

Health Equity Reflection Contest Guidelines

Engage in self-reflection regularly

Keep a journal, paint, or write a song or a poem. There are many modes of self-reflection and we wouldn't want you to limit yourself.

Consider using the Experiential Learning Cycle to help guide your regular reflections:

- **What?** Report the facts and events of an experience, objectively.
- **So What?** Analyze the experience.
- **Now What?** Consider the future impact of the experience on you and the community.

Synthesize and Summarize

Synthesize and summarize your works of self-reflection to gain a better idea of the direction you want to take your submission for the Health Equity Reflection Contest. Think of the things you really want to emphasize in your submission. Remember that your submission should display self-reflection (see guiding questions below).

CREATE!

Be creative. Reflection submissions beyond papers are encouraged. This could include works of art, photography, collages, poems, spoken word, video stories, or storybooks. As long as you can figure out a way to share your reflection with us, we're open to all forms of expression.

Visit our website for some great examples of past entries:

www.uwmedicine.org/education/Pages/Health-Equity-Reflection-Contest.aspx

Submit: Submissions are due April 13th via Catalyst:

<https://catalyst.uw.edu/webq/survey/davidfer/295223>

Questions about the process? Contact somserve@uw.edu

Guiding Questions:

- What 'Aha!' moments and skill sets have you taken away from your community-based experiences?
- How do you stay present in your community work? What motivates and recharges you?
- How do your lived experiences and identities inform how you are making sense of this situation?
- How have my community-based experiences informed the way I think about my identity?
- Why is there a need for the work you are doing? Dig deep – think root causes.
- How does your understanding of community, power, and health equity change as a result of your participation in this project?
- How can you educate others or raise awareness about this group or social issue?
- Complete this sentence: Because of my community-based work, I am....

A note about the Ethics of Reflection:

It is important that we reflect and write in this work we do with patients. And we cannot really tell our perception of the story without including the patient because the story came because of them and their story. And yet we also have a covenant of confidentiality with our patients. Beyond what HIPPA says, we live within the ethical considerations that must protect our patients. So what can we do when we write and then want to share that writing with a friend, in a blog, or for a journal submission?

We really need to think about these ethical considerations when writing about patients. In an evolving set of guidelines, the “best” practice remains to show what we write to the person about whom we wrote. That is what we encourage you to do whenever possible. It can be scary and it is always fruitful. You might learn more about the story, about the person, about yourself and the bias inherent in your viewpoint. That information might lead you to add to or edit your reflection. And then what you have is a co-creation and your patients will feel valued and respected.

Sometimes that sharing is not possible. It was a chance encounter and you have no way to find and contact the person about whom you wrote. The person is deceased and you could not find a family member for review. It was many years ago. Etc. So then what?

Start with asking yourself three questions and apply them as criteria for submitting or publishing your narrative:

1. Does the story have social merit? Writing for promoting your worth is not a good reason. Writing and sharing a lesson that can benefit the larger community can meet this criterion.
2. Is the story respectful of the person about whom you wrote? Even difficult stories can be told in a way that is respectful to the humanity of the characters.
3. If persons were to read it and think maybe it was about them, would they not feel shamed or embarrassed?

The last two are obviously subjective, but these are good criteria to apply.

Then, be sure to change identifiers: gender, age, occupation, some facts of the clinical case. The point is change enough that the patient and their families would not recognize them, while at the same time preserving the story’s purpose and lessons. Often the lessons are universal and particular, so work to change factors so that patient/client identity is protected. Refer to the epilogue of *Heart Murmurs; What Patients Teach their Doctors* by Sharon Dobie (University of California Medical Humanities Press, 2014) to read more on the ethics of reflection when writing about patients.

Resources:

[5 Tips for How to Be an Ally by Chescaleigh \(YouTube video\)](#)

[Moving the Race Conversation Forward \(YouTube video\)](#) – This video relates to the common book, *The New Jim Crow*, and could be a resource when you are self-reflecting on systemic racism.

[Jay Smooth talks about Incarceration \(Online video\)](#) – This is another video which relates to the common book and a good resource if needed when self-reflecting on systemic racism.

[What is Critical Reflection? Prepared by Natasha Kenny \(PDF document\)](#)

[The Importance of Reflection in Service-Learning Prepared by Santa Monica College \(Word Document\)](#)

[Reflection in Service-Learning Class \(Online article\)](#)

Sample Timeline

September-December	<ul style="list-style-type: none">• Regularly engage in self-reflection – paint, blog, write poetry, make music, or keep a journal.• Brainstorm and plan ideas for the Health Equity Reflection submission.• Encourage yourself to continue your reflection practices.
December-March	<ul style="list-style-type: none">• Summarize and synthesize your reflections.• Brainstorm different ideas for your Health Equity Reflection submission.• Create your Health Equity Reflection submission piece!
February-April	<ul style="list-style-type: none">• Call for Submissions!• Submit your entry via catalyst (if a word/written document), email (if digital), or drop off at the Service Learning office in A-300.
April- May	<ul style="list-style-type: none">• The HSSLA committee and judges will look through all submissions.• Winners will be decided.
May	<ul style="list-style-type: none">• Winners are announced and will be invited to present their work at the Health Sciences Service Learning and Advocacy Summit.• Winners and other invited participants present their reflections.