

PHC 6937 Trauma, Racism, and Resilience in MCH

Course Objectives

Course objectives were constructed using Fink’s Taxonomy of Significant Learning, which suggests that for learning to be significant, some type of lasting change must occur for the learner (Fink, 2013). This is vital for a course that seeks to foster a team of future MCH leaders, as learning must move beyond the classroom into future intervention, policy, and research development. Fink’s Taxonomy of Significant Learning includes six types of significant learning: Foundational knowledge, application, integration, human dimension, caring, and learning how to learn. These categories are relational and interactive in that they can build off each other to create greater opportunity for success (i.e., significant learning). Using Fink’s Taxonomy allowed for the development of an integrated course design with course objectives aligned with student assessments (see table below).

Categories of Significant Learning and Course Objectives

Category	Description	PHC 6937 Objective	Example
Foundational Knowledge	Basic understanding and knowledge of ideas (e.g., definitions, theories, models, etc.) that help facilitate other types of learning	Explain how racial and ethnic disparities in MCH affect individual and community health across the life course	Collaborative annotations of key readings
Application	Transfer of knowledge to action in which skills or critical thinking are developed and used	Apply MCH and public health theories and models to understand how current and historical events impact the lives of minoritized communities	Written analysis of major event impacting a marginalized population
Integration	Connection of ideas, people, and/or experiences are made that pave the way for intellectual power	Translate evidence-based information from the literature into effective, trauma-informed interventions in the community	MCH intervention development
Human Dimension	Learning about oneself and/or others and the human significance behind course content	Collaborate with community partners in the development of an intervention to address at least one area of MCH health disparities	MCH interview and reflection MCH intervention development
Caring	Development of greater care that is evident through new feelings, interests, or values and that fosters energy for learning	Recognize value of centering the knowledge and experiences of marginalized populations through empowerment and co-learning	Written analysis of major event impacting a marginalized population MCH intervention development
Learning How to Learn	Learning about the process of learning, such as becoming a self-directed learner or engaging in a type of inquiry (e.g., research questions, etc.).	Reflect on issues of social justice and how they are actualized in individual career and learning goals within public health	Self-reflection video Public health autobiography

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.

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