



# H.E.A.L. Healthcare

## Facilitation Guide - Course

This Facilitation Guide is provided to aid healthcare professionals, administrators, students and educators in integrating H.E.A.L. Healthcare curricula into a university or college course. This is meant to be a guide only. Modify to works for you and/or your group.

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**WHAT:** Using H.E.A.L. resources as part of an existing university or college course related to healthcare as either part of the syllabus (e.g., recommended or assigned reading) or course assignments.

**WHY:** To enrich learning with arts-based tools and resources to complement regular textbook reading and peer-reviewed articles, share lessons and strategies across a group or team, discuss the application for practice within your field, and address any outstanding questions or curiosities.

**WHO:** Appropriate for undergraduate and graduate students in a health program (e.g., nursing, physiotherapy, medicine, health administration).

**WHEN & WHERE:** Resources can be explored during class or tutorial time or as part of independent studies or self-directed reading.

**HOW:** Follow the steps below to facilitate a Small Group discussion.

1. Integrate into a syllabus & assign as reading
  - a. Consider adding either the whole website or a few specific resources into your syllabus as weekly reading assignments. For instance, it may be helpful to use tools with stories and videos to supplement textbook chapters to help (a) illustrate a point, (b) offer a complementary or differing perspective, and/or (c) give students a break from reading with more creative educational content
2. Share as supplemental & optional resources
  - a. Consider adding either the whole website or a few specific resources into your syllabus as supplemental or optional reading. Students looking for more opportunities for independent learning can be encouraged to work their way through all of the resources or some related to a specific theme (e.g., anti-Indigenous racism in healthcare)
3. Build a class assignment around it. Below are some ideas to help get you started.
  - a. Tutorial presentations – have students complete a resource and present back to the class about (i) what the tool was, (ii) one thing they learned, and (iii) one critical question for your field or an opportunity to apply learning in practice
    - i. Students can choose any resource on the website or just from a particular theme (e.g., ableism) and work in small groups or independently
    - ii. You can also assign this as a Think-Pair-Share rather than a presentation whereby students who each picked a different tool pair up to exchange learning and then share back with the class (i) what they discussed and (ii) common threads across the two topics that highlight the complexity of X issue
  - b. **Case studies** – students can use a particular story from the website as a case study of X theme you address in your course content. In line with this example, they can respond to a series of critical thinking questions that align with the

course learning goals and encourage them to problem-solve (e.g., how does X illustrate Y, what would you recommend doing to address X in practice).

- c. **Intervention design** – assign students a resource from the website to review to understand a particular medical bias. Then, invite students to devise a solution or intervention to address X medical bias in practice. In class, have students “pitch” their strategy to addressing X medical bias to illustrate application for practice and to support learning from each other.
  - i. For higher-level students, consider assigning real-world constraints (e.g., a time parameter and budget) for their design and have them peer-review or offer constructive feedback on each other’s pitches.

