

2017–2018 Provost Diversity Curriculum Development Grant Final Report

An Introductory Unit on Diversity for Undergraduates in the Health Science

The purpose of the project was to develop a set of diversity and inclusion modules for the HTH 150 Introduction to the Health Sciences course. There are seven sections of HTH 150 being offered in the Fall 2019 with six of those sections being taught by participants in this project. The project will impact several hundred students per year depending on enrollment. There are eight modules in total shown below in Table 1. Each module is comprised of three parts: a. introductory terms appropriate to the topic, b. how the topic is important in the healthcare context, and c. how the topic might appear in the student context. Table 1 also provides faculty responsible for the completion of the various parts of each module.

Development

In the spring of 2018, a CHBS mini grant was awarded to support focus groups designed to capture student narratives surrounding their experiences on and off campus with diversity. With JMU being a predominantly Caucasian, het-cis community, the focus groups intentionally invited students who felt they had experiences and therefor the participants for the four sessions were predominantly non-dominant identities (culture, ethnicity/race, religion, sexual orientation). The recorded interviews and subsequent transcripts were used to build the messaging for the student context (part c of each module, shown in Table 1).

Faculty Collaboration

Four faculty were involved in writing the scripts for each module (S. Baller, L. Lemons, K. Ott Walter, T. Prodoehl). Two of the faculty participants teach the introductory course (L. Lemons, T. Prodoehl). Faculty selected topical areas of interest and were responsible to provide scripts covering part a. and b. for each module. Some modules were shared between pairs, others were drafted by individual effort. Drafts were circulated among authors to solicit feedback before final versions were approved by consensus and forwarded to Media Production Services.

Table 1. Module topics and assigned responsibilities (part a, b, c and assessment)

MODULE	L. Lemons	K. Ott Walter	T. Prodoehl	S. Baller
Introduction to Diversity & Inclusion	A, B			C
Race, Culture, & Ethnic Diversity	A, B	A, B		C
Age			A, B	C
Sexual Orientation, Gender Identity and Expression	A, B	A, B		C
Socioeconomic and Class			A, B	A, B, C
Ability and Disability	A, B			C
Religion			A, B	A, B, C
Intersectionality	A, B			C
<i>Curricular Assessment</i>		<i>Pre/Post</i>		<i>Pre/Post</i>

Challenges

- Time – always a challenge. The Department of Health Sciences has a heavy teaching load (4/4) and many of us carry overload classes (5/5), as well as teach multiple summer courses. Finding time to do additional course prep, possibly for a course an individual does not teach, was a challenge even though it was enjoyable / meaningful work.
- Staff changes – there were staff changes within Media Production Services which created some delay in communication.

Successes

- The scripts are completed and being animated by Media Production Services
- The project fostered a lot of interesting collaborative conversations between faculty participants
- The faculty are excited to see the final products.
- Faculty for the HTH 150 course has continued to change depending on other department needs, by having pre-prepared modules faculty can include the content in a uniform way with other sections of the course.
- The students will be receiving important information about diversity and inclusion, serving as a standardized basis for subsequent classes in the curriculum.

Thank You

The Development Grant has encouraged and enabled the faculty to create an important discussion with our students about diversity and inclusion. It is our sincere hope that this conversation assists them in their journey to understanding differences in a compassionate way.

Report submitted by:

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May 24, 2019