



UNIVERSITY OF GEORGIA

**TEACHING  
PORTFOLIO**

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## Teaching Philosophy Statement

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I aim to create a teaching environment where the student and the instructor are equally responsible in the learning process. From my experience teaching health related topics, novice learners enter the environment with expectations that the instructor and the textbook must provide all details relevant to the subject matter. However, this should not be the case. Students learn best when they think critically about the subject matter and apply that knowledge to their lives and the lives of others.

The main role of the teacher is as a facilitator: an individual that focuses classroom discussions, provides ample examples and guides students through learning course content. Also, the teacher should be available to their students outside the classroom environment for face-to-face meetings and email consultation. I stay after class to meet with students and make it a point to respond to student emails well within a 24-hour time frame. As an instructor, I, too, am a learner. By regularly receiving feedback from students, I am continuously learning from student experiences and thought processes. This gives me the opportunity to quickly address student concerns and adjust course delivery based on the needs of my students.

An integral component of my teaching is emphasizing course goals prior to delivering course content. To assess whether students have met these goals in my course, students answer short free-response and multiple choice questions on the current section of information prior to transitioning to the next topic. Although these intermediate questions are not graded, students get an idea of the types of questions they will be asked on future examinations. This helps prepare students to be as successful as possible in the course.

Because learning styles vary, my classroom has multiple modes of engaging students in the learning process. The hybrid nature of the course allows me to provide opportunities to engage students in the learning process both online and in the classroom. I use active learning strategies in the classroom by delivering course content through written reflection, visual resources, discussion, and call and response. While online, students navigate websites, read articles and watch videos. Those students who find comfort in writing, rather than verbally expressing their opinions, are provided with opportunities to write both inside and outside the classroom. These strategies provide opportunities for self-reflection and allow students to critically examine how health behaviors impact their community.

My goal is to transform the classroom environment by taking a learner-centered approach and examining topics from a socio-ecological perspective. This perspective addresses how, not only individual behaviors, but environmental factors impact health outcomes. In my classroom, students shift their mindset to view health from a different perspective. Students learn that health and health outcomes are not solely based on individual choices. Instead, students learn that these decision-making processes are impacted by social, cultural and political (add a word here).

For me, teaching is not just about delivering course content. Teaching involves a collaborative effort on both the part of the student and the instructor to facilitate learning. I encourage students to express their opinions in class and be respectful of the opinions of others. Health is a multi-faceted process that involves the individual and their environment. By providing real-world examples, students have the opportunity to tackle real-life issues and be open to learning about the non-traditional ways people experience health.

## Courses Taught at the University of Georgia

### HPRB 1710: Health and Wellness (3 Credit Hours)

**Role:** Instructor of Record

**Semester/Enrollment:**

Semester	Enrollment	Semester	Enrollment
Fall 2013	37	Spring 2014	21
Fall 2014	26	Spring 2015	27
Fall 2015	62	Spring 2016	38
Fall 2016	40	Spring 2017	39
Fall 2017	28	Spring 2018	40

**Type of Course:** Introductory; Undergraduates (majors, non-majors, minors)

**Format:**

*Traditional Lecture:* Fall 2013, Spring 2014, Fall 2014, Spring 2015

*Hybrid:* Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

**Course Description:** This course examines health-related topics from an individual and public health perspective. Topics include mental health, nutrition, body weight and image, physical fitness, sexual health, consumer health, alcohol and other drugs, environmental health, and injury prevention. Discussions examine the social determinants of health, including the environmental factors that influence decisions about our health.

**Teaching Responsibilities:** I chose topics covered in the course and created the syllabus. I also organized class presentations with campus resources relevant to the topics discussed in the course. I facilitated discussions and classroom activities around theoretical foundations in health promotion, stress among college students and the importance of adequate sleep. Furthermore, I provided written feedback on assignments and assigned grades to students. Students were given multiple-choice exams administered four times over the course of the semester and short, non-graded quizzes at the end of each topic discussion. Students were also assigned a culminating group project that allowed them to explore a health-related topic, create a health product and present their findings to the class. I developed a brainstorm activity for the group project, set aside time to answer questions and reviewed group project content.

## Sample Teaching Materials

### Online Module Content for HPRB 1710

HPRB 1710 examines a wide range of health topics. Transforming the course into a hybrid form required developing online content addressing common health and wellness topics discussed in the course. I was responsible for organizing content for four specific modules: sexual health, physical activity, cardiovascular health and nutrition. After completing the online module, students uploaded the finished Word document to the Electronic Learning Commons (eLC) system. Below are sample sections from some of the online modules.

#### SAMPLE 1: Nutrition Online Module

**Learning Objective:**  
Identify community resources that promote healthy eating.



Browse the Athens Farmers Market website and answer the following questions:

1. What is the Athens Farmers Market?
2. What are the days, times and locations of the Farmers Markets in Athens?
3. Write down three produce items sold at the Farmers Market.
4. What is the Fresh Food Bus?

#### SAMPLE 2: Sexual Health Online Module

**Learning Objective:**  
Describe some of the complications related to inconsistent sex education in the United States.

John Oliver discusses the differences in sex education programs for adolescents, depending on the district, county or state.

As you watch the video, take notes on what you see. In no more than 150 words, summarize the main points of the video and provide one example of something you learned.



## Sample Student Work

### Example 1: Examining a Health Issue as a Future Health Professional

#### SAMPLE 1: Infographic- Childhood Obesity

As a health promotion educator, I work with students to develop their skills examining, evaluating and critically analyzing health topics. The culminating group project in HPRB 1710 gives students an opportunity to research a topic of their choice related to health and wellness. Students are asked to examine their topic through the lens of a health promotion professional credited with the task of relaying health information to a specific target audience. Using techniques, concepts and information discussed throughout the course, students presented their acquired knowledge in varying formats. Along with a class presentation, each group created a **tangible product** (ex: song, advertisement, short film, etc.) reflecting the health issue. Below are tangible product examples from students.

**CHILDHOOD OBESITY AND WHAT YOU CAN DO TO PREVENT IT**

According to the World Health Organization, consequences of childhood obesity can include cardiovascular disease, diabetes, musculoskeletal disorders, and certain types of cancer. However, these effects may not manifest until adulthood.

1 in 6 children in America are obese, making America the 11th most obese country.

**\$14.1B** In prescription drug, emergency room, and outpatient visit healthcare costs annually.

**PREVENTION METHODS**

Reward children with extra recess or door prizes rather than with candy.

**ENCOURAGE HEALTHY EATING HABITS**

Children learn by example, and their biggest role models are their parents. Share your favorite fruits and veggies with them! Pack lunches full with healthy snacks, so your children aren't tempted to buy unhealthy snacks from vending machines.

**DECREASE SEDENTARY BEHAVIOR**

Encourage active playtime and reduce the amount of screen time and other sedentary behavior.

**HEALTHY SUBSTITUTIONS**

- BUTTER= APPLE SAUCE
- CREAM= COCONUT MILK
- SUGAR= STEVIA

**TRENDS IN OBESITY AMONG YOUTH IN THE US**

Year	Obesity Rate (%)
1999-2002	~15.5
2003-2006	~16.5
2007-2010	~17.5
2011-2014	~18.5

Yearly obesity rate based on research from the National Health and Nutrition Examination Survey displays significant increasing trend.

**Sample 1** is an infographic addressing childhood obesity. The target population for their presentation and materials were parents of children of elementary school age. This infographic also included healthier substitutions for some of the ingredients commonly found in brownies.

#### SAMPLE 2: Pamphlet-Anorexia

**SOMETIMES THE RIGHT PATH IS NOT THE EASIEST ONE**

**NEED SUPPORT?**

**ANOREXIA**

National Eating Disorder Helpline: 1-800-955-2227  
nationaleatingdisorders.org

National Association of Anorexia Nervosa and Associated Disorders  
Helpline: 800-977-2330  
naaad.org

**ABOUT ANOREXIA**

Anorexia is defined as an eating disorder involving "severe food restriction resulting in abnormally low body weight, age, and stature, and other associated health issues." (National Eating Disorder Helpline, 2018)

People who have anorexia typically restrict their eating intake as well as the types of food they consume. Anorexia victims may also "exercise excessively, purge, misuse laxatives, vomit, and use other harmful eating disorders practices." (National Eating Disorder Helpline, 2018)

**WHO'S AT RISK?**

Approximately 10% of people with anorexia are male. Anorexia is most common in young women, especially those who are perfectionists, have low self-esteem, and are highly concerned with their appearance. (National Eating Disorder Helpline, 2018)

**TREATMENT**

There are several treatment options for anorexia, including individual therapy, group therapy, family therapy, and medication. (National Eating Disorder Helpline, 2018)

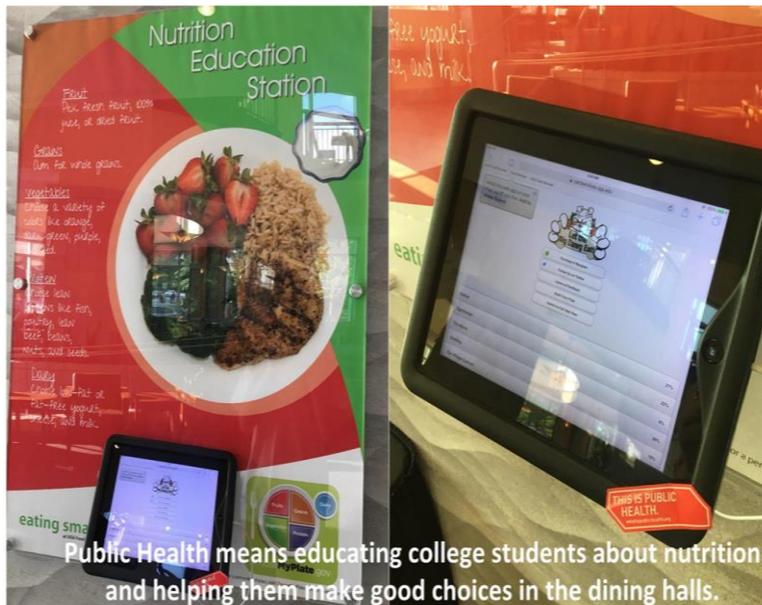
**Sample 2** is a pamphlet examining anorexia. The target population for their presentation and materials were female youth aged 12-18 years. This pamphlet included statistics, images and national helpline information.

## Sample Student Work

### Example 2: Community Representations of Public Health

Each semester students are assigned the task of spending time in their community (UGA, hometown, etc.) identifying visual representations of public health. Students are asked take a picture of their definition of public health with the “What is Public Health?” sticker, provide details, and explain how the image relates to public health. Each image included an original caption outlining their definition of public health.

#### SAMPLE 1: Nutrition



*“One of the biggest problems that people experience when going off to college is having to make choices on their own about nutrition. This new responsibility that people are sometimes unequipped to handle often leads to the dreaded “Freshman 15.” These valuable and underused educational kiosks use the MyPlate model that we discussed in class to help kids choose a balanced meal. Students can use the iPad to build a virtual meal and then see the nutritional information that meal would contain. This educational resource enables and equips students to make healthy choices concerning nutrition.”*

#### SAMPLE 2: Epidemiology



*“I chose this image because, while public health can be in the form of policies and action, it is also important to look at it from the preventative side. Researching E. coli can lead to new cures and ways to control E. coli outbreaks. In general, scientific research plays a crucial role in the development and promotion of public health. Funding is increasingly being cut for research, and this can pose serious threats to an efficient and productive public health system. It was important for me to take this picture to inform people of the significance of scientific research.”*

## Assessment of Student Work

Although this rubric was not created by me, it has been used by myself and other TAs in the department to assess requirements for the group presentation. All students must present during the final presentation and attire is business casual. Requiring students to consider this a formal presentation helps prepare them for academia and the public health workforce.

Communicating research and creating resources to address specific target audiences is an essential component in many public health professions. Both images represent how the group projects are assessed. Represented in the feedback are notes I documented throughout the presentation and presentation highlights.

### Group Project: Debate on the Legalization of Marijuana

Very creative adaptation of HP2020 to address your health topic!

Nice Icebreaker! Great use of online Polling to capture audience's

**Content: (90 points)**

- ✓ Introduction: Topic, names of all group members -13-18 (68%) agreed marijuana should be legalized.
- ✓ Icebreaker: activity to capture interest on topic \* Nice icebreaker!
- ✓ Overview: Bullet points of what will be presented -13-18 (75%) med marijuana.
- ✓ Clear definition of topic - Avg age nationally (16) med marijuana.
- ✓ Explanation of why topic chosen and target audience - 90% never felt harm while under the influence of marijuana
- ✓ Trends/statistics in relation to target audience - marijuana use prevalent on college campuses.
- ✓ HP 2020 goals: objectives related to your topic - Nice making connections to HP2020 goals even though not specific to topic.
- ✓ Findings from review of the literature - THC source of medicinal benefits.
- ✓ Current events: 2 minimum -64% Americans believe marijuana should be legal
- ✓ Web links: 3 minimum - Current events - state of GA \$75 fine less than one ounce; misdemeanor
- ✓ Video: no longer than 2 minutes (if utilized)
- ✓ Credible sources: 5 minimum
- ✓ Response(s) to questions

- What medicinal purposes? (stomach problems) (2016)-8 states legalized recreat.  
 - Short term → long term (inhibits) hippocampus  
 - 43% marijuana possession (all drug-related crimes)

**TOTAL Points for Content (90) 90**

**Time limit: (10 points)**

- ✓ Pacing of presentation was appropriate
- ✓ Minimum of 10 minutes
- ✓ Finished under 15 minutes
- ✓ Included all planned information

**TOTAL Points for Time (20) 10**

**Tangible Product: (50 points)**

- ✓ Creativity
- ✓ How relates to issue chosen by group
- ✓ Explain how it works and target audience

50

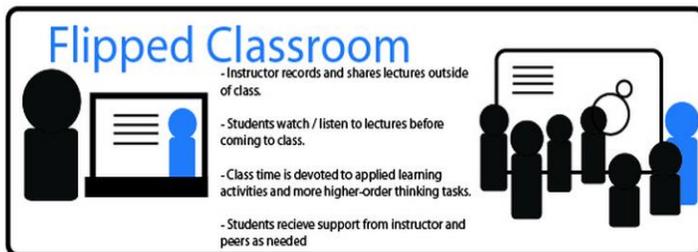
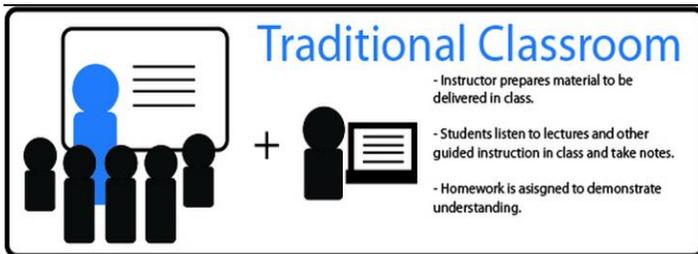


Very creative resource pamphlet.

**TOTAL POINTS FOR GROUP PRESENTATION (190): 190**

## Innovative Teaching Projects and Roles

### Using the Flipped Model to Transform an Undergraduate Health and Wellness Course (HPRB 1710)



Student learning is shifting from knowledge acquisition via face-to-face instruction to incorporating the use of technology outside the classroom environment. As part of a grant provided by the Center for Teaching and Learning, my supervisor, colleague and I developed online modules for an introductory health and wellness course. I used the flipped classroom model to transform the course from the traditional lecture-style format to a hybrid form where the course is partially taught online and partially in-person.

The flipped classroom model refers to creating an educational environment where students obtain information from outside resources such as online

lessons and readings, while the in-person time is dedicated to group discussions and application of the concepts learned online. Students view online content prior to class, which allows face-to-face time for collaborative work and reflection. The combination of online modules with in-class discussions helps students move beyond knowledge and comprehension to analyzing, applying and evaluating new concepts.

We determined that there were a number of topic areas suitable for online instructional content. I was responsible for developing the content for four online modules: sexual health, physical fitness, nutrition and cardiovascular health. Each module contained an online lecture and a worksheet. Students are given instructions to download, complete and submit the final document to the electronic database. My colleague and I also created a database, including generic keys and online module components, as a resource for other health promotion instructors to incorporate online instruction into their courses.

We evaluated feedback from students on the activities that aided in the learning process and incorporated suggestions for improving the online portion of the course. Eighty percent of student responses indicated that how the content was delivered (videos, websites, articles, and visual images) aided in learning module content.

### Alcohol and Sex-Education: Comparison of Two Teaching Models

As part of a grant I received from the CIRTLL, I developed a teaching project that will be implemented in the spring semester of 2018. The present research project has two goals: (1) to improve the online and in-person experience by revamping the online content for the hybrid HPRB 1710 course and (2) to compare the learning experience of students using these modules and those in a traditional, lecture-style learning environment. I focused on two relevant modules for college students: alcohol consumption and sexual health.

During the fall semester of 2017, I updated the content and format of the current online modules and developed short discussion activities for the in-class portion of the course. I plan to implement the online modules and in-class activities in my course and another TA will implemented the same components in their course. Student assessment of satisfaction and knowledge acquisition will be compared to two other sections of the same course using a traditional lecture-style format.

## Professional Teaching Activities

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### Teaching Honors/Awards

- ***Outstanding Teaching Assistant Award Nominee, University of Georgia*** 2017-2018  
Award recognizes graduate teaching assistants who have demonstrated exceptional teaching skills and are passionate and committed to teaching and learning.
- ***Future Faculty Fellowship Program, University of Georgia*** 2017-2018  
Program provided by the Center for Teaching and Learning at the University of Georgia. Fifteen graduate teaching assistants, across a variety of disciplines, participate in an extensive year-long program preparing doctoral students for faculty positions.
- ***Scholarship of Teaching and Learning Grant Recipient, University of Georgia*** 2017-2018  
**Funding Amount: \$500**  
Grant provided by the Center for Integrative Research, Teaching and Learning (CIRTL) to graduate students and post-docs who are committed to a career that involves teaching, have demonstrated academic achievement, and show potential for future achievement as scholars and teachers. Assists graduate students and post-docs in the development, implementation, evaluation and dissemination of classroom teaching projects.

### Journal Article(s)

#### *Published*

- **Kas-Osoka, C., Bradley, L.J., Coffman, R., Orpinas, P. (2017).** Developing Online Modules for a “Health and Wellness” Course: Adapting Active Learning Strategies to the Online Environment, *Pedagogy in Health Promotion*. doi:10.1177/2373379917750167  
**Summary:** Instruction is shifting toward incorporating opportunities for active learning through online platforms. The paper examines the design and implementation process for four online courses (sexual health, nutrition, alcohol awareness and environmental health). The process resulted in six lessons for educators: students were engaged when the content was applicable to their personal life, students valued learning about how public health affects their community, course content must provide opportunities for critical thinking and self-reflection, students valued the hybrid nature of the course, student feedback of the online modules promoted self-reflection, and students and instructors appreciated the worksheet that guided the online course.

### Conference Presentations

- **Oral Presentation**, “Using Online Resources to Teach Environmental Health Topics,” Innovation in Teaching Conference, University of Georgia, Athens, GA, October 2017
- **Poster Presentation**, “Lessons Learned from Transforming a Traditional ‘Health and Wellness Course’ into a Hybrid Course,” Conference on Higher Education Pedagogy (CHEP), Virginia Tech, Blacksburg, VA, February 2017

### Workshops/Panelists

- **Workshop**, “Effective Lesson Planning,” University of Georgia New TA Orientation, Athens, GA, August 2017.
- **Panelist**, “How Young is Too Young? Talking About Sex in the Family” Sexual Health Advocacy Group-Discussion, University of Georgia, October 2015.

### Community Outreach

- **21<sup>st</sup> Century Afterschool Program Instructor**, Clarke Middle School, Athens, GA 2017-2018  
Participated after school program discussing the intersection of science and art with Clarke Middle School students. Completed a number of science projects: making stress balls, photography, etc.

- ***P.O.I.S.E. Facilitator***, Clarke Middle School, Athens, GA January 2017-May 2017  
January 2017-May 2017  
Implemented program with African American teenage girls examining the role of media in shaping one's body image and self-esteem. Examined ways to increase self-esteem and the importance of positive affirmations.
- ***Black History Bowl Coach***, Clarke Middle School, Athens, GA 2016-2018  
Helped students prepare for competition by creating quizzes to review black history bowl material. Coordinated multiple after school study sessions and provided motivational support to students before and during the competition. Competition occurs in March every year.

## **Special Training or Teaching Related Experiences**

### **Special Training**

- ***Emerging Leaders Program, UGA, 2016-2017***  
Learned about personal leadership skills and strengths and how to utilize those in leadership roles (teaching, research, etc.). Encompassed a network of graduate students across various disciplines and organizational affiliations at UGA. Worked through the academic year to implement an action project in the community, which involved providing activities and academic support for youth living in a Domestic Violence shelter.
- ***Scholarship of Teaching and Learning, Learning Community, UGA, 2017-2018***  
Participants received a mini-grant from the UGA graduate school to complete a research project in the classroom. Monthly meetings included project brainstorming sessions on research questions, methodologies, theory and pedagogical practices. Participants prepared research results for conference presentations and the UGA Teaching Symposium.
- ***Office of Institutional Diversity-Diversity and Inclusion Training, UGA, 2017-2018***
  1. UGA's Anti-Harassment and Discrimination Policy, September 2017
  2. Self-Awareness and Reflective Practice for Diversity and Inclusion: Transforming our Schema, October 2017
  3. Diversity Through Dance, November 2017
- ***Mid-Semester Formative Evaluation (MSFE) Training, UGA, 2017-2018***  
Trained in conducting MSFEs for faculty and graduate students. Worked with colleagues to complete class evaluations, compiled written student responses, debriefed with instructors about student responses, and provided written feedback to instructors.

### **Workshops Attended**

- "So You Want to Study Your Students: Getting Started with Study Design" with Colleen Kuusinen, Center for Teaching and Learning, UGA, October 2016
- "Constructing Your Curriculum Vitae" with Michelle Foulke, UGA Graduate School, UGA, September 2017
- "Write More, Stress Less: Best Practices for Designing and Grading Assignments" with Mary Helen Hoque, Center for Teaching and Learning, UGA, October 2017
- "Teaching Inclusively" with University of Wisconsin CTL, Center for Integrative Research Teaching and Learning, Online, December 2017

### **Conferences Attended**

- Conference on Higher Education Pedagogy (CHEP), Blacksburg, VA, February 2017
- Innovation in Teaching Conference, Athens, GA, October 2017

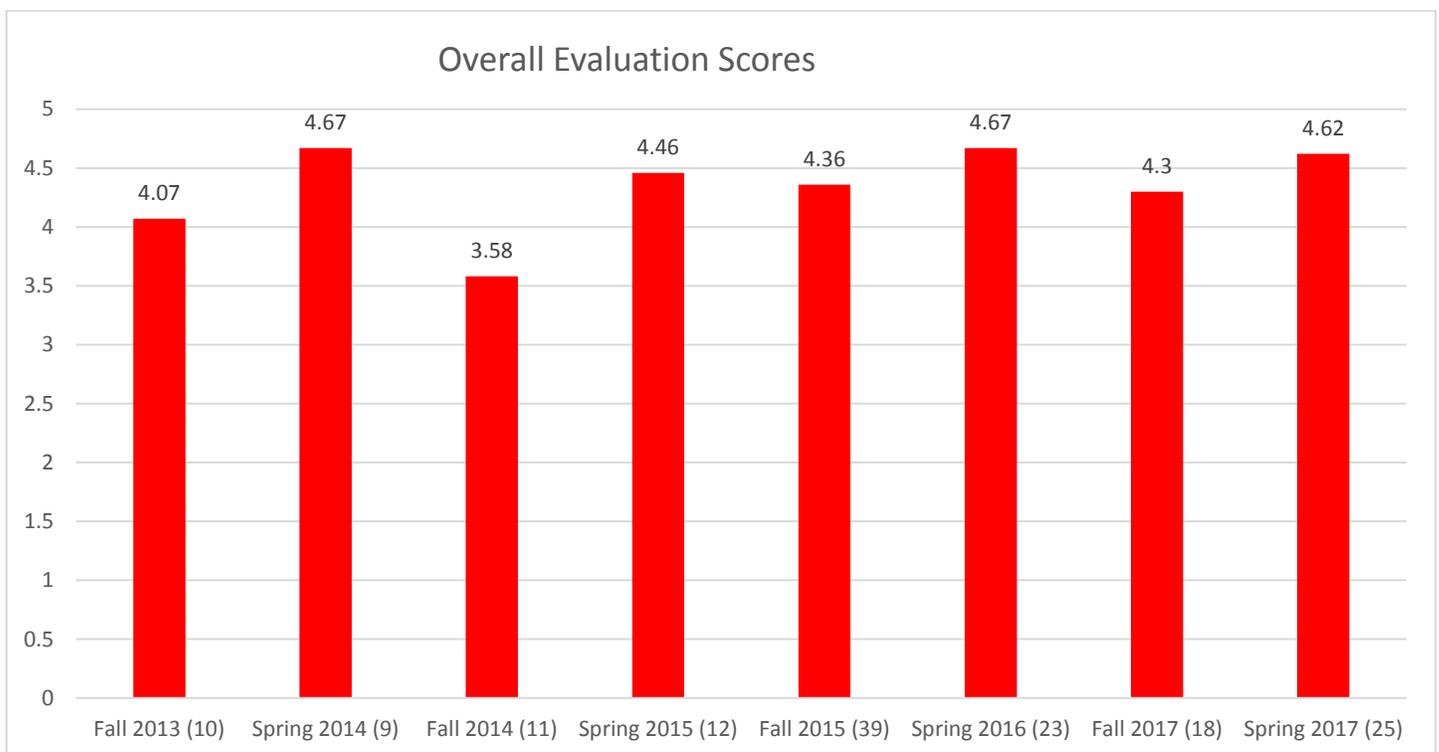
## Teaching Evaluations

### Official Evaluations (UGA Department of Health Promotion and Behavior)

#### *Quantitative Feedback*

#### **HPRB 1710: Health and Wellness**

Students were asked 17 questions about the course related to assignments, lectures, lesson planning, syllabus construction, teacher preparation, and course requirements. Sample questions included: “The instructor was well prepared for class,” “The instructor engaged students in critical thinking opportunities,” and “The instructor provided helpful suggestions and feedback on assignments and/or exams.” Responses were ranked on a 5-point Likert scale ranging from 1=almost never to 5=almost always. The following graph displays my overall evaluation scores, for all 17 questions, each semester.



( ) denotes students who completed the end of semester evaluations

*“I think one of the best parts of this class was all the different ways we were taught whether it be typical lecture, online video lecture, interactive in class projects, or guest speakers. I was able to learn in a fun and creative environment. The way that we were taught this semester was not boring which helped me to remember the material and stay engaged in the material.”*

**-HPRB 1710 Student**

## Qualitative Feedback

### Student Comments

What impact did this course and/or instructor have on you?

- *I really enjoyed the instructor. She was very relatable to her students and made the classroom a more fun atmosphere by making jokes with us and enjoying herself.*
- *This class gave me a positive attitude and the instructor was always able to answer any questions that I had. I enjoyed it very much and was able to learn the required material in a great environment!*

*The course expanded my knowledge of health and public health. I now know a lot of things about health that I did not know before. The instructor was positive and always willing to help. She made learning more fun and the class enjoyable!*

*The instructor was amazing. She was always ready to help and easy to communicate with. I felt that this was one of my best classes this semester and would recommend it to my friends. Her learning methods were very effective and useful.*

- *She was a fantastic professor, with such great insight. She was always willing to meet up and very willing to answer questions.*
- *This course was great, and helped me remember why I am choosing to go into the healthcare field. I appreciated the instructor's hard work and ability to teach the class material well.*

## Letters from Students

Ms. Kas-Osoka,

I wanted to thank you for spending time with me this afternoon to look over my previous tests and answering any questions I had about the content. It definitely helped me to know I could better study for the next test.

It was a pleasure to talk to you about your research, and about goals and life, in general. Having these talks with someone so successful gives me so much hope for the future. I thoroughly enjoyed our conversation and I hope to keep in touch with you to learn more about the results that come from your research.

Hope you have a wonderful weekend!

Thank You,

Ms. Kas-Osoka,

I wanted to take the time to sincerely thank you for this semester. I have really enjoyed this class with you and what I have been able to learn from it.

Your presence in the classroom has always been warming and welcoming, and as a first semester freshman, I wanted to thank you for that reassurance coming into college. Thank you for your attitude in class and for making the material interesting and easy to comprehend; you really did make this class such an enjoyable experience for me and I'm sure my peers as well.

Please keep teaching the way that you do, because you truly make it an enjoyable experience for all!

Sincerely,

## **Diversity Statement**

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“Well, when I think about bipolar disorder, I just think about people who are crazy.” As an instructor, listening to a student describe individuals who suffer from bipolar disorder as being “crazy” made me cringe. As upset as I was at that moment, I tried not to overreact. I immediately stopped the presentation and redirected both the presenters and the audience to the real-world stigma that exists around mental illness. I emphasized that when we discuss people or situations that are different from our own, it is important that our language is inclusive and not divisive. Mental illness affects more people than projected, and stigma often prevents sufferers from seeking care.

As I mention this example, it brings me to my thoughts surrounding diversity. My perception of diversity within the context of teaching is unique in that my experiences with diverse environments has helped shaped how I interact with students. Being a first-generation American and of an underrepresented population, I find it extremely important to discuss different perspectives on health and health outcomes and open the discussions to include the experiences of my students. I am also from the heart of Silicon Valley, one of the wealthier areas in the state of California. However, there are pockets of San Jose, California with large portions of underrepresented populations, often of lower socio-economic status. This is where I spent the majority of my middle and high school years. My high school was predominantly Asian and Hispanic, and I distinctly remember being the only African American student in almost all of my classes. It was not until I went to college that I was able to develop as an individual and better understand what it means to be an African American woman. For some, higher education can be a space where young adults further strengthen their sense of identity and belonging within a community. This presents a unique opportunity for me as an instructor. I am involved in the facilitation process as students begin to develop their sense of identity, while understanding the benefits, barriers and privileges, they, or others, may have experienced within the context of health.

I appreciate that there are different types of learners in the classroom. As such, I do my best to present content in a way that reaches each of my students. As we have transformed HPRB 1710 into a “flipped classroom,” I have developed a strong appreciation for delivering course content through different modes. Providing various avenues through which students learn course content (navigating websites, reading articles and watching videos, etc.) increases students’ engagement and retention of information. Students are also provided with opportunities for written reflection both inside and outside the classroom. I strive to make the classroom an inclusive environment by changing the language we use and eliminating the use of “other” and “those people” as descriptive terms. We discuss how our environment plays a role in shaping our health status, and how race, sexual orientation and socioeconomic status may impact our health. I make it a point to stress that the scenarios discussed in class may be experienced by our family, neighbors, mentors, and friends.

Diversity is not just about acknowledging the differences between individuals, but it encompasses being sensitive to those differences and understanding that we all must co-exist. From a health standpoint, our healthy decision making is not solely about individual choices, but there are systemic conditions that have shaped how some individuals and communities experience health. These important components of diversity help lay the foundation for the critical work that must be done with regard to public health.