Resources/Assignments for Preparing Students to Serve in Diverse Communities

Cultural Rooting Self/Family Interview Guide assignment- Dr. Rick Zoucha, School of Nursing

“The purpose of this assignment is for students to investigate their own cultural/folklore background. This exercise will help students understand the culture of others in providing and understanding culture-specific care.” Through a series of 19 questions, this assignment asks students to investigate their own family’s culture and cultural traditions as a beginning preparation for caring for patients from diverse backgrounds.

Health Privilege Circles assignment- Dr. Alison Colbert, School of Nursing

This activity is based on the White Privilege Exercise by Peggy McIntosh whereby students stand in a line as they read a series of statements and move forward, backward or stay stationary depending on how the statement applies to their circumstance. The Health Privilege Circles exercise is designed to raise awareness of how one’s position in a social hierarchy contributes to health privilege. At the end of the activity, those who end up closer to the center of the circle have greater health and more health privilege. (Reference: Irby-Shasanmi, Oberlin & Saunders, 2012- included in bibliography list)

Student Orientation Manual- handbook used by Dr. Becky Kronk and Dr. Yvonne Weideman, School of Nursing

In their community-engaged project with nursing students and grandparents who are raising their grandchildren, this manual was used to prepare students for their participation in the photovoice project. The specific section on page 5, “Being a Guest and Visiting a Home,” is particularly relevant for preparing students to work in the community. Other helpful sections include information on interviewing techniques and using reflective listening skills.

Orientation Packet for Students- Dr. Ken Havrilla, Physical Therapy, Rangos School of Health Sciences

In preparation for the cardio-pulmonary course, which has a community component, this orientation packet is shared with students. Important aspects of the packet include a section on direct observations of the community on foot and through windshield surveys including getting started, identifying your resources, things to consider and things to avoid. Additional helpful sections include an overview of service learning, outcomes of service learning and the process of service learning, including descriptions of why we engage in service learning, finding out about community and agency needs and assessing the student’s role.

Learning Activities for Introductory Experiential Education III, Dr. Janet Astle and Dr. Kathleen DeRose, School of Pharmacy
Preparation for engaging in multiple field experiences that serve the needs of special and underserved populations. Valuable assignments and activities include a Goals and Objectives paper in which students must describe the mission of one of the community sites for the course, and outline a plan for what the student plans to learn. The student must also describe the activities that he/she anticipates performing and how those activities will assist the community organization in fulfilling its mission. Other helpful assignments include a reflection toolkit with readings for pre-reflection and three reflective journal entries (pre, during and post-community visits).