



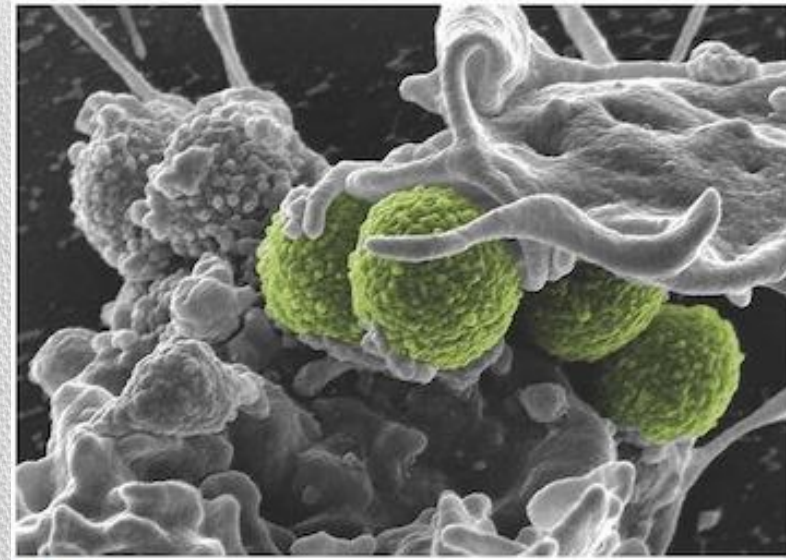
ACE AND REFLECTION

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September 12, 2014

Goals for students in Immunology (Bio 310)

- Gain experience in public health practice or research
- Articulate how course material relates to the world outside of the classroom
 - Problem solve in a practical way
 - Translate scientific ideas for nonscientific audiences
 - Work on leadership skills
 - Experience interacting with a diverse group of people, including community partners and local residents
 - Improve ability to work collaboratively with other Carleton students
 - Improve writing skills



Sample overview of one project from syllabus:

Work with our community partner, HealthFinders - an agency that provides quality, accessible, and culturally sensitive healthcare services at no cost, to low-income and uninsured residents of greater Rice County – *to develop educational materials about the biology of sexually transmitted diseases and the benefits/risks of related vaccines.* **Your role is to accurately and engagingly translate the science behind these infectious diseases and available vaccines for a target audience of Latino teens.** The teens are part of a group that meets to talk about sexual health, and the materials you generate will be used by HealthFinders staff as they continue to work with this group.

**Civic
engagement
(service
learning) is one
of the *Five
High-Impact
Practices*
reported by
AAC&U**

Best practices within ACE:

- *Create opportunities for structured reflection*
- **Ensure that faculty connect classroom material with the (service) experience**

~AAC&U

Reflection

During the course:

- **Syllabus** Academic Civic Engagement Project and Summary: Each of you will choose one civic engagement project that encompasses a topic related to public health ... *As you make your choice, think carefully about the type of public health, teaching, or research experience you hope to gain and your future career aspirations, as well as the benefits and drawbacks of selecting one type of project versus another.*
- **3 “reflection” assignments ~ required and graded**

At the end of the term:

- **Course evaluation**

Post – graduation:

- **Alumni survey**

Reflection assignments help:

- move student and project forward by asking student to consider how they are functioning as a group member
- students to make connections between course material and ACE project
- students think about the local community and their connection to the community
- students identify how and what they've learned from the community partner or community members
- students think about how they will convey their work to others

ACE Project Grading

ACE project worth **15% of final course grade**

Final product for community partner (40 points)

Rough draft finished in time for feedback from Debby and/or community partner (3 point) **and** response to feedback evident in final product (2 point)

Reflections (1st reflection 2 points; 2nd reflection 2 points; final reflection 4 points)

Peer evaluation of team members (2 points)

Connection between course content and project

“The mechanisms of both innate and adaptive immune responses are very well suited for theater. The primary and secondary lymphoid organs provide different settings for scenes, and the cells involved create characters with personalities ... working with the [high school] students on developing the skit really helped me learn and remember the innate and adaptive immune responses; I found myself thinking back to the skit to remember concepts on the test.”

Your Immune System...

parasite
bacteria
virus

The Villains

leucocytes
T cell
B cell
APC

Our Heroes

...As You've Never See It Before

Monday, Feb 27th, Carleton College Great Hall
Performance: 4:30pm Dinner: 6:00pm
Brought to you by ACE, Biology 310 and MN Dept. of Higher Ed.

Describe how the project has changed how you think about the Northfield community :

“I have begun to think about portions of the population that are less visible to the Carleton community and what their needs are, their access to healthcare.”

Describe interactions with community partners and what you've learned from working with them:

“I learned that you really have to be careful with how you present STIs. You really have to understand the people's beliefs and values and perspectives... [our community partner] suggested we not include a police analogy since some students may have negative connotations associated with the police.”



Thinking ahead to the next phase: effectively conveying this learning experience to others

Resume:

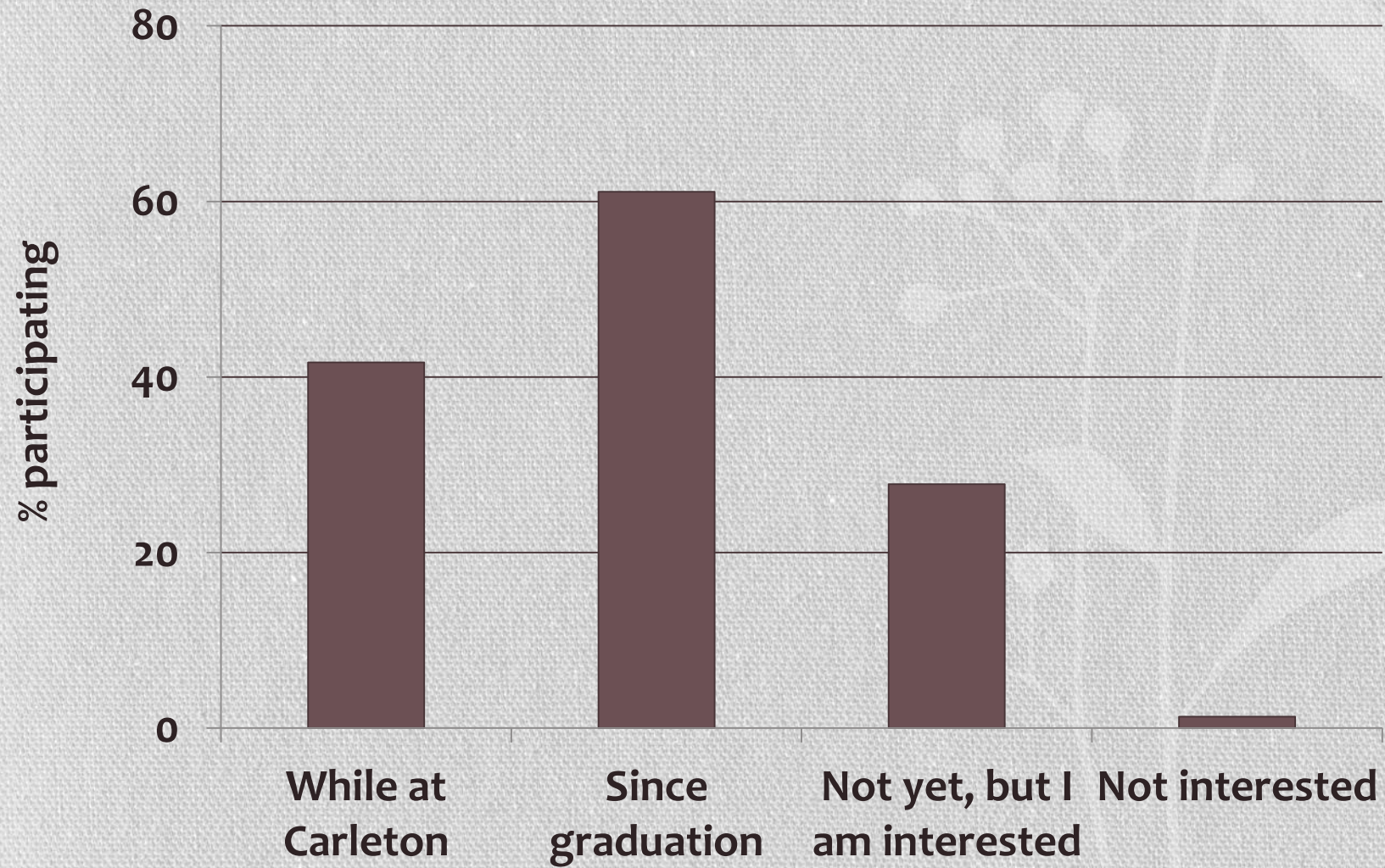
“Created a video explaining the mechanisms of a sexually transmitted infection targeted toward Latino middle-school and high school students. Also developed a pamphlet to parallel this video to be used as a teaching guide.”

Personal statement:

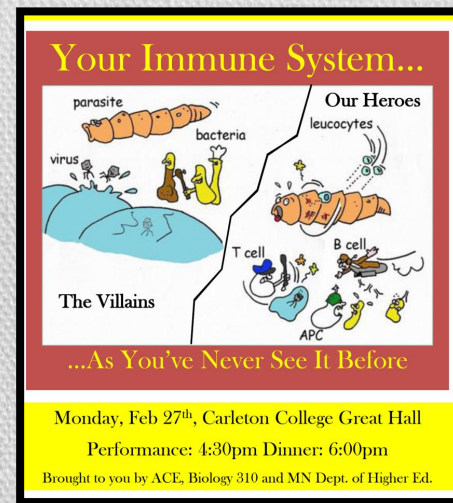
“I worked with a group of Carleton students to produce a video and brochure detailing the body's response to STIs, which was then used in a program run by our community partner, HealthFinders. Specifically, our materials were used to educate middle school-aged Latino/a teens about sexual health and STIs. In addition to learning a lot about animation and video editing - two potentially useful skills - I also learned more about how to tailor presentations towards a younger audience, particularly those that may be uncomfortable talking about reproduction and sexual health. Ultimately, I feel that the insight I received regarding health disparities and presenting to a specific audience was highly rewarding.”

Alumni survey ~ post-Carleton trajectory

After finishing this class, I have volunteered for a science-related community activity

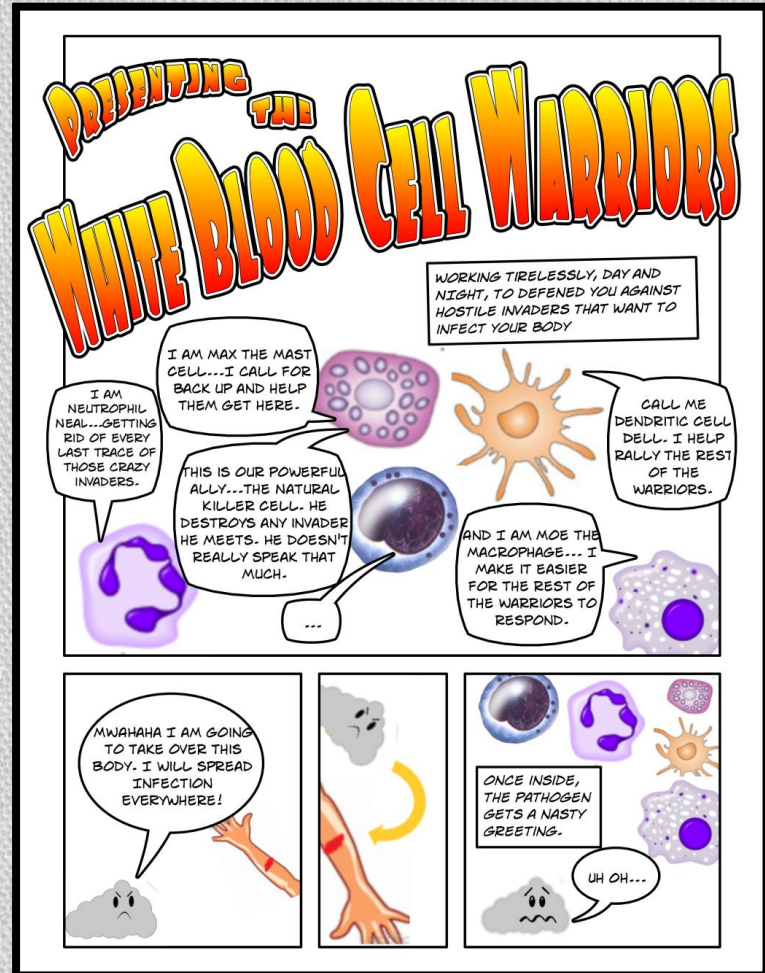


Post-Carleton trajectory



To be honest, working in Faribault on this project pushed me over the edge to pursue a career in education and in serving underprivileged students. I cite it as one of two key things that changed what I wanted to spend my life doing. I think that working in Faribault certainly opened my eyes to a whole other side of biology and it reminded me of what everyone has the ability to accomplish when given the resources...

Thanks to the students in Immunology (Bio 310), our community partners, Adrienne Falcón, & Cindy Plash



Comics

“The comic project was my intro to public health ... It was through her course that I went on a scholars trip to Atlanta to view careers in the public health and medical field. I have since then volunteered for local health agencies in St Paul and I've interned as an Environmental Health Aide for the City of Bloomington.”

