provide you with feedback when it is your turn to present

Lesson Plan Rubric (50 points)

Lesson Plan Area	Unsatisfactory (0-10 pts)	Below Average (10-20pts)	Average (20-30 pts)	Good (30-40 pts)	Excellent (40-50pts)
Description					
Comments					
Learning Outcomes					
Comments					
Resources					
Comments					
Class Knowledge					
Comments					
Strategies					
Comments					
Timeline					
Comments					

Teaching your lesson

Here is where you put together what you've learned from the class readings and our class time about instructional design. I expect you to include some type of active learning strategy that fits with your learning outcomes for the lesson. The lesson should not be just 30-minutes of lecture. We need to do something!

Analyzing Feedback on Your Lesson

Your classmates and I will give you anonymous feedback about your presentation on the Grading Rubric so you can apply it to your final presentation.

Post-Intensive Lesson Plan and Teaching Demonstration

After the intensive, you will develop one more lesson plan and teaching demonstration like the one you created during the intensive week. This will relate directly to week 2 or 3 of your course calendar of your syllabus and be in a counseling-related context. If you like these demonstrations, save them in case you need them for your portfolio and potential interviews.

Criteria	Exceeds Expectations (Very Good) 100%	Meets Expectations (Satisfactory) 90%	Below Expectations (Fair) 80%	Does Not Meet Expectations (Poor) Below 80%
Knowledge of Subject Matter	Demonstrates above average knowledge of the subject matter.	Demonstrates adequate/ average knowledge of the subject matter.	Demonstrates below average knowledge of the subject matter.	Demonstrates a very poor knowledge of the subject matter.
Poise & Confidence	Demonstrates an above average display of poise and confident demeanor while presenting the lesson.	Demonstrates an average display of poise and confident demeanor while presenting the lesson.	Demonstrates a below average display of poise and confident demeanor while presenting the lesson.	Demonstrates a very poor display of poise and confident demeanor while presenting the lesson.
Creativity	Demonstrates an above average ability to use creative and effective teaching methods during the lesson.	Demonstrates an adequate/average ability to use creative and effective teaching methods during the lesson.	Demonstrates a below average ability to use creative and effective teaching methods during the lesson.	Demonstrates a very poor ability to use creative and effective teaching methods during the lesson.
Voice	Speaks using an above average volume level and with clarity. Also speaks without using repetition of words or phrases.	Speaks using an adequate/average volume level and with adequate clarity. Also speaks without using many repetitious words or phrases.	Speaks using a below average volume level and is difficult to understand. Speaks using many repetitious of words or phrases.	Speaks using a poor volume level and is very difficult to understand. Speaks using many repetitious words or phrases.
Eye Contact with Class	Demonstrates an above average ability to maintain eye contact with the class/ audience throughout the lesson.	Demonstrates an adequate/average ability to maintain eye contact with the class/ audience throughout the lesson.	Demonstrates a below average ability to maintain eye contact with the class/ audience throughout the lesson.	Demonstrates a very poor ability to maintain eye contact with the class/ audience throughout the lesson.
Evidence of	Demonstrates	Demonstrates an	Demonstrates a	Demonstrates a

	execute the lesson.	lesson.	execute the lesson.	execute the lesson.
Orderly Sequence	The logical progression of the lesson topics is demonstrated with above average mastery. The lesson easily flows well from topic to topic.	The logical progression of the lesson topics is demonstrated with average/adequate competency. The lesson adequately flows from topic to topic.	The logical progression of the lesson topics is demonstrated with below average competency. The lesson does not adequately flow from topic to topic.	The logical progression of the lesson is demonstrated with poor competency. The lesson does not adequately flow from topic to topic.
PowerPoint or other visuals (Dry Erase Board, handouts, etc.)	Excellent application of visual and organizational principles in material presentation	Adequate application of visual and organizational principles in material presentation	Below average application of visual and organizational principles in material presentation	Poor application of visual and organizational principles in material presentation
Comments on Didactic Aspects				
Setting Up Active Learning Exercise or Demonstration for class	The future professor shows above average ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels natural to the lesson.	The future professor demonstrates average ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels acceptable to the lesson.	The future professor demonstrates below average ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels unnatural to the lesson.	The future professor demonstrates poor ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels very unnatural to the lesson.
Implementation of Active Learning Activity or Demonstration for class	The future professor has an above average ability to effectively implement the active learning activity or demonstration.	The future professor has an adequate/average ability to effectively implement the active learning activity or demonstration.	The future professor has a below average ability to effectively implement the active learning activity or demonstration.	The future professor has a very poor ability to effectively implement the active learning activity or demonstration.

Demonstration with the class	average ability to process the active learning exercise or demonstration for the class.	average ability to process the active learning exercise or demonstration for the class.	average ability to process the active learning exercise or demonstration for the class.	ability to process the active learning exercise or demonstration for the class.
Comments on Active Learning Activity or Class Demonstration Aspects				

