

Facilitation Guide



Welcoming the Stranger: Catholic Health Care and Immigration



A Passionate Voice for Compassionate Care

Welcoming the Stranger: Catholic Health Care and Immigration

A Facilitator Guide

This eLearning course is meant to be used in two ways:

1. It is designed as an inter-active, self-guided learning experience that the learner can access through a desktop computer or a mobile tablet. (Please note: Because of the detailed information on each screen, it is not meant for use on a mobile telephone.) Individuals who experience the course in this manner can expect to spend a minimum of 15 minutes navigating through the screens and considering the questions raised.
2. Welcoming the Stranger can also be experienced by a group of learners with a facilitator guiding and pacing the learning experience and advancing the screens. This Facilitator Guide is intended for group learning and is meant to offer the learners opportunities to answer questions, to raise questions and to discuss opportunities to take action on behalf of immigrants within the context of Catholic health care.

Objectives: Participants will be able to

- Understand and appreciate the rich history of Catholic health care’s commitment to and care for immigrants.
- Learn that care for immigrants is rooted in Church history and that we who serve in the ministry of Catholic health care are spiritually compelled to be in solidarity with immigrants.
- Be able to articulate concrete actions that can be taken to welcome immigrants.

General guidelines for the Facilitator:

- The Facilitator should become familiar with the process of launching the module and navigating through the course prior to the session. Screen 1 explains how to navigate the module and explains the symbols and icons on the screen.
- Each time the screen advances, allow the audio/narrator’s voice will be heard first.
- Begin the session with the prayer that is provided.

| Screen Number Title | Content | Opportunities for Discussion |
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| Before opening the course | Identify self. Welcome the group. Allow participants to identify themselves. “A Prayer for Solidarity with Those Who Are Migrants” | |

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| | <p>(This prayer is found on the CHAUSA Knowledge Center in the Welcoming the Stranger package of resources.)</p> <ul style="list-style-type: none"> • Give copies of the prayer to the group. • Identify volunteers to serve as Leader and Reader. | |
| Screen 0 Welcoming the Stranger | <p>Music plays and fades. Advance to the next screen.</p> | |
| Screen 1 Welcome and Introduction How to Navigate This Module | <p>Allow the audio/narrator to explain the symbols and icons on the screen.</p> | |
| Screen 2 Welcome and Introduction Welcome | <p>The audio/narrator explains the objectives for the course.</p> | <p>Clarify that the group understands the objectives.</p> |
| Screen 3 Welcome and Introduction Silvia's Story | <p>The audio/narrator begins to tell the story of Silvia, a young woman who immigrated to this country as a child.</p> <ul style="list-style-type: none"> • Tell the group that Silvia is a real person who works in a clinic in a Catholic health care facility. | <p>No need for discussion until the story is complete.</p> |
| Screen 4 Welcome and Introduction Silvia's Story | <p>Audio/narrator continues to introduce Silvia's story.</p> <ul style="list-style-type: none"> • Click on the map as directed. • Silvia's voice continues with her story. • Continue until Silvia's story is complete. | <p>At the end of the story, ask if any members of the group had ever had a similar experience. As if a person they know had such an experience.</p> |
| Screen 5 U.S. History and the Foundations of Catholic Health Care | <p>Audio/narrator begins to tell the history of Catholic health care serving those who are immigrants to the U.S.</p> | |
| Screen 6 U.S. History and the Foundations of Catholic Health Care Responding to the Needs of Immigrants | <p>Audio/narrator invites the learner to click on the red markers on the map to learn more.</p> <ul style="list-style-type: none"> • Facilitator clicks on the red markers in any sequence to learn about the | <p>Be open to group member comments if they have knowledge of this history.</p> |

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| | <p>locations and the efforts of sisters to serve immigrants.</p> <ul style="list-style-type: none"> • For each marker a box pops up and the audio/narrator speaks. When the group has had time to listen and see the information in the box, close the box with a click. | |
| <p>Screens 7 and 7A U.S. History and the Foundations of Catholic Health Care Reaching Out to the Sick – Especially Those Most in Need</p> | <p>Audio/narrator notes that waves of immigrants to the U.S. were often served by persons and religious communities who came to this country to serve immigrants' needs.</p> <ul style="list-style-type: none"> • Click on the Red Icon and ask the question: Do you know: How many immigrants came through Ellis Island between 1892 and 1924? • Select the number the group chooses. • Click on Submit for the correct answer. • Close the Do You Know box. | <p>Ask if the group recognizes the photos on the screen. They are images of arriving immigrants at Ellis Island.</p> <p>Ask if the number of immigrants surprises anyone. If so, why? If not, why?</p> |
| <p>Screen 8 U.S. History and the Foundations of Catholic Health Care Living Out Their Faith Commitment</p> | <p>Audio/narrator tells the story of the Sisters of Charity of Leavenworth being invited to Butte, Montana.</p> <ul style="list-style-type: none"> • Click on the Red Icon and read the question: Did you Know: What two diseases were most prevalent in Butte, Montana, in 1890? • Select the answer the group selects. • Click Submit. • Close the box by clicking the X. | <p>Invite comments about how difficult it must have been for those sisters to provide health care in that setting.</p> <p>Ask the group to discuss the complex situation of serving men working in mines during the week and Native Americans on the sisters' "days off."</p> |

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| <p>Screen 9 The Moral Imperative Christian Monasticism – Hospitality as a Way of Life</p> | <p>Audio/narrator introduces the historical background of Christian Monasticism.</p> <ul style="list-style-type: none"> • Point out that the words “hospitality” and “hospital” have the same roots. | <p>Ask the group to discuss current expectations of “hospitality” in their own health care facility.</p> |
| <p>Screen 10 The Moral Imperative The Judaic Tradition of Hospitality</p> | <p>Audio/narrator introduces the Old Testament concept of hospitality. The image on the screen is that of Abraham inviting the strangers into his tent, strangers who turn out to be angels.</p> <ul style="list-style-type: none"> • Click on the Red Icons in any order. Each one has a question for the group to answer. • For each question select the group’s answer and then Submit. | <p>Options for discussion:</p> <ul style="list-style-type: none"> • Do you think people today see a hospital as a place of sanctuary? Do they think of it as a Holy Place? • Did you know that the Golden Rule is a key principle in all major world religions? |
| <p>Screen 11 The Moral Imperative Our Brothers and Sisters</p> | <p>Audio/narrator says that modern science proves that we are brothers and sisters, just as Scripture tells us.</p> <ul style="list-style-type: none"> • Click on the Yellow Icon and ask the group to “talk about it.” | <p>Allow time for the group to share and compare their ancestry stories.</p> <p>The Facilitator may want to point out the illustration on the screen of the Tree of Hands that illustrates the colorful diversity of human beings.</p> |
| <p>Screen 12 What the Church Teaches “Those who have a voice must speak for the voiceless.”</p> | <p>Audio/narrator introduces the concept that there is strong support in the Catholic Church for giving support to vulnerable people.</p> <ul style="list-style-type: none"> • Note the illustration: Those who have a voice must speak for the voiceless. | <p>Invite observations about patients and families who are among the voiceless, the vulnerable.</p> |
| <p>Screen 13 What the Church Teaches Standing in Solidarity with Migrants</p> | <p>Audio/narrator describes church leaders as courageous and faith-filled.</p> <ul style="list-style-type: none"> • Give the group time to see the images on the screen and to read the caption underneath. | |

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| | <ul style="list-style-type: none"> If the writing on the screen is hard for them to see, the Facilitator can read it aloud. | |
| <p>Screen 14 What the Church Teaches What Church Leaders Say</p> | <p>Audio/narrator speaks.</p> <ul style="list-style-type: none"> Read the caption under the photo on the left, then click on the photo to listen to more about Archbishop Gomez. Ask one of the group to read the comment by Archbishop Gomez. Click Close. Read the caption under the middle photo, then click on the photo to listen to more about Pope Francis as a champion of immigrants. Ask one of the group to read aloud the passage on the screen. Close the screen. Read the caption under the photo on the right, then click on the photo. Ask one of the group to read the paragraph on the screen. Close the screen. | <p>Allow opportunity for questions and/or discussion.</p> |
| <p>Screen 15 The Ethical and Religious Directives Caring for People on the Margins of Society</p> | <p>Audio/narrator invites learners to read and reflect on the passage from the ERDs.</p> <ul style="list-style-type: none"> If it is too hard for the group to see the screen, the Facilitator may read it aloud. | <p>Ask the group if they can read the captions on the signs in the photo. When do they think the photo was taken? Where?</p> |
| <p>Screen 16 The Ethical and Religious Directives What Can We Do? What Must We Do?</p> | <p>Audio/narrator says there are themes that must guide our actions.</p> | <p>The Facilitator may ask the group—“What do you think we must do?”</p> |
| <p>Screen 17 The Ethical and Religious Directives</p> | <p>Audio/narrator makes the strong point that we need to identify with the stranger in a</p> | <p>Ask if anyone can identify the Scripture passage</p> |

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| <p>Silvia's Challenge to Us</p> | <p>strange land and offer hospitality.</p> <ul style="list-style-type: none"> Point out the photo on the screen. "I was a stranger and you welcomed me." - Jesus | <p>that is quoted. (It is Matthew 25:35.) "For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me."</p> |
| <p>Screen 18 The Ethical and Religious Directives How We Can Respond</p> | <p>Audio/narrator provides a list of guidelines for us to follow.</p> <ul style="list-style-type: none"> Click on the Black Icon "Tell Me More." It gives an example of what is meant when we talk about diverse practices and norms. Close the box by clicking the X. | <p>Invite discussion on what members of the group already do to "welcome the stranger."</p> |
| <p>Screen 19 A Community of Care</p> | | <p>Ask the group to discuss the question on the screen.</p> <p>What opportunities do they have for actions that are on the list?</p> |
| <p>Screen 20 A Community of Care Resources</p> | <p>Audio/narrator thanks the learners and invites them to seek out more resources.</p> <ul style="list-style-type: none"> The Facilitator can provide a printed handout on the resources. This companion resources is titled "Welcoming the Stranger: Learning More, Taking Action." Leave the final screen open in order for the group to see the different resources. | <p>Invite group members to summarize what they have learned.</p> <p>What would next steps be to live out this important message?</p> |