**Problem: Public Health & Transdisciplinary Pedagogy**

Public health operates at the nexus of social, medical, ethical, and environmental challenges. Undergraduate education is increasingly linking student learning to community needs. Public health education thus requires creative transdisciplinary strategies to foster student learning and community outcomes.

**Academic service-learning** enhances education by combining classroom instruction and contributions to community-identified needs. Utilizing service-learning to teach social justice and public health contributes to student civic engagement.

**Identifying a Common Exemplar: Lead Pollution in Omaha**

Lead pollution in Omaha is a legacy of the city’s metropolitan development. Current exposure is still heavily influenced by historical geographies of segregated housing and proximity to vehicular and industrial emissions. Lead exposure, thus, disproportionately affects minority and low-income communities. Omaha’s leaded history also tracks a growing awareness of the public health hazard, culminating in its listing as an EPA Superfund Site in 2003. Despite substantial progress in remediation, however, exposure continues. Lead screening reveals the continuing impact of environmental inequalities.

**Identifying Shared Student Learning in Nursing & the Humanities**

Undergraduates enrolled in two independent courses (NUR471 & EVS/HIS483) with widely varying course content and instruction. Despite overlap, students exhibited disparity in some course and/or discipline-specific learning outcomes.

**Questions**

1. How might faculty design transdisciplinary courses that address the complexity of public health issues?
2. How might a “civic health” framework bridge learning objectives in nursing and the humanities?

**Identifying Shared Student Learning in Nursing & the Humanities**

**Discussions:**

- **Fostering Student Learning**
  - **Shared Themes/Subjects** - Instructors could develop a common set of resources & formalize transdisciplinary relationships
  - **Shared Sites of Learning** - Instructors could encourage greater student interaction at screening sites.
  - **Shared Experiences** - Students could share end of semester reflections.

- **Limitations**
  - Dual use only partly compensates for the limitations of each approach.
  - **Data** - Reflection essays reflected response bias. Student responses to different prompts and length of response varied. Interaction between student groups was incidental and informal.