

Learning Activity: Community Resources Scavenger Hunt

Description of Activity:	Students will receive a list of community resources to locate and explore. They will learn about the services each agency provides and, when possible, meet staff members who work there.					
Keywords:	People experiencing homelessness, community resources, referrals					
Type of activity	<input type="checkbox"/> Didactic <input type="checkbox"/> Simulation <input checked="" type="checkbox"/> Clinical	Recommendation on when introduced in curriculum?		Suggested Course:	<input checked="" type="checkbox"/> Health Promotion /Assessment/ Fundamentals <input type="checkbox"/> Acute care <input checked="" type="checkbox"/> Chronic care <input type="checkbox"/> Pharmacology	<input checked="" type="checkbox"/> Population/ Community health <input type="checkbox"/> Leadership <input type="checkbox"/> Other:
Competency addressed:	<input type="checkbox"/> 1. Provide respectful, compassionate, person-centered care for people experiencing homelessness (PEH) <input type="checkbox"/> 2. Evaluate clients for social determinants of health needs, including housing status and related aspects of safety, access to food, social support and other relevant domains <input checked="" type="checkbox"/> 3. Collaborate with client and appropriate Interprofessional community members to optimize health in PEH <input type="checkbox"/> 4. Advocate for improved health for PEH					
Learning Activity:	<p>Goal: This activity helps students understand available community supports and build connections with local service providers. This knowledge will help students develop the ability to refer individuals to appropriate community resources.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Develop a list of community resources/agencies for students to visit. 2. Students are divided in teams of two or three students. 3. A map of the area is provided. 4. At the end of the 2-3 hour period, students meet with faculty to discuss their findings. 					
Time Required:	3 hours (depending on number of agencies listed, and whether students will divide into groups.					
Preparation of the student:	<ol style="list-style-type: none"> 1. Discuss professional presentation of self, including how to introduce themselves, purpose of their visit and approximate time it will take. Since it is a drop-in visit, students should limit their visit time to 10-15 minutes. 2. Develop a list of possible questions to ask. 3. It is also helpful for students to leave a handout describing their class, purpose and contact information of their faculty. 					

Assessment	Formative: Meet with students after their scavenger hunt to debrief re: services, what they learned, and what they see as additional needs.	Summative: Create a written quiz on community services referring to information they learned in didactic re: community assessment and SDOH. Students reference the services/agencies they visited.	Potential Assessment Strategies: Students put together a resource binder with their pamphlets and information. Grading rubric used to see if it is complete. Reflection paper.
Resources:	List of community resources. (Example scavenger hunt attached.)		
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