Social Impact Tool in Curriculum Development

Here are some initial practices to help integrate a social impact lens into your curriculum and facilitation design. This is just a starting point—explore and adapt as you create meaningful and engaging learning experiences. If you need further consultation to embed a social impact lens into your curriculum development process, please connect with The Office of Social Impact and Belonging.

	Build Supportive Environments
☑	*Foster a Respectful and Supportive Atmosphere*: Establish clear expectations for respectful behavior and handle complaints effectively. Create shared expectations and community/conversation agreements right from the start of the discussions.
☑	*Model Welcoming Behavior*: interrupt harmful comments/behavior in real time to model respectful and appropriate responses.
☑	*Build Relationships*: Get to know your participants. By having awareness of who is in the room, their backgrounds, experiences, and needs you can better tailor your approaches.
☑	*Provide Accommodations*: Offer necessary accommodations for participants This might involve providing assistive technologies and/or alternative formats for materials.
	Give distinct, specific, and sufficient attention to gaps in health outcomes:
☑	*Ask yourself these questions:* ➢ Which individuals/groups are most advantaged and most disadvantaged by the issues/topics being addressed? How are they impacted? ➢ What quantitative and qualitative evidence of gaps in outcomes exist? ➢ What factors may produce and/or perpetuate disparate outcomes associated with this issue/topic? ➢ What positive impacts on health outcomes could result from this learning experience? ➢ Are there further ways to maximize opportunities of social impact?
☑	Give distinct, specific, and sufficient attention to gaps in outcomes when highlighting data and/or research.
	Engage in Continuous Learning and Professional Development
☑	*Increase Self-Awareness*: Reflect on your own assumptions by taking tests like the Implicit Association Test (IAT) or engaging in our canvas resources to participate in self-reflection. Understanding your own assumptions is the first step towards addressing them.
☑	*Seek Professional Development:* Engage in workshops focused on assumption reduction. Continuous learning helps facilitators stay informed about best practices.
☑	*Reflect on Interactions*: Be mindful of how your unconscious assumptions might influence your interactions. Strive to treat all participants fairly and challenge any assumptions you may have.
☑	*Embed Culturally Centered Approaches:* This means understanding that you just may not know what it's like to be someone else. Be mindful of your own need for learning, unlearning, and relearning.
☑	How might your unconscious attitudes and assumptions be playing out as you develop this curriculum and prepare to design this learning experience?

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School of Medicine and Public Health
UNIVERSITY OF WISCONSIN–MADISON

Encourage Open Discussions and Feedback

☑	*Encourage Open Dialogue*: Create opportunities for participants to discuss issues related to unconscious assumptions and discrimination. This can help build a more understanding community and create belonging.
☑	*Encourage Open Communication*: Create a culture where participants feel able to express their thoughts and opinions. Encourage respectful dialogue and active listening by modeling this behavior and creating space for disagreements.
☑	*Differentiate Instruction*: Recognize that participants have different learning styles and needs. Use a variety of teaching methods and provide multiple ways for participants to engage with the material and demonstrate their understanding.
☑	*Provide Opportunities for feedback*: By providing evaluation opportunities and incorporating feedback in a transparent way to enhance your curriculum, participants are empowered to continue sharing their contributions to create an engaging experience.

Embed materials, language, and assessments that reflect a variety of perspectives

☑	Work in partnership with those who have a perspective that is different than your own.
☑	Engage a pool of *evidence-based research* on a topic to align your approach to facilitation with our school's values.
☑	Incorporate perspectives, images, data, and research that reflect *different perspectives and experiences.* This includes incorporating texts, examples, and case studies from different backgrounds. This enriches the learning experience.
☑	Ask yourself these questions: ➤ Who does this image/data elevate? Who does it not? ➤ How might we reflect the different perspectives and experiences that are not represented on your team in this curriculum or facilitated experience? ➤ Do we understand the context of how we arrived at this data/outcome?
☑	*Promote Universal Design for Learning (UDL):* Implement Universal Design principles to create flexible environments that accommodate different learning styles and needs. This includes providing multiple means of engagement and expression.
☑	*Implement Fair Assessment Practices:* Design assessments that are fair, transparent, and standardized. Consider multiple forms of evaluation to accommodate different learning styles and reduce unconscious assumptions.
☑	*Understand and Address Obstacles:* Identify and remove obstacles that may prevent full participation. These can be physical (e.g., inaccessible buildings), communication-related (e.g., unclear instructions), attitudinal (e.g., assumptions), or organizational (e.g., policies).
☑	*Use Accessible Language:* Avoid harmful or outdated language. Use language that centers the participant's experiences.