

# Facilitating Culturally Competent Conversations - Antiracist Pedagogy Workshop

## Start of the quarter:

- Write out classroom norms (and find common goals) with students.
  - Students need to know that it is okay to mess up, that it is okay to speak up if you feel uncomfortable/disrespected, and that we are all here to learn!

## Weekly Discussions throughout the quarter:

- Post to Canvas: (NOTE: Canvas has a 'Discussions' feature that works well for this.)
  - Each week, post material that sheds light on how the week's topic plays into society.
    - Types of Material: *examples of what you can post*
      - YouTube video
      - Radio clip
      - Podcast (or podcast clip)
      - Article
      - Website with interactive data/maps
    - Things to keep in mind when choosing material:
      - Have some material that showcases people of color being successful, contributing, solving problems, etc.  
(*Don't only show what isn't going well for people of color!*)
      - Don't be afraid to talk about racism and inequities within your field!
    - Post questions about the material that students will answer before class.
      - Open-ended questions are great!
- Before class:
  - Students watch/ listen to/ read the material you posted, then respond to the questions in Canvas.
    - Due Dates for this Initial Post can be a day or two before class.
- During class:
  - Group Discussions:
    - Put students into groups of about 3 students.
      - Use popsicle sticks to mix up groups each week! (*It is important to get students talking to people that they didn't choose to sit with.*)
    - Students can discuss the questions, and what they put for answers.
      - Remind them of your class norms before beginning!
    - Students can put together a way to share-out what they talked about.  
Some weeks it may be appropriate to have students:
      - Present to the class by writing out key words/drawing on small whiteboards.
      - Do a role-play/ skit
      - Make a video
  - Class Discussion:
    - Either go through the questions as a class (use the popsicle sticks to call on people) or have the groups share-out their whiteboards/skits/etc.
- Points:
  - Give students 'completion credit' points for posting their Initial Post to Canvas.
  - Give students 'participation' points for participating in the in-person discussion.
    - (**Only for a fully asynchronous course:** require about 3 Response Posts via Canvas, and give 'completion credit' points for each one. Make the Response Posts due a few days after the Initial Post is due.)

Example of a Prompt: **SEE NEXT PAGE**

**Example of a Prompt:** *from Anatomy & Physiology I, when talking about skin*

- **INITIAL POST DIRECTIONS:** This week we are learning about the skin and its coloring. The assignment below looks at skin color in dermatology (the branch of medicine that focuses on skin disorders.)
  - 1) Listen to the NPR clip about how medical schools educate future doctors about skin conditions. (Click on the link below, then listen to the 4-minute radio clip by clicking on the 'start arrow' in the bar near the top of the article.)
    - [NPR - Skin Comes in Many Shades and So Do Rashes](https://www.npr.org/transcripts/774910915) (<https://www.npr.org/transcripts/774910915>)
  - 2) Read the Healthline article about medical student Malone Mukwende's handbook he is creating.
    - [Healthline - This Med Student Wrote the Book on Diagnosing Disease on Darker Skin](https://www.healthline.com/health-news/this-med-student-wrote-the-book-on-diagnosing-disease-on-darker-skin) (<https://www.healthline.com/health-news/this-med-student-wrote-the-book-on-diagnosing-disease-on-darker-skin>)



- 3) To see some examples of how skin conditions look different on different colored skin tones, you can take a look at the PowerPoint attached at the top of this assignment. (This PowerPoint was put together by Kimber Mattox and Emma Chaput, two other A&P instructors at COCC.)

Lyme Disease



Shingles



Measles



Varicella (chicken pox)



- 4) After you've listened to the radio clip and read the article, then answer the following questions in this Canvas Discussion Board:
  - A) What were your thoughts on the NPR radio clip and the Healthline article?
  - B) Why might this information be important for someone who is going into a medical career (such as Paramedicine, Physical Therapy, Nursing, etc.) to know about? (There is no 'correct' answer here. Just be sure to explain your thoughts fully.)
  - C) Imagine you are the president of a Medical School. Design a plan for how you will build a broader, more complete dermatology curriculum for the medical students at your school. (Be creative! Come up with as many ideas as you can.)

- **RESPONSE POSTS DIRECTIONS:** (*only for a fully asynchronous course*)

**Post at least 3 different responses to your teammates' Initial Posts.**

- Your Response Posts should be meaningful replies to what your classmates have posted. You may respond in a variety of styles, but here are some examples:
  - Example: Ask your teammate a meaningful follow-up question.
  - Example: Respond with your thoughts about what your teammate posted. Do you agree or disagree? Why?
  - Example: Explain an idea you have that could add to the thoughts that your teammate posted.
  - Example: Reply to any of the Response Posts that one of your Teammates posted.
- The most important thing to remember is to **BE RESPECTFUL!!** If you feel hurt or uncomfortable by something someone has posted, remember to first assume good intentions, and then reply respectfully. If you do not feel comfortable responding, please let me (your instructor) know immediately, and I will try to help address the issue.