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*Preparing people to lead extraordinary lives*

These questions were created by Susan Haarman in the Loyola University Chicago's Center for Experiential Learning to help service-learning instructors and students reflect on the intersection of their learning and the COVID-19 outbreak. Feel free to use, but please attribute.

### **Leveraging the Learning Opportunity of a Global Health Situation**

- Your education was directly affected by a large scale global health issue in the form of COVID-19. How does something like the COVID-19 affect your course topic specifically? Are there other global health issues that the course topic is particularly vulnerable to?
- Public health practitioners often focus specifically on how certain communities may be either more at risk or more resilient in the face of outbreaks. When you think of the individuals you met at your placement, are there certain factors that put them more at risk to outbreaks like COVID-19? Are there certain factors that uniquely give them an advantage?
- Global health issues require a truly interdisciplinary approach and response. What role does your chosen vocation / career path have around global health?
  - If you cannot think of a direct contribution your career path makes, how might global health issues impact your chosen work?
- Some students experienced having to be relocated unexpectedly due to larger issues outside of your control. Has this made you more aware of or thinking differently about issues of freedom of mobility?
- Global mobility issues (i.e. climate refugees, global health displacement, asylum seekers from destabilized countries, work shortages) are becoming more and more a part of our reality. How is the course material affected by issues like these?
- Chicago is an incredibly diverse city across both its inhabitants and neighborhoods. When you think of that diversity, are there certain neighborhoods or populations that would be impacted more than others by COVID-19 - positively or negatively? Please use knowledge gained from the course material and from your service-learning experience to back up your claim.
- Public health crisis often serve as a window into how individuals' understand their role and obligations to others in society because we are often asked to change our patterns of behavior or interactions with others.
  - How do you understand your obligations and responsibilities to others? Has this experience challenged or confirmed that?
  - What assumptions or implications does your coursework have about an individual's role or obligations to their community?