

Case Study: The psychology of smoking

I. Audience profile

Young college graduates

II. Learning outcome

Sensitise the young adult at-risk population on the harmful effects of nicotine, which will help drive nicotine cessation.

III. Training need

Interactive and engaging eLearning module on nicotine awareness and called **The psychology of smoking** that multiple colleges can offer to their student population during Nicotine Awareness Week.

IV. Content

According to the Centers for Disease Control and Prevention (CDC), cigarette smoking causes more than 480,000 fatalities in the United States each year, including 41,000 deaths from second-hand smoke. As a result, tobacco is the leading preventable cause of death and disease in the United States. Tobacco usage is responsible for over 7 million deaths worldwide each year.

Cancer, heart disease, stroke, gum disease, asthma and other chronic respiratory problems, and Type-2 diabetes are all linked to smoking. According to the CDC, about 14% of individuals in the United States smoked cigarettes in 2017, and roughly 7 out of 10 said they wished to quit.

People suffering from depression, anxiety, and other mental illnesses are far more prone to smoke than the general public. While smoking can be used as a coping mechanism in some cases, it is not a genuine treatment for any mental illness.

Nicotine addiction, also known as nicotine dependence or cigarette addiction, commonly begins in adolescence. Most smokers have friends or family members who do as well. The younger a person is when he or she first starts smoking, the more likely he or she is to get hooked on nicotine, a substance present in tobacco.

Nicotine might temporarily distract you from negative feelings. However, once a smoker becomes addicted to nicotine, they may endure physical and emotional withdrawal symptoms that can persist for days or weeks, making quitting extremely difficult. Many nicotine addicts continue to smoke despite knowing that it is harmful to their health.

Even though cigarettes are no longer promoted as a personality booster or a weight reduction tool, some young people are nevertheless starting to smoke. According to research, smokers are more prone than non-smokers to believe that smoking delivers emotional advantages and improves body image, maybe due to media depictions of young, gorgeous women who smoke. They also have a proclivity towards underestimating the dangers of smoking. Both factors may influence their decision to start smoking or deter them from quitting.

Nicotine is very addictive because of its chemical effects on the brain, but it can also be difficult to quit socially. According to study, almost one-third of all cigarettes are smoked in social contexts, and many smokers are more likely to smoke when they witness others smoke; they report that socialising is a major motivator for smoking.

Perhaps most intriguingly, nicotine has been shown to improve social abilities. Participants in a recent study described themselves as friendlier, more extroverted, and less socially nervous after taking nicotine, and nicotine usage enhanced awareness of social and facial cues when compared to those who had abstained from nicotine for the previous day or longer. Smoking's social role may explain why it's so addictive, and why quitting is so difficult.

Nicotine is the addictive component of cigarettes. Nicotine affects the brain's cholinergic receptors, which aid in the management of attention and memory. Nicotine also increases levels of dopamine, a neurotransmitter, and adrenaline, a hormone. When people try to quit smoking, they may experience withdrawal symptoms such as cravings, headaches, dizziness, anxiety, and irritability because their brain has become acclimated to these changes.

Smoking rates among people with mental illnesses are exceptionally high. Smoking may appear to improve mental health in the short term by stabilising mood, but it is hazardous in the long run by worsening stress, anxiety, and depression. According to research, quitting smoking reduces anxiety and depression, and people report a higher level of life satisfaction and pleasant sensations. Not only can quitting help with physical health, but it can also help with mental health.

Assignment: Details and Instructions

Note: You need to attempt the assignment individually.

Given the audience profile, learning outcome, and content:

- A. **CAPSTONE PART 1: To be done after you have attended Modules 3 and 4 of the programme:** Take some time to study the content that has been provided and create a detailed design outline/ structure ONLY for a 1-hour eLearning module that will have topics and pages. Create this in MS-Excel. For your detailed design, ensure that you:
1. Identify the Bloom's levels at which you would want to train the learners.
 2. Write the terminal and enabling learning objectives.
 3. Identify the duration of each topic.
 4. List what engaging ID strategies/interactivities you will use for grabbing learner attention and retention of knowledge (refer to the Module 4 Creating the Design Document Day 1 session).

Additional Notes:

- Refer to the Design Document Template from Module 3 Day 2 to create your detailed design.
- Since the initial learning needs analysis is already done for you, the learning mode requirement is also already well-defined at the module level (i.e., it is an eLearning module). So, keep this in mind while creating your detailed design.

- B. **CAPSTONE PART 2: To be done after you have attended Module 5 of the programme:** Create an eLearning storyboard in ONLY covering one enabling learning objective from your detailed design. Create this in MS-PowerPoint. The storyboard script must reflect these:
1. Relevant and attention-grabbing opening animation to introduce the topic.
 2. Content for the topic:
 - a. Clear, crisp, and concise content on the slides
 - b. Clear content narrative as the spoken audio in the notes section of each slide
 - c. Error-free language, grammar, and punctuation
 3. Engaging learner interactions for the topic (how you have translated the ID strategies from the detailed design). How will you:
 - a. Grab the learner's attention – covers Attention of ARCS model
 - b. Relate it to the content and retain the learner's interest – covers Relevance of ARCS model
 - c. Motivate the learner to learn – covers Confidence of ARCS model
 4. Presentation / visual strategy specific to an eLearning module:
 - a. General layout
 - b. Relevant pictures and images
 - c. Multimedia notes

- d. Content formatting and placement
- e. Overall visual aesthetics and appeal

Additional Notes:

- Stay with the content that has been provided. Research external content sources only for an understanding of the topic or to obtain any statistics / data.
 - Refer to the checklists that were shared during the Module 5 Developing Learning Content Day 1 session.
- C. **CAPSTONE PART 3: To be done after you have attended Module 7 of the programme:** Create two to three assessment questions for the topic that you have selected for your storyboard. This covers Confidence and Satisfaction of ARCS model and should:
- a. Be based on the storyboard content
 - b. Test the learner at the specific enabling learning objective for that selected topic
 - c. Include diagnostic feedback
- D. **CAPSTONE PART 4:** Build the eLearning storyboard with content and assessment questions in Articulate 360. Please note that this is not part of the capstone submission.



Note that you need to submit a single MS-PowerPoint deck on LMS. This deck should contain the detailed design outline/ structure table from Capstone Part 1 on the last slide of the deck, the content slides from Capstone Part 2, and the assessment question slides from Capstone Part 3. Remember that Capstone Part 4 is only for your practice and not to be submitted on LMS.

Assignment: Submission Deadline

Please upload the final eLearning storyboard PowerPoint deck to the KPMG LMS Portal. This will be evaluated and graded basis the evaluation criteria given below. **The upload should be done no later than Monday, 27-Nov-2023, 6 PM. No extensions allowed. Refer to the LMS access and upload guide provided via email. Please do not email your assignment.**

Please note that you do not need to submit the Articulate 360 video on LMS, as this will not be evaluated/ graded.

Assignment: Evaluation Criteria

Note: This assignment will enable you to apply the concepts that you have learnt in the programme. The final evaluation and grading will focus on areas where you should improve and upskill yourselves. The grade will not be mentioned on your programme certificate.

CIDPC Project - Participant Grading			
Grade	Grade Level	Average Score of all Parameters	Score on LMS
A	Level 1: Excellent	10 to 9	Pass
B	Level 2: Good	8 to 7	Pass
C	Level 3: Needs Improvement	Below 7	Fail

Components	Parameters	Level 1: Excellent	Level 2: Good	Level 3: Needs Improvement
		Score Range: 10 to 9	Score Range: 8 to 7	Score Range: Below 7
Design	Structure and chunking	<ul style="list-style-type: none"> > The structure has a logical flow and covers what needs to be taught > Module, topic, sub-topic, page names are well written 	The structure covers what needs to be taught but the flow seems disorganized and is not sequential	The structure is disorganized and does not cover what needs to be taught
	Blooms objectives	All objectives are clearly stated, measurable, and map to the level of learning	All objectives map to the level of learning, except two or three objectives that are not measurable	None of the objectives are clear, measurable, or map to the level of learning
Content Storyboard	Content meets the Blooms objectives	All the content maps to the identified objectives	Few content instances appear ambiguous	Content is totally disconnected and ambiguous; does not address the identified objectives
	Content organization and flow	Content is chunked well such that: the chunks are structured in a logical flow, there is proper transition from one chunk to another, and there is no information overload	Content is chunked well, except two or three slides/pages that appear too heavy and out-of-place or disconnected from the rest of the content	There is too much content and no logical structure or flow
	ID strategies and interactivities	Innovative/out-of-the-box thinking: <ul style="list-style-type: none"> > Opening is attention grabbing > ID strategies are engaging and interactive, help make the content interesting, and are suited for an eLearning 	<ul style="list-style-type: none"> > Opening is attention grabbing but quite traditional in nature > Few ID strategies are good but may not work well for an eLearning 	<ul style="list-style-type: none"> > Opening is missing; we go straight into the content > ID strategies are very basic and repetitive in nature and add no value to the content; they are not well thought out for an eLearning
	Content clarity and language	Content is clear, crisp, to-the-point, and free from grammar/punctuation/spelling errors	Content is clear, crisp, and to-the-point; there are a few spelling errors but no grammar and punctuation errors	Content is very verbose and there are many grammar/punctuation/spelling errors
	Presentation	Excellent use of themes, images, graphics, and typography principles to engage the learners in an eLearning	Few visuals have not been presented well and appear a little disconnected from the content	Most visuals are of poor quality and do not support the learning process