

Resource Created for the Institute for Project Based Learning, June, 2020

Assignment modified and links added to support workshop participants

Great Problem Seminar: Heal the World

Prof Elisabeth Stoddard and Prof Reeta Rao

Micro-Project #1: Global Communities and Health Problems

Learning Outcomes, Assignment Goals, and Project Overview

Targeted Learning Outcomes

- Equitable and effective teamwork
- Research
- Presenting
- Cultural awareness

Assignment Goals

- To learn about major health issues across the globe in different communities.
- To learn how health issues can be impacted by discrimination, and linked to our environments, economies, politics, and cultures.

Project Overview

Over the next 2.5 weeks, you and your team will be learning about a particular community, their health resources and vulnerabilities. Then you will work together to develop a community asset map, as well as a list of your community's health vulnerabilities and potential threats. With this map, you will work with your team to assess how your community can address particular health disasters, with a focus on infectious disease outbreaks and climate disasters. You will then present your findings in a 7 minute presentation to the class.

To support your learning, throughout the two weeks, your professors will give short lectures on disease types, as well as climate change and health. Jim Monaco from the Academic Technology Center will provide a workshop on how to give an effective presentation. Your professors and librarian will also provide a workshop on how to use search databases, keyword searches, and how to identify valid sources. We will end the 2.5 weeks by sharing reflections on our discussion board.

1. **To begin**, you and your teams will meet, introduce yourselves, and [share your own asset maps](#). You will use your asset maps to learn about one another's strengths and

experiences, as well as the areas that each of you hope to grow during this project. You will use what you learn here to divide work equitably and effectively throughout the project, via asset- and growth-based team work plans.

2. **Second**, you and your team will rank your interest on a list of project topics. At the end of that day, you will be assigned a project topic, based on your rankings.
 - a. Communities of Harare, Zimbabwe - Health Impacts of Water Contamination, Politics, and Policies
 - b. Communities of Guiyu China - Health Impacts of Electronic Waste
 - c. Hungarian Roma Communities - Health Impacts of Water Contamination and Ethnic Discrimination
 - d. Marshallese Island Communities - Health Impacts of Nuclear Testing
 - e. Indigenous Canadian Communities on Lake Athabasca - Health Impacts of Oil and Gas Extraction
 - f. Indigenous Peruvian Communities in the Andean Highlands - Impacts of Discrimination and Poor Access to Maternal Care
 - g. Communities of Ciudad Juárez, Mexico - Health Impacts of Toxic Factory Pollution and Violence Against Women
 - h. Communities of Southern Coastal Ecuador - Health Impacts of Mosquito Borne Diseases
 - i. Immigrant Children and Communities Living in Detention in Clint, TX - Health Impacts of Child Detainment
 - j. Communities of San Salvador - Mental Health Impacts of War and Gang Violence
 - k. Communities of Monterrey and the Health Impacts of Type Two Diabetes
 - l. Communities of Maracaibo, Venezuela - Economic Collapse, Hunger, and Failing Health System
 - m. Communities of Araihaazar, Bangladesh - Health Impacts of Arsenic Exposure and Gender Inequities
3. **Third**, each member of your team will read two assigned articles, and research and read two articles that you find on your own. These are individual assignments.
 - a. The assigned articles include one on health and poverty, and one introductory case study on your community of focus. You will answer some questions about these articles.
 - b. Each member of your team will complete an annotated bibliography for two sources on your community that you find on your own through research. This is an individual assignment. Each source must pass [the CRAP test](#).
4. **Fourth**, in class, each member will share their annotated bibliographies, and the team will use the combined information to [create a community asset map](#), as well as a list of health vulnerabilities and potential health threats. Each team will then be presented with a disaster, one infectious disease outbreak, and then a climate-based disaster. [You will use your map and list to determine the threats to your community, and how you might use your community's resources to address them.](#)

At the end of class, complete the Asset-Based Work Plan for Microproject #1 Presentation, in order to discuss who will do what to create and prepare for the presentation.

5. **Fifth**, ½ of the teams will give a compelling 7 min presentation to share their community's asset map, vulnerabilities, potential threats, one disaster you faced, it's impacts, and how you used your community's resources to address it. After the presentations, your faculty will demonstrate how to give effective peer feedback. [We will provide you with a feedback worksheet and instructions on the process.](#) Teams who presented first will be paired with teams who did not present yet. The teams who did not present today will provide feedback to a team who did. Then, the team who presented will serve as a mentor for a team who did not present, giving them advice, based on what they learned from their experience.

Sixth, the second ½ of the class will present. After the presentations, the teams who did not present today will provide feedback to a team who did. Then, [both teams will work together to write up advice, as mentors on paper for next year's students](#), based on what you learn