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## Thinking outside the Box for Experiential Student Learning: Development of Remote Experiential Learning and Volunteering During the Pandemic

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# Thinking outside the Box for Experiential Student Learning: Development of Remote Experiential Learning and Volunteering During the Pandemic

Amy Christopher, University of Dayton

*Objective:* Review and reflect upon innovative experiential learning and student volunteer hours during remote isolation of pandemic times.

*Introduction:* In response to the COVID-19 pandemic, experiential learning for health care professional programs struggled to find clinical rotation sites and provide students in the didactic curricular phase opportunities to apply health education outside of the classroom. Many healthcare sites and community health screening events were prohibited during an extended period of time due to pandemic isolation. As a health educator, exploration of remote experiential learning took creative planning to ensure students were able to apply their medical knowledge in real-life situations, give back to their community according to Marianist charisms, and fulfill healthcare-related volunteer service hour requirements.

*Methods:* Exploration of student involvement from a remote standpoint included faculty-supervised administration of health literacy surveys in African immigrants, composition of health education materials for video production for various conditions including COVID-19 vaccination, health education video production, and editing of closed-captioning/subtitle files for health education videos.

*Results:* Students were able to apply information being learned in a variety of ways. For administration of health literacy surveys in the immigrant and refugee population, students were provided a unique perspective about health disparities including healthcare access as well as the non-English fluency effect on understanding and accessing health information. Students also were applying health maintenance information and general disease and therapy information when composing Powerpoint slides for health education videos regarding diabetes, hypertension (high blood pressure), COVID-19, and the importance of COVID-19 vaccinations. Another important aspect of this type of experiential education included transitioning the medical language they were learning in the classroom to a lower health literacy level especially in underserved populations of English second language. Creating narration scripts for narrators of videos was also a learning curve for students to have the speakers not just read directly from the slides, but to also understand how to script the importance of engaging and relating to the audience for the health education videos. When involving students in video production and SRT (SubRib Subtitle file) creation for video closed captioning, students were able to assist with the editing and language translation piece while receiving a glimpse of the complexity of health education video production.

*Conclusion:* Thinking outside of the box during pandemic isolation afforded students unique and engaging experiential learning opportunities in the form of various stages in health education video production as well as surveying health literacy in underserved populations.