



**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service.¹ As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

UMB continues to have a multi-pronged approach to fostering cultural competency. First and foremost, each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. In addition, there are initiatives from the President's Office, Campus Life Services and others, as well as programming initiated by our students.

This progress report includes a summary of UMB's diversity-related goals contained in its institutional plan; UMB's efforts to increase its numerical representations of diverse groups; its efforts to create positive interactions and cultural awareness; and lastly, UMB's institutional demographic data, as requested by USM.

¹ UMB records indicate that there were not any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

1. Summary of Institutional Plan

The University's Strategic Plan Report, released in 2011, identifies seven Core Values and makes plain the University community's pledge:

The University is committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership.

The Strategic Plan goes on to state:

As the state's only public academic health, law, and human services university, the University has an obligation to educate and train students and scholars to provide leadership and expertise necessary to address the health, legal, and social challenges posed by our nation's changing demographics. In fulfilling this obligation, the University must embrace and celebrate diversity and become culturally competent. The University must be able to respond respectfully and effectively to people of all cultures, classes, races, genders, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each.

Attaining cultural competence will require the University to have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures enabling these to work effectively cross-culturally. The University will build the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, and acquire and disseminate cultural knowledge. In response to the diversity and the cultural mores of the communities served by the University, it must incorporate these ideals into all aspects of policymaking, administration, practice, and service delivery by systematically involving consumers, key stakeholders, and communities.

Recognizing that when it comes to attainment of its desired outcomes, the institution cannot simply adopt a strategic plan and "wish it so," the University's Strategic Plan takes each theme and makes goals explicit and sets forth the tactics it will use in pursuing the goals.²

²Progress toward achieving the Strategic Plan goals is overseen by Work Group co-chairs Peter Gilbert, Senior Vice President and Chief Operating Officer and Dr. Roger Ward, Vice President for Academic Affairs and Chief Accountability Officer.

Under “Promoting diversity and a culture of inclusion,” UMB’s Strategic Plan lists three overarching goals and enumerates 13 specific tactics to be utilized in pursuit of the goals.

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactics:

1.1 Assign to the President’s Diversity Advisory Council (DAC) oversight and support of the University’s diversity and inclusion initiatives.

1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the DAC.

1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the DAC on diversity and inclusion initiatives.

1.4 Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.

1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues.

PROGRESS REPORT as of June 2013³

FY 13 - President formally assigned responsibility for diversity and inclusion initiatives to the Diversity Advisory Council.

A letter asking each dean to appoint a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives has been drafted. The letter is pending review by the DAC before being sent to the deans.

FY 14 (anticipated) - Each dean will formally assign a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

The liaisons will be integrated into the activities of the DAC.

³ The next progress update on the Strategic Plan is due April 25, 2014.

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactics:

2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.

2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.

2.3 Promote diversity among faculty and leadership.

2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.

2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion.

PROGRESS REPORT as of June 2013:

FY 13 - Human Resource Services is making good progress in building 'promotion of diversity and inclusion' in job descriptions and performance reviews. Likewise, the decanal review instrument includes this as a criterion.

The Diversity/EEO/AA Manager has prepared annual diversity and affirmative action reports and is readying them for distribution to deans and vice presidents. A presentation to the DAC on the diversity of tenured faculty and senior administrative staff will occur in the Fall 2013 semester.

Good progress is being made in developing a calendar of diversity programming; the offices of Communications and Academic Affairs are collaborating effectively on publicizing events for the 2013-2014 academic year.

Progress is also being made through promotion of diversity events via email blasts, The Elm newsletter and in-person outreach by each Schools' academic and student affairs deans.

FY 14 (anticipated)- A presentation to the DAC on the diversity of tenured faculty and senior administrative staff by the Diversity/EEO/AA Manager will occur in the Fall 2013 semester.

The Office of Human Resource Services will commence a compensation review to promote best practice and equity in salary determination and resource allocation.

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactics:

3.1 Create a cultural competency initiative that promotes cultural competency throughout the University.

3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff and students.

3.3 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

PROGRESS REPORT as of June 2013:

Activity on this goal is projected to begin in September 2014.

Each of UMB's Schools also has an obligation to and a vested interest in enhancing diversity. The "obligation" comes from the various accrediting agencies; the desire and vested interest comes from the knowledge that cultural competency education and diversity amongst faculty, staff and students results in graduate and professional students who are better trained and more capable graduates.

For example, the Accreditation Council for Pharmacy Education (ACPE) in Standard No. 9: The Goal of the Curriculum, Guideline 9.1 states that "the college or school must ensure that the curriculum addresses patient safety, cultural appreciation, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team." As a result, the School of Pharmacy has developed eight

General Abilities for a well-educated pharmacist. Three of the eight address concepts of cultural sensitivity, cultural competency, health literacy, and health disparities.⁵

2. Efforts to Increase Numerical Representation

At UMB, targeted efforts toward increasing numerical representation of students and faculty from diverse backgrounds come primarily from within the graduate and professional schools rather than through a centralized effort. However, as is shown below by the illustrative examples, while our school based efforts are ever increasing, our campus initiated activities are also growing.

First, with regard to students, the admissions policies of UMB's schools aspire to achieve a broadly diverse student body. Schools engage in a highly individualized, holistic review of each applicant's file, giving consideration to all the ways that an applicant might contribute to a diverse educational environment. The qualities of students sought may be reflected in their background characteristics such as geographic origin, cultural and language backgrounds, racial, social, disability and economic barriers overcome; interpersonal skills, demonstrated by extracurricular pursuits, work or service experience, and leadership activities; potential for intellectual and social growth, demonstrated by personal talents and skills, maturity and compassion; and other special circumstances and characteristics that, when combined with academic skills necessary, promise to make a special contribution to the community. The University seeks to enroll meaningful numbers of students from groups that have been historically discriminated against to ensure their ability to make unique contributions to the character of our educational and social environment.

Yet, UMB realizes the critical importance of pipeline and recruitment activities that precede admissions review. While representatives of UMB's Schools have long attended events and made presentations at traditional HBCU's, our outreach goes much further. In 2013, UMB recruiters and other representatives attended events such as:

- Hispanic Youth Symposium;
- National Black Pre-Law Conference;
- Council on Legal Education and Opportunity's (CLEO) Attitude is Essential (AIE) and Achieving Success in the Application Process (ASAP) programs; and

⁵ They are: GA 5: Social Awareness and Social Responsibility; GA 6: Social Interaction and Citizenship; and GA 8: Cultural Competency.

- Choctaw Nation Advisement Program: Ivy League and Friends Information Session.

We also partner with organizations such as:

- National Association of Medical Minority Educators
- LatinoJustice PRLDEF (Puerto Rican Legal Defense and Education Fund)
- Association of American Medical Colleges' Summer Medical Dental Education Program.

UMB Schools also reach in to the local communities to host pipeline events. For example, the School of Medicine (SOM) does outreach through a shadowing program for members of the local community (many of whom are underrepresented minorities) and gives them the opportunity to interact with UMB physicians. SOM also has an annual High School "Mini Medical School" program where current students teach high school students about breaking cycles of health care disparities and creating positive changes in their families and communities.

The School of Law hosted a Montgomery County Scholars Program information session for students co-sponsored by 3 specialty bar associations whose membership is comprised of attorneys of underrepresented minority groups. They are the J. Franklyn Bourne Bar Association, the Maryland Hispanic Bar Association and the National Asian Pacific Bar Association.

Our Schools also conduct school-specific activities targeted toward improving enrolled students' academic success as well as retention and graduation rates. In the spring 2013 semester, the School of Nursing (SON) created a program to build on the academic services offered by their Student Success Center which targets first generation college students. Students receive a partial scholarship award, academic coaching, workshops on time management, textbook reading as well as private and group tutoring. In addition, because nursing continues to be a female dominated field, SON was involved in the establishment of the Maryland Chapter of the American Assembly of Men in Nursing in an effort to create access to male role models.

At the campus level, one of UMB's efforts toward increasing underrepresented populations in the science, technology, engineering, and mathematics (STEM) fields is through participation in Maryland's AGEP⁶ PROMISE⁷ Program. This Program has been

⁶ AGEP stands for the Alliance for Graduate Education and the Profressoriate.

⁷ http://www.graduate.umaryland.edu/current_students/PROMISE/

a critical catalyst for increasing enrollment, retention and graduation rates. PROMISE at UMB is dedicated to providing a supportive community and professional development training in all stages of the PhD process. Along these lines, UMB offers a variety of programs and activities including a peer mentors program, recruitment activities, professional development workshops and a dissertation support group.

UMB is also proud to state that the DAC received a 2013 Higher Education Excellence in Diversity (HEED) national award.⁸ The DAC initiative recognized was a university wide open house for potential students designed to build a highly talented and diverse pipeline of applicants for our schools.

UMB's commitment to diversity and participation by underrepresented groups is equally strong with regard to the recruitment and retention of faculty and staff. The University strives to provide an efficient and user-friendly faculty hiring process that contributes to a diverse pool of qualified candidates. Human Resource Services' (HRS) Diversity/EEO/AA Office acts as a resource for departments conducting academic searches by providing all academic departments with resources and by publishing information in the "Faculty Recruitment Packet." Additionally, HRS Diversity/EEO/AA also provides information about diversity posting resources for publicizing employment opportunities during the faculty recruitment process. Additionally, recommendations for potential candidates for faculty positions are often sought from the extensive network of affiliated professionals. These targeted queries are often seen as an essential element of demonstrating interest and enthusiasm in diversity and also aid in identifying traditionally underrepresented candidates.

UMB's HRS also ensures that a number of basic elements are met in order to eliminate barriers and increase access for underrepresented minorities seeking staff employment. The University utilizes a formal performance evaluation program for all employees. In addition, management and supervisors are trained on the basic methodology of performance evaluation. Neither minority nor women employees are required to possess higher qualifications than those of the lowest qualified incumbent in the job for which they apply. Information about opportunities for advancement into more challenging positions is shared widely through the career development process. Special internal training programs are provided as necessary to ensure the achievement of our placement, retention and promotion goals. HRS also makes available diversity training workshops and offers gateways to staff and faculty mentoring programs.

⁸ <http://www.insightintodiversity.com/heed-award/about-the-heed-award>

UMB Schools also share this commitment to outreach and equity. For example, the Masters in Public Health (MPH) program specifically articulates “diversity and inclusion” and “health equity” as two of its core values. In this regard, it is generally accepted that faculty are expected to incorporate those values in their teaching, research and service. However, the MPH leadership also acknowledges the importance of the program’s faculty and staff being representative of the racial and ethnic diversity of the State of Maryland and keeps annual benchmarking statistics with regard to faculty and staff composition.

Likewise, the School of Social Work’s recent new faculty hires are noteworthy: there is a tenure track faculty member who is fluent in Jordanian Arabic and has conversational Spanish and intermediate modern standard Arabic at her disposal. She works with persons with developmental disabilities. In addition, this past year four African-American women have recently been hired (1 tenure track and 3 clinical instructors) along with an African-American male for the Dean’s leadership team.

Additionally, in 2013, the School of Medicine awarded, for the first time, a Dean’s Faculty Award for Diversity and Inclusion. The recipient, Dr. David Stewart, is associate professor and chair of the Department of Family & Community Medicine. During his tenure as chair, Dr. Stewart has recruited diverse faculty and retained excellent leaders. He has significantly increased the underrepresented minority composition of his faculty and resident staff. According to his nominator, Dr. Stewart very much encourages his faculty to pursue grants and research in the area of health disparities. He, himself, has been the principal investigator on numerous grants from the U.S. Department of Health and Human Services, the National Institute of Mental Health and the Maryland Department of Health and Mental Hygiene, including research to increase awareness for African-American males with hypertension. Dr. Stewart is also a close advisor to the University of Maryland’s School of Medicine’s Center for Health Care Disparities and the Maryland AHEC.⁹

3. Efforts to Create Positive Interactions and Cultural Awareness

Campus-wide Efforts

The Office of Academic Affairs/Campus Life Services is responsible for Heritage-History Month programming that takes place throughout the year. Through events as varied as

⁹ AHEC stands for Area Health Education Center.

a clarinet quartet from DC's Different Drummers¹⁰, American Indian Storytelling,¹¹ Living Ribbon,¹² African Ancestry Workshop,¹³ Remembering the Holocaust,¹⁴ Suicide Prevention Training¹⁵, American Sign Language,¹⁶ and American Asian/Pacific Islander Spotlight Artists,¹⁷ the Southern Management Corporation Campus Center provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the entire University community. Each Heritage-History Month program aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciation for the interactive relationship of race, sexual orientation, class and gender in society;
- Articulate views and experiences around race, sexual orientation, class and gender by integrating personal experiences and academic perspectives;
- Appreciate the role that arts and cultural events can play in developing an enlightened and culturally-empowered perspective; and
- Influence social change on campus and in society with creativity, integrity and compassion.

The Office of International Scholars offers a Conversation, Communication, and Culture (C3) program in collaboration with Campus Writing Center. It meets weekly during the academic year to explore facets of culture and language and how they impact intercultural interactions. Weekly topics have included American Slang, US Politics, US Consumer Culture, Places around Baltimore, and Participant Presentations. C3 is open to all UMB students, scholars, and staff; however, the majority of participants are international students and scholars.

The Office of the President sponsors the Annual MLK Diversity Recognition Awards. In 2013, the Outstanding Faculty/Staff Award went to Gregory Carey, PhD. Dr. Carey, assistant professor and director of student summer research and community outreach in the Department of Microbiology and Immunology at the School of Medicine, was

¹⁰ LGBT History Month

¹¹ American Indian Heritage Month

¹² World Aids Day Week

¹³ Black History Month

¹⁴ Cultural Enrichment

¹⁵ Cultural Enrichment

¹⁶ Cultural Enrichment

¹⁷ American Asian/Pacific Islander Heritage Month

lauded for being a passionate and committed mentor to minority students and postdoctoral fellows at the University for close to a decade. In recent years, several immigrants and African-Americans of high school age have gone on to pursue higher degrees after being mentored in his laboratory in the Center for Vascular and Inflammatory Diseases. Dr. Carey's public speaking, teaching and mentoring activities reach students from the elementary school level to graduate and professional health education.

The Outstanding Student Group in 2013 was the University's Pride Alliance which promotes a more inclusive campus environment for lesbian, gay, bisexual, transgender and queer/questioning students, faculty, staff and alumni and is mobilizing support for equality throughout Maryland.

Another annual endeavor from the Office of the President is the Student Leadership Institute.¹⁸ It provides instruction on a no-fee, no-credit basis to selected student participants from a variety of schools. Specific topics include: Leading in a Diverse and Global Society; Cultural Understanding; and Cross Cultural Communication.

School Specific Efforts

Detailed information regarding UMB's efforts to incorporate instruction on cultural sensitivity and cultural competency (as well as health literacy and health disparities) was submitted to the Office of Minority Health and Health Disparities, Maryland Department of Health and Mental Hygiene in November 2013 pursuant to the Maryland Health Improvement and Disparities Reduction Act of 2012.

In the 50+ pages of reporting, UMB detailed relevant coursework, clinical experiences, field training and other academic and co-curricular activities. UMB's report to DHMH has been included as Supplement B. However, a sampling of School and student led efforts are highlighted below.

Each year, the SOM student chapter of the Student National Medical Association¹⁹ provides a health fair for the diverse Baltimore community located at Lexington Market. This event has grown from a small outdoor event in front of an urban high school to an event anticipated by it's over 200 attendees. The focus of the fair is to address the

¹⁸ <http://www.umaryland.edu/islsi/pi/psli/>

¹⁹ The Student National Medical Association (SNMA) is the oldest and largest student-run organization focused on the needs and concerns of medical students of color.

health needs of the participant's entire family. Medical students and faculty interact to provide a variety of health screenings and educational information on a variety of topics from diabetes to prescription safety. In addition, they provide information on health insurance and also help address the many structural barriers to maintaining good health.

Similarly, the Hispanic Dental Association's student chapter at the School of Dentistry has an extensive outreach program. During 2013, students performed, under faculty supervision, oral health screenings for over 400 Maryland residents at Hispanic/Latino outreach events and at schools in Baltimore City. The group also visited Baltimore's St. Vincent de Paul in February of 2013 where they talked with 140+ toddlers, aged 2-4, and their parents about good oral hygiene.

The School of Social Work hosts an annual "Unity Day," which brings together diverse student groups such as the Coalition for Military Awareness, Latin American Solidarity Organization, Christian Social Work Fellowship, Lesbian Gay Bi-Sexual Transgender Questioning/Queer Allies Union, and the African-American Students in Social Work shop that highlights how all social workers, no matter their background, can promote change and understanding regarding those who need advocacy.

UMB, its Schools and its students are enthusiastic and committed partners in our wide-ranging efforts to create opportunities for education and enhancement of the lives of underrepresented minorities.

4. Institutional Demographic Data Requested by USM

Included as Supplement A.



UNIVERSITY *of* MARYLAND

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SUPPLEMENT A

Demographic Data

UMB Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
<u>1 - Tenured/Tenure-Track</u>	2009	African American	34	5.76%	14	20	
		Asian/Pacific Islander	77	13.05%	19	58	
		Hispanic	15	2.54%	4	11	
		Native American	2	0.34%	1	1	
		White	462	78.31%	136	326	
				590		174	416
	2010	African American/Black	30	5.26%	12	18	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	77	13.51%	15	62	
		Hispanic/Latino	15	2.63%	5	10	
		Other Pacific Islander	1	0.18%	.	1	
		White	445	78.07%	133	312	
				570		166	404
	2011	African American/Black	29	5.14%	12	17	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	80	14.18%	16	64	
		Hispanic/Latino	14	2.48%	5	9	
		Not Reported	1	0.18%	1	.	
		Other Pacific Islander	1	0.18%	.	1	
		White	437	77.48%	135	302	
			564		170	394	
2012	African American/Black	31	5.54%	13	18		
	American Indian/Alaska Native	2	0.36%	1	1		
	Asian	82	14.64%	17	65		
	Hispanic/Latino	12	2.14%	4	8		
	Not Reported	1	0.18%	1	.		
	White	432	77.14%	135	297		
			560		171	389	
2013	African American/Black	30	5.45%	13	17		
	American Indian/Alaska Native	2	0.36%	1	1		
	Asian	81	14.73%	16	65		
	Hispanic/Latino	11	2.00%	4	7		

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Not Reported	1	0.18%	1	0
White	425	77.27%	133	292
	550		168	382

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
<u>2 - Non-Tenure Track</u>	2009	African American	187	9.98%	122	65	
		Asian/Pacific Islander	276	14.73%	125	151	
		Hispanic	56	2.99%	41	15	
		Native American	6	0.32%	3	3	
		Not Reported	34	1.81%	13	21	
		White	1315	70.17%	698	617	
				1874		1002	872
	2010	African American/Black	189	9.72%	124	65	
		American Indian/Alaska Native	5	0.26%	3	2	
		Asian	308	15.84%	138	170	
Hispanic/Latino		54	2.78%	33	21		
Not Reported		26	1.34%	10	16		
Other Pacific Islander		6	0.31%	2	4		
Two or More Races		5	0.26%	4	1		
White		1352	69.51%	735	617		
				1945		1049	896
2011	African American/Black	200	9.70%	136	64		
	American Indian/Alaska Native	4	0.19%	3	1		
	Asian	335	16.25%	164	171		
	Hispanic/Latino	46	2.23%	28	18		
	Not Reported	29	1.41%	11	18		
	Other Pacific Islander	5	0.24%	3	2		
	Two or More Races	5	0.24%	4	1		
	White	1437	69.72%	791	646		
			2061		1140	921	
2012	African American/Black	216	9.96%	147	69		
	American Indian/Alaska Native	3	0.14%	3	.		
	Asian	375	17.30%	174	201		
	Hispanic/Latino	46	2.12%	24	22		
	Not Reported	36	1.66%	15	21		

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	Other Pacific Islander	5	0.23%	2	3
	Two or More Races	5	0.23%	3	2
	White	1482	68.36%	824	658
		2168		1192	976

2013	African American/Black	234	10.17%	160	74
	American Indian/Alaska Native	4	0.17%	4	0
	Asian	402	17.47%	195	207
	Hispanic/Latino	49	2.13%	31	18
	Not Reported	35	1.52%	16	19
	Other Pacific Islander	2	0.09%	2	0
	Two or More Races	5	0.22%	3	2
	White	1570	68.23%	874	696
		2301		1285	1016

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
3 - Non-Faculty	2009	African American	1353	32.90%	955	398	
		Asian/Pacific Islander	365	8.87%	245	120	
		Hispanic	76	1.85%	49	27	
		Native American	12	0.29%	8	4	
		Not Reported	52	1.26%	30	22	
		White	2255	54.83%	1527	728	
				4113		2814	1299
	2010	African American/Black	1392	33.13%	988	404	
		American Indian/Alaska Native	8	0.19%	5	3	
		Asian	374	8.90%	239	135	
		Hispanic/Latino	93	2.21%	60	33	
		Not Reported	43	1.02%	24	19	
		Other Pacific Islander	6	0.14%	6	.	
Two or More Races		18	0.43%	14	4		
White		2268	53.97%	1506	762		
			4202		2842	1360	
2011	African American/Black	1347	32.61%	952	395		
	American Indian/Alaska Native	7	0.17%	4	3		
	Asian	397	9.61%	244	153		
	Hispanic/Latino	83	2.01%	52	31		
	Not Reported	33	0.80%	18	15		
	Other Pacific Islander	5	0.12%	5	.		
	Two or More Races	13	0.31%	11	2		

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	White	2246	54.37%	1494	752
		4131		2780	1351
2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323

UMB Students by Race and Gender

Year	Race	Total	Pct	Gender	
				F	M
2009	African American	1103	17.28%	868	235
	Asian/Pacific Islander	894	14.01%	597	297
	Hispanic	239	3.74%	163	76
	Native American	18	0.28%	14	4
	Not Reported	481	7.54%	309	172
	White	3647	57.15%	2614	1033
		6382		4565	1817
2010	African American/Black	943	14.85%	751	192
	American Indian/Alaska Native	15	0.24%	11	4
	Asian	880	13.86%	591	289
	Hispanic/Latino	272	4.28%	188	84
	International	208	3.28%	129	79
	Not Reported	154	2.43%	99	55
	Other Pacific Islander	7	0.11%	4	3
	Two or More Races	142	2.24%	102	40
	White	3728	58.72%	2625	1103
		6349		4500	1849
2011	African American/Black	905	14.15%	702	203
	American Indian/Alaska Native	13	0.20%	8	5
	Asian	899	14.06%	614	285
	Hispanic/Latino	305	4.77%	218	87
	International	225	3.52%	140	85
	Not Reported	152	2.38%	106	46
	Other Pacific Islander	3	0.05%	1	2
	Two or More Races	162	2.53%	124	38
	White	3731	58.34%	2594	1137
		6395		4507	1888
2012	African American/Black	873	13.71%	685	188
	American Indian/Alaska Native	9	0.14%	5	4
	Asian	913	14.34%	619	294
	Hispanic/Latino	336	5.28%	230	106
	International	235	3.69%	145	90
	Not Reported	157	2.47%	111	46
	Other Pacific Islander	1	0.02%	.	1
	Two or More Races	190	2.98%	145	45

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	White	3654	57.38%	2532	1122
		6368		4472	1896
2013	African American/Black	861	13.70%	689	172
	American Indian/Alaska Native	9	0.14%	8	1
	Asian	954	15.18%	664	290
	Hispanic/Latino	324	5.16%	214	110
	International	271	4.31%	171	100
	Not Reported	146	2.32%	99	47
	Other Pacific Islander	1	0.02%	1	0
	Two or More Races	191	3.04%	148	43
	White	3527	56.13%	2474	1053
		6284		4468	1816



**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

SUPPLEMENT B

**MHEC
Cultural Competency Training
and other Health Disparities Reduction Activities Report**

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Social Work

Degree(s) Offered: Master's, Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Social Work (SSW) has, for years, infused throughout its program: strategies for instruction on cultural sensitivity, cultural competency, and health disparities. No significant new strategies have been implemented since our 2012 report; however, we have just completed our five-year strategic plan, and increasing diversity and equity is one of six themes identified by the school as a priority. The specific goal related to this theme is to: "Create an atmosphere that fosters cultural responsiveness within the school and the community." Specific objectives have been identified to attract and retain a diverse faculty, staff, and student body, prepare students to work with diverse populations, and increase equity and inclusiveness. Metrics to assess our progress toward these objectives are being established. Our programming has been consistent with the longstanding National Association of Social Work (NASW) Standards for Cultural Competence in Social Work Practice and the Council on Social Work Education (CSWE) accreditation standard on cultural competence 2.1.4: Engage diversity and difference in practice. These standards specify that social workers be equipped to work with, and advocate for, groups that are traditionally marginalized. As we stated in our 2012 report, SSW students are required to complete: (1) two internships in which their attitudes, knowledge and skills in working with diverse clients are assessed, and (2) a diversity course that includes an assessment of cultural competence. We go far beyond these basic requirements, however, to infuse content throughout our programming to help students develop an appreciation for diversity, an understanding of power, privilege and oppression, and the skills to employ effective strategies for addressing inequities, including health disparities. Furthermore, the school, through its sponsored events, health disparity research, and community engagement activities, strives to foster a climate of inclusiveness and equity among its faculty, staff, students and address inequities in the state of Maryland and beyond.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
SOWK 789 - Independent Research Project: Reducing Global Social and Behavioral Health Disparities	Course objectives: increase the capacity of social workers to reduce global social and behavioral health disparities by helping them serve as advocates for social and behavioral health parity. Course included the option for students to participate in a one-month on-site HIV/AIDS social and behavioral disparities project in Abuja, Nigeria from June 2-29, 2012.	Master's	3	Elective	18
SWCL 749 -	Advanced practice course that provides	Master's	3	Elective	24

Clinical Social Work with Lesbian and Gay Clients	information about effective assessment and intervention techniques for clients who identify themselves as gay and lesbian. Practice models using individual, couple, family, and group modalities are included. The student's own biases and values are explored.				
SOWK 783 - Qualitative Cross-Cultural Research	Advanced research class focused on conducting an independent qualitative research project. Students select an ethnocultural study population and a cultural question for study.	Master's	3	Elective	129
SOWK 718 - Social Equality and Justice	This course focuses on variations in the structure of opportunity and outcomes within the U.S. It will examine the concepts of social equality and inequality, equity (or justice) and injustice and the forms they may take in the realm of social policy. Attention will be given to: the effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and social justice.	Master's	3	Elective	16
SWCL 710 - Advanced Group Methods	This course presents and compares models of group treatment and formulations of the role of group workers in various types of groups. The influence of ethno-racial identities, age, culture, sexual orientations, gender, and social class on group treatment is studied through the use of a seminar format.	Master's	3	Elective	50
SWCL 748 - Clinical Social Work practice in Relation to Death, Dying, and Bereavement	This course provides a framework of knowledge, skills, and values for cultivating culturally competent and responsive social work practice in helping clients who confront the issues of death and dying.	Master's	3	Elective	87
SWCL 730 - Social Work with Chronic Mental Illness	This course is designed to enhance a student's understanding of how to practice effectively with a diverse spectrum of clients with chronic mental health problems, such as schizophrenia, major mood disorders, and personality disorders.	Master's	3	Elective	25
SWCL 724 - Clinical Social Work with the Aging and their	This advanced course provides a foundation for clinical social work practice with the aged and their families or caretakers from various cultural and	Master's	3	Elective	24

Families	community background.				
SOWK 766 - International Social Welfare	This advanced human behavior course introduces students to international social work globally and/or transnational work in the United States or abroad through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention will be paid to the role that culture and cultural identity play in human development and contextual factors that define what is considered “normal” behavior.	Master’s	3	Elective	5
SWCL 775 - Social Work Practice with Immigrant and Refugee Populations	This advanced clinical practice course examines the causes of migration domestically and worldwide and how they impact the lives of immigrants and refugees, at individual, family, and community levels. The course focuses on the need for cultural competency in order to assess, communicate, and provide culturally sensitive services.	Master’s	3	Elective	12
SWOA 713 - Social Policy and Health Care	Advanced policy course that prepares students to assess and understand the impact of American medical and health service programs and policies on human well-being, including consideration of impact on diverse groups.	Master’s	3	Required for Health Specialization	58
SWCL 726 - Clinical Social Work with African American Families	Advanced practice course that uses a conceptual framework for understanding and treating social problems confronting African-American families, based on a non-deviant perspective that acknowledges African-American families’ experiences with enslavement, oppression, and institutional racism. Emphasizes application and use of clinical knowledge and skills in the assessment and formulation of treatment interventions.	Master’s	3	Elective	18
SWOA/SWCL 750 - Social Work in Education	Advanced practice course that examines practice issues, including working with diverse populations, in pre-school through high school settings.	Master’s	3	Elective	27
SOWK 715 - Children and Social Services Policy	Advanced policy course that encompasses consideration of a social services system for children and families of diverse ethnic, racial, and cultural identities that includes family policy and, advocacy.	Master’s	3	Required for Families and Children Specialization	105
SOWK 726 - Aging and	Advanced policy course that focuses on existing and proposed programs and	Master’s	3	Required for Aging	19

Social Policy	services for older adults at federal, state, and local levels, including their impact on special populations of older persons.			Specialization	
SWOA 703 - Community Organization	Advanced practice course with particular emphasis on direct practice with advocacy for disempowered groups in society, such as ethnic, racial, and other minorities, low-income people, women, the aged and the disabled.	Master's	3	Required for Macro concentration	83
SOWK 699 - Special Topics: Prevention and intervention with intimate partner violence	Course provides overview of prevention and intervention strategies and approaches to intervention with women, men, and children who are victims of intimate personal violence. Course includes a special section on work with minority women.	Master's	3	Elective	30
SOWK 699 - Special Topics: A brief history of oppression	Web-based course offered through arrangement with UNC School of Social Work. Focus on minority groups' experiences of oppression.	Master's	1	Elective	43

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
International Field Placement: Cochin, India partnered with Rajagiri College The internship covered a period of 6 months (20 to 22 weeks) from June 2012 to November 2012 which included 3-4 days of field practicum and two classes. Objectives include: building relationships; networking; developing as a social worker in a developing country; speaking other language; new cultural experiences; multicultural learning; value development; and intercultural competence. Field settings include: hospital settings, health centers, outreach Migrant projects, welfare offices and community/village outreach; women's reproductive health counseling and education, HIV outreach.	Master's	Graded	18	Elective	19

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Dear Mandela (October 10, 2012) - Screening and discussion, sponsored by International Social Work Organization and Student Coalition for Peace and Equality. This documentary looks at three young people's journey from their shacks to the highest court in the land as they invoke Nelson Mandela's example and become leaders in a growing social movement.	Master's	Elective	36

Social Work Intervention with Devout Christian Clients. November 19, 2012 sponsored by Christian Social Work Fellowship.	Master's	Elective	6
Unity Day (November 28, 2012) - Unity Day highlights the Unity among the student organizations here at the UM SSW. Our theme, "Uniting Student Organizations through the Arts," will focus on how social workers share diverse interests but have the ability to unify, to promote change and understanding of those in need of advocacy. Co-Sponsored by the Coalition for Military Awareness (CMA) -- Lesbian Gay Bi-Sexual Transgender Question/Queer Allies Union (LGBTQAU) -- Latin American Solidarity Organization (LASO) -- Christian Social Work Fellowship (CSWF) -- and the Organization of African-American Students in Social Work (OASIS).	Master's	Elective	28
Opportunities in Latin America and the U.S. (April 17, 2013) – Meeting sponsored by the Latin American Solidarity Organization. This meeting included a panel of representatives from local and international organizations who work in Latin America and here in the U.S.	Master's	Elective	8
Ending Silence Shame and Stigma: HIV/AIDS and the African American Family special screening and discussion (February 18, 2013) – Event sponsored by the Organization of African American Students in Social Work. This special screening and discussion examines what fuels the HIV epidemic in the community.	Master's	Elective	18
A Sister's Call (April 15, 2013) - Documentary and discussion sponsored by Student Government Association. This documentary intimately tackles many issues that millions of individuals and families around the world deal with every day, including sexual abuse, drug & alcohol addiction, suicide, mental illness, and homelessness.	Master's	Elective	33
International Social Work Career Panel (April 8, 2013) – Panel sponsored by International Social Work Organization and Alliance for Workforce Development. This discussion was about careers in international development, the value of an MSW degree, tips for job search and applications, and much more! The panel is comprised of professionals working in the States and abroad in both clinical and macro positions.	Masters	Elective	30
MLK Day Library Renovation Project at the James McHenry Elementary School (JMES) (January 21, 2013) - Project sponsored by the Organization of African American Students in Social Work. This service event assists in renovating the JMES library.	Master's	Elective	44
The Anti-Oppression Work Group (September 28, 2013) - The Anti-Oppression Work Group is a group of students Organizing to bring issues of social justice and anti-oppression back into the forefront of our social work education and to address the ways in which racism, classism, and other oppressions are addressed in our classes.	Master's	Elective	8

3) Are the following changes in student cultural competency measured?

Changes in knowledge
 Changes in skills
 Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Essays
 Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

We do not currently collect pre- and post- intervention data. Rather, student learning is captured in a summative form at the end of the course or field experience. However, it is likely we will be collecting finer-grained data within the next 2-3 years, as we implement our strategic plan and increase our assessment of student learning outcomes in preparation for our CSWE re-accreditation in 2017.

5) Please provide details about your program’s involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
Assistant Professor Philip Osteen, MSW, PhD , has been invited by Maryland's Department of Health and Mental Hygiene's Office of Minority Health and Health Disparities to join its Cultural Competency Work Group being established by the Maryland Health Quality and Cost Council (MHQCC) under the Maryland Health Improvement and Disparities Reduction Act of 2012.	October, 2012	N/A	N/A
Professor Michael Reisch, MA, MSW, PhD , gave the 2nd Biennial Daniel Thursz Lecture at Catholic University's National Catholic School of Social Service in Washington, DC on the topic of "Social Justice for the Elderly and the Inter-generational Compact."	Oct. 17, 2013	Students, Faculty, Staff and Community	50
WYPR's The Lines Between Us...LIVE - At University of Maryland School of Social Work Auditorium - WYPR recorded the final episode of its series "The Lines Between Us" in front of a live audience at the University of Maryland School of Social Work auditorium. Throughout "The Lines Between Us," Maryland Morning with Sheilah Kast has laid out the Baltimore region's landscape of inequality.	Sept. 26, 2013	Students, Faculty, Staff and Community	100
Associate Professor Michael Lindsey, MSW, MPH, PhD , was the featured speaker at the Collegium of Scholars, a monthly lecture series sponsored by the Center for Health Equity, University of Maryland (College Park). Dr. Lindsey's talk focused on the mental health help-seeking behaviors of Black adolescent and young adult males, and included a very rich discussion of the implications for research, policy and practice with this population.	Nov. 13, 2013	Students, Faculty, Staff and Community	25
The Daniel Thursz Social Justice Lecture: Social Justice for a Fair and Inclusive Society with Professor John A. Powell. John A. Powell is an internationally recognized expert in the areas of civil rights and civil liberties and a wide range of issues including race, structural racism, ethnicity, housing, poverty, and democracy.	Nov. 18, 2013	Students, Faculty, Staff and Community	100

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Nursing

Degree(s) Offered: Certificate, Bachelor's, Master's, Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since 2012, three major nursing degree programs have been under extensive revisions, and the threads of cultural competence and meeting the health care needs of disenfranchised and underserved populations have been verified and strengthened as needed. The curriculum committees for the BSN, CNL and BSN-DNP programs have made this issue a priority, and many of the faculty have been involved in the revisions. A renowned cultural competence expert, Dr. Sandra Bibb, was consulted and subsequently delivered multiple lectures and consultations for faculty to infuse in all levels of the curriculum. Our accreditation group, CCNE, will return for our 5 year follow up evaluation in the fall of 2014 (just after our newly revised curricula are rolled out), and our SON will be well prepared to meet the requirements for preparing our students for cultural competence/sensitivity as we serve the diverse patient population in Maryland and surrounding states. We are proud of the fact that the 2009 report from CCNE specifically mentioned that one of the strengths of our SON as having a diverse student body to which we are well equipped to respond to meet the educational needs.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

Bachelor's

The Bachelor of Science in Nursing (BSN) program incorporates learning activities aimed at developing cultural competency in our students/graduates. The students plan and implement nursing care that is individualized, and that recognizes the influence of culture on well-being and health outcomes. The goal is culturally sensitive care in a variety of practice setting across the life span.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 304 - Introduction to Professional Nursing Practice	This didactic, laboratory, clinical and seminar course introduces students to the concepts of contemporary professional nursing. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address the common needs and responses of persons experiencing various health states.	BSN	4	Required	237

NURS 315 - Pathopharmacology	This course focuses on the disruptions of physiological systems that immediately or ultimately produce disease states and on the use of drugs to prevent or ameliorate those disruptions. Patient and population specific factors that affect the likelihood of success of a particular drug therapy or that increase the danger from untoward effects are integrated throughout the course. Legal and regulatory issues are discussed. The student applies previously acquired knowledge in human anatomy and physiology as well as other basic sciences.	BSN	5	Required	241
NURS 325 - Context of Health Care I	This course provides an overview of the nature of nursing as an evolving profession and its relationship to the structure and function of the United States health care delivery system. Major issues and trends in nursing and health care are explored. Consideration is given to the impact of social, political, economic, and technological factors on the health care system and the nursing profession. The development of basic skills and competencies in problem-solving, decision-making, group dynamics, delegation and supervision are addressed.	BSN	2	Required	222
NURS 333 - Health Assessment	This course is designed to provide students with the knowledge and skills necessary to assess individual health as a multi-dimensional, balanced expression of bio-psycho-social-cultural well-being. Course content will reflect a functional health and systems approach to nursing assessment of humans through all developmental stages. Comprehensive bio-psycho-social-cultural assessment approaches will be introduced to enable students to assess the impact of environmental influences (risk factors) upon individual health.	BSN	3	Required	248
NURS 330 - Adult Health Nursing	This course provides didactic and clinical learning experiences designed to enable students to provide nursing care to clients across the adult life span who are experiencing a variety of complex, acute, and chronic health problems in various settings, including	BSN	7	Required	207

	long-term care and/or rehabilitation.				
NURS 331 - Gerontological Nursing	This course explores unique health and nursing needs of elderly clients and their significant others, and examines the political, social, economic, ethical, and end of life issues that have implications for an aging society. The emphasis will be on healthy aging and wellness and for the student to develop a positive perspective on aging.	BSN	3	Required	218
NURS 308 - Nursing Care of Infants/Children	This course teaches students how to provide nursing care to infants and children within the family as a unit of care. An integrated approach to development is used. Emphasis is placed on understanding the family as the basic unit in children's lives. Biological, psychological, social, cultural, and spiritual influences that impact family beliefs are emphasized. Content includes a focus on wellness and illness. Current pediatric health problems, anticipatory guidance, prevention and health care promotion are presented within a framework of childhood development, family dynamics and communication skills. By using the nursing process and fostering critical thinking, the student will learn to deliver safe, theory-based nursing care to children within the family unit. Clinical experiences with children and their families provide opportunities for application and integration of theory-based content. Students participate in clinical experiences in a variety of settings including acute care facilities, the community, and the learning resource center. Students will care for families with children experiencing both simple and complex needs throughout various stages of the life span. Opportunities will be provided for students to learn specific content on an individual basis through the medium of computer-assisted instruction, interactive videos, films, and through access to the multimedia skills laboratory.	BSN	4	Required	213
NURS 402 - Psychiatric/Mental Health Nursing	This course provides a basic understanding of psychiatric and mental health nursing principles through	BSN	5	Required	219

	<p>classroom and related clinical experiences in a variety of settings. Course content builds on the American Nurses Association's Psychiatric & Mental Health: Scope and Standards of Practice using an integrated biological, psychological, sociocultural, environmental, and spiritual approach to the care of persons with psychiatric disorders. Empirical, aesthetic, ethical and personal ways of knowing are explored as a basis for understanding the holistic needs of persons with psychiatric disorders. Current research, theory, and biological foundations of psychiatric disorders are introduced. Treatment modalities and legal/ethical implications of caring for persons with psychiatric disorders, along with issues of professional and personal involvement in psychiatric mental health nursing, are discussed. The therapeutic use of self within the context of an integrated, evidence-based approach to meeting the biological, psychological, cultural, social, and spiritual needs of persons with psychiatric disorders, their families, and caregivers is emphasized.</p>				
NURS 407 - Nursing Care of the Childbearing Family	<p>This clinical course provides an understanding of perinatal, women, and family nursing principles through classroom and seminar experiences. An evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience. Course content includes patient centered care and examination of selected societal and technological issues that influence women and families. Students will apply theory into clinical practice through nursing care experiences with women, newborns, and families in a variety of inpatient and outpatient settings.</p>	BSN	5	Required	212
NURS 403 - Community Health Nursing	<p>This course uses a public health nursing practice model that links nursing with core public health functions and essential public health services. It provides the foundational principles of</p>	BSN	5	Required	221

	<p>community and public health nursing using theory, analytic skills, and related clinical experiences. Global, federal, state, and local public health priorities are examined to illustrate the nursing process for the care of communities and populations. The sciences providing the evidence base for community and public health assessment, intervention, and evaluation are integrated into the course. Ethical principles and concepts of occupational and environmental health and social justice are incorporated by analyzing the origins of health disparities especially in cases of special (vulnerable) populations. The historical, current, and future role of nurses, who care for populations by empowering individuals, families, and communities, is critically analyzed. Students apply and evaluate evidence-based interventions in a variety of public and private clinical settings.</p>				
<p>NURS 487 - Clinical Emphasis Practicum and Seminar</p>	<p>This course is the capstone clinical practicum and seminar taken in the final semester of the baccalaureate program to facilitate the transition from nursing student to professional nurse. Analysis and synthesis of information from all NURS 425 coursework is applied to the delivery of organized and safe nursing care in a variety of clinical situations. The components of the course are the clinical preceptorship, critical thinking, and career planning. The course is designed to provide the student with opportunities to apply knowledge from nursing courses and critical thinking skills to clinical situations and case studies. The student works with a clinical preceptor in the development, implementation, and evaluation of objectives specific to the clinical emphasis area. Students will revise and refine their resume and interviewing skills and develop an individualized plan for preparing for the NCLEX examination. This course is taken during the last semester of the program.</p>	<p>BSN</p>	<p>6</p>	<p>Required</p>	<p>222</p>

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded?	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 304 –This introduction to nursing fundamentals course includes simulations and 32 clinical hours in long-term care settings. Cultural considerations introduced in this course include communication variances, and integrating respect, appreciation and skill in working in working with patients with culturally diverse backgrounds, beliefs, and health care practices. Clinical Experience and Clinical Simulation Lab	BSN	Pass/Fail	1	Required	237
NURS 333 - Cultural, religious and health disparity issues are covered in the following ways: 1. "What is culture" content and discussion is covered in the first week of class. Content includes definition of culture, components of diversity, steps to becoming culturally competent, common implications of cultural or religious preferences. This segment includes small group discussion. 2. Communicating with the person who does not speak English or who is hearing impaired is covered during our segment on interviewing. This includes content on using certified translators vs. staff vs. family members and translator etiquette. 3. Age specific and pregnancy related changes are discussed with each body system addressed. 4. Our EHR platform includes an area for students to document their "patient's" cultural and religious needs or preferences under the subjective portion of the SOAP note that students complete in lab each week.	BSN	Pass/Fail	1	Required	248
NURS 330 – This course includes 90 clinical hours, and provides learning opportunities in a variety of acute care settings where students provide direct care to patients from a variety of cultural and religious backgrounds. Health disparities are also addressed in this course. Sarah Gould is an orthodox Jewish female. During the simulation, students have to provide care to an orthodox Jewish female and to be mindful of her head covering & when she has to have a foley inserted; we expect them to ask permission for any male students to remain in the room.	BSN	Pass/Fail	4	Required	207
NURS 308 – This course includes 90 clinical hours in pediatric settings across the healthcare continuum. Experiences integrate issues related to access to care, health disparities, and cultural	BSN	Pass/Fail	2	Required	213

considerations.					
NURS 402 – In the course, the focus is on providing care for patients with psychiatric and mental health disorders, including 90 clinical hours in acute, chronic, and outpatient settings. Content includes issues related to access to care, health disparities, and cultural considerations.	BSN	Pass/Fail	2	Required	219
NURS 407 – The clinical course focuses on providing care in maternity, newborn, and women’s health settings, and includes 90 clinical hours. Culture is a curricular thread throughout the course. Social determinants of perinatal health are covered with a focus on cultural competency. Various cultural practices and childbearing are discussed in relationship to breastfeeding, intrapartum care, postpartum care, nutrition and pregnancy and perinatal loss.	BSN	Pass/Fail	2	Required	212
NURS 403 - This course includes 90 clinical hours with a focus on cultural competence, health literacy, health teaching and health promotion in community and public health settings. Health Disparities are covered very comprehensively and includes vulnerable populations, social justice, and environmental health	BSN	Pass/Fail	2	Required	221
NURS 487 – 180 clinical/practicum hours as a one-on-one precepted experience, and incorporates a cultural assessment as part of the patient case study. Additionally, cultural sensitivity is incorporated into all 3 simulations by using standardized patients from different cultures.	BSN	Pass/Fail	4	Required	222

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

Master’s

Master’s Core Courses

The first two courses are required of all Master of Science (MS) students. These two core courses integrate cultural sensitivity, cultural competence, linguistic competency and health literacy into their content.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 622 - Systems and Populations in Health Care	This core course provides an analysis of critical issues in health care delivery and population health. Issues of cultural	MS	3	Required	308

	diversity, health disparities, and social justice in health care are analyzed.				
NURS 659- Organizational and Professional Dimensions of Advanced Nursing Practice	This core course provides content related to organizational and professional challenges experienced by nurses in advanced practice whether in clinical care, education, management, or research.	MS	3	Required	260

Note:

NPHY 612 and NURS 723 are required courses for Adult- Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner-Family, and Nurse Anesthesia Programs

NPHY 612 - Advanced Physiology and Pathophysiology across the Lifespan	This course focuses on the relationship between physiology and Pathophysiology across the life span and provides content necessary for understanding the scientific basis of advanced practice nursing.	MS	3	Required	124
NURS 723 - Clinical Pharmacology and Therapeutics across the Lifespan	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	52

Adult-Gerontology Primary Care Nurse Practitioner

The Adult-Gerontology Primary Care Nurse Practitioner program incorporates a focus on cultural diversity with regard to diagnosis and management of all clinical problems addressed. This expands to the area of health literacy and assuring that our education related to disease and disease management is appropriate given cultural diversity.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 777 - Diagnosis and Management of Adults Across of Lifespan	The student will focus on development of critical thinking skills to address health care problems of adults across the life span, develop differential problem-solving skills. Traditional nursing strategies such as education, interpersonal communication, and counseling will continue to be stressed.	MS	4	Required	29
NURS 789- Advanced Diagnosis and Management of Adults Across the Lifespan	This course prepares the student to diagnosis and manage complex, multiple and chronic health needs of adults across the life span in primary care settings. Specific attention is paid to role, legal, policy and health care finance issues relative to primary care nurse practitioners.	MS	4	Required	20

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 605 - Comprehensive Adult Health Assessment – This course builds on previously learned skills and knowledge to develop advanced skills in obtaining and completing a comprehensive health history and physical, and develop competence in identifying, describing and communicating normal and abnormal findings in a written and oral format. A major focus of this course is on the assessment process. Course section prerequisites may differ.	MS	Graded	3 cr. 40 hrs.	Required	31
NURS 687 - Comprehensive Health Assessment of the Older Adult - In this course, taken concurrently with Health Assessment, the student develops the knowledge and skills necessary for the beginning level of the gerontological nurse in advanced practice roles. The focus is on the assessment of all aspects of the older adult's health status, including health promotion, health protection, and disease prevention. Clinical reasoning skills to differentiate normal changes associated with aging from abnormal findings associated with disease processes are also emphasized. Exploration of the advanced practice nursing role in clinical, geriatric health care facilitates the student's role transition and realistic understanding of the advanced practice role.	MS	Pass/Fail	1 credit 40 hrs.	Required	32
NURS 768 - Clinical Practicum for Adults Across the Lifespan - A 225 hour clinical practicum per semester in a variety of community-based clinical settings (including but not limited to) college health services, health maintenance organizations, community clinics, long term care, assisted living, continuing care retirement communities, occupational health settings, and private practice will stress application of concepts presented in the Diagnosis and Management course. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, applying epidemiological concepts and developing and implementing plans of care for adults across the lifespan with health maintenance needs, and/or common acute and chronic health problems. The focus of this clinical experience will be on initial workups	MS	Pass/Fail	5 credits 225 hrs.	Required	29

of new patients, limited short-term relationships with these patients and the evaluation and management of patients with self-limiting acute problems, or stable chronic illnesses as a beginning step in learning diagnosis and management of health problems.					
NURS 788 - Complex Clinical Practicum for Adults Across the Lifespan - This course will build on concepts presented in the Diagnosis and Management of Adults Across the Lifespan (NURS 620) course. The focus is on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with more complex health problems. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, epidemiological concepts and developing and implementing plans of care. The emphasis will be placed upon managing an aging population with complex, chronic healthcare needs and promoting healthy behaviors across the lifespan.	MS	Pass/Fail	4 credits 180 hrs.	Required	29
NURS 794 - Advanced Clinical Practicum for Adults Across the Lifespan - In this clinical course taken concurrently with Advanced Diagnosis and Management of Adults Across the Lifespan, the student functions as an adult/gerontological nurse practitioner in primary care settings including but not limited to: college health services, health maintenance organizations, community clinics, long-term care, assisted living, continuing care retirement communities, occupational health settings, and private practice) with adults who have complex and multiple health problems. The student will synthesize and integrate previously learned concepts to promote the health of adults and develop more independent diagnosis and management of patients with multi-system problems. Using a problem solving approach and evidence based practice guidelines, the student will determine an optimal plan in relation to both short and long-term health related goals for clients they see on an ongoing basis. Emphasis is on increased independence and decision-making in a multidisciplinary environment. The student is expected to assume an increased responsibility	MS	Pass/Fail	5 credits 225 hrs.	Required	21

for the quality of health care rendered and to participate in evaluative activities.					
NURS 795 - Clinical Syndrome Management of Older Adults - In this clinical course, the student functions as a gerontological nurse practitioner in health care settings with older adults who have multiple health problems and complex clinical syndromes. The student will be able to synthesize and integrate previously learned concepts to further refine the advanced application of assessment, differential diagnoses skills, and increasingly independent development of appropriate therapeutic interventions for the older adult who presents with complex clinical syndrome in a variety of settings.	MS	Pass/Fail	2 credits 90 hrs.	Required	20

Adult- Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist

Examples of curriculum include a course in the Trauma/Critical Care/Emergency program specifically addressing cultural diversity from the perspective of patient/family assessment, planning and interventions, and developing strategies to enhance staff nurse's responses to diversity, through readings, student role analysis and synergy papers, and in case scenario discussions.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NPHY 620 - Pathophysiological Alterations in the Critically III	This course provides the student opportunity to gain an in-depth knowledge of specific pathophysiologic processes often experienced by critically ill patients.	MS	2	Required	16
NURS 755 - Families in Crisis	Introduces the systems theory orientation for understanding human functioning with a family system; personal, patient/family, and health care delivery systems.	MS	2	Required	16

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 605 - Comprehensive Adult Health Assessment: This course builds on previously learned skills and knowledge to develop advanced skills in obtaining and completing a comprehensive health history and physical, and develop competence in identifying,	MS	Graded	3 cr. 40 hrs.	Required	20

describing and communicating normal and abnormal findings in a written and oral format.					
NURS 623 - Advanced Assessment of the Critically Ill: This clinical course provides the student an opportunity to develop advanced assessment skills for use with critically ill adults. Students build on previous knowledge and clinical experience to develop advanced skills in comprehensive assessment of the critically ill including invasive monitoring data, appropriate laboratory and diagnostic procedures. Students develop competence in identifying, describing, and analyzing normal and abnormal findings. Clinical experiences in critical care settings provide opportunities for the application of a variety of assessment strategies, and the analysis of a comprehensive database using an organized approach to health assessment at any stage of acute illness. Students without prior Emergency Department or Critical Care experience are required to take N418 CV nursing as Independent study.	MS	Graded	3 cr. 45 hrs.	Required	20
NURS 647 - Diagnosis and Management of Common Acute Care Problems: Provides the basic knowledge and skills necessary to practice at the beginning level as an advanced practice nurse with adult populations in acute care settings. Emphasizes the development of a conceptualization of the role of advanced practice nurses, skills in diagnostic reasoning and clinical decision-making, and the examination of theoretical and empirical bases for advanced nursing practice. Direct practice content focuses on health problems commonly encountered in acutely ill and injured individuals. Indirect practice content focuses on the critical analysis of medical and nursing interventions commonly used with acutely ill adults. Clinical experiences in acute care settings provide opportunities for the development of diagnostic reasoning and beginning management of common acute care problems.	MS	Graded	5 cr. 200 hrs.	Required	20
NURS 726 - Diagnosis and Management of Complex Acute Care Problems: Provides the advanced knowledge and skills necessary to function as an acute care practitioner. Promotes refinement of skills in assessment, diagnostic reasoning, and clinical decision-making, development of, as well as	MS	Graded	4 cr. 150 hrs.	Required	20

implementation of nursing interventions for critically ill patients. Analyzes the emerging role of the acute care nurse practitioner within the legal constraints of the health care delivery system. Examines the theoretical and empirical basis for diagnosing and managing adult patients with complex acute care problems. Clinical experiences focus on collaborative care of adult patients with complex health problems.					
NURS 679 - Advanced Practice/Clinical Nurse Specialist Roles in Health Care Delivery Systems: Supports, expands, and applies trauma, emergency department, acute and critical care expertise to clinical nurse specialist/advanced practice nurse role functioning. In this course students analyze the role and influence of the advanced practice nurse/clinical nurse specialist on the health care environment and on the delivery of care. Clinical experiences and seminars focus on the developing diverse leadership roles of the advanced practice nurse/clinical nurse specialist and related skills including: facilitating education/learning, advocacy/moral agency, implementing evidence-based practice, management, consultation/collaboration, facilitating clinical inquiry and research.	MS	Graded	3 cr. 150 hrs.	Required	20
NURS 727 - Advanced Acute Care Management: Emphasizes increased independence in the assessment, diagnosis, and management of acutely ill adults with multisystem problems. Clinical experiences and seminar sessions are designed to assist in the integration and synthesis of previously learned concepts in managing acutely ill adults across the continuum of acute care. Emphasis is on increased independence and decision-making in an inter-professional environment. Clinical and professional practice issues are explored.	MS	Graded	4 cr. 150 hrs.	Required	20

Family Nurse Practitioner

The Family Nurse Practitioner (FNP) student body has an expressed special interest in underserved and vulnerable populations and to meet their learning goals, faculty have focused on the development of clinical practicum sites at federally qualified health centers and with providers located within medically underserved areas serving an ethnically diverse population. Students participate in clinical rotations with FNP faculty practice sites in federally qualified health centers, HIV primary care and the School of Nursing Wellmobile

within rural and urban underserved regions of the State of Maryland each semester during their 5 clinical courses.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 660 - Advanced Health Assessment Across the Lifespan	This course focuses on assessment and clinical decision-making in advanced nursing practice with a family context. Students develop and strengthen skills related to health assessment including physical, psychosocial, cultural, and family dimensions of assessment.	MS	4	Required	20
NURS 630 FP I - Health Promotion and Disease Prevention	This course emphasizes the multidimensionality of health promotion and disease prevention within emergent family systems.	MS	2	Required	20
NURS 632 FP II - Clinical Management of Common Health Care Problems	Develops a knowledge base for effective diagnosis and management of selected acute, commonly occurring health care problems throughout the life span.	MS	3	Required	20
NURS 640 FP III - Management of Complex Health Care Problems	Focuses on the disease management of complex chronic health care problems in patients across the life span.	MS	2	Required	23
NURS 755 - Families in Crisis	Introduces the systems theory orientation for understanding human functioning with a family system; personal, patient/family, and health care delivery systems.	MS	2	Required	27
NURS 731 FP IV - Integrative Management of Primary Health Care Problems	Emphasizes the multi-faceted implications of the role of the advanced practice nurse.	MS	2	Required	22

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 631 FP I – Practicum, Health Promotion and Disease Prevention: Emphasizes the clinical implementation of health promotion and disease intervention strategies for patients across the life span. Concentrates on the health promotion role of the family nurse practitioner in primary care settings. Includes the synthesis of data and the formulation of comprehensive management plans for patients and families.	MS	Pass/Fail	1 45 hrs.	Required	19
NURS 633 FP II – Practicum, Clinical Management of Common Health Care	MS	Pass/Fail	4 180 hrs.	Required	20

Problems: Focuses on the clinical application of critical diagnostic reasoning skills in the case management of acute commonly occurring health care problems encountered across the lifespan. Emphasizes clinical integration of pathophysiology, psychopathology, pharmacotherapeutics, family theory, health promotion, growth and developmental processes within family practice settings. Stresses the diagnostic and therapeutic role of the family nurse practitioner in primary care.					
NURS 703 - Specialty Topics in Family Practice: The third sequential clinical course in the Family Nurse Practitioner (FNP) Specialty. This course provides the students with clinical application and knowledge of selected specialty topics commonly encountered in family practice. Concepts of health promotion, maintenance and restoration will be explored. The course integrates pathophysiology, psychopathology, pharmacotherapeutics, growth and development, and health promotion within the context of culturally diverse family practice settings and outpatient specialty services. This course emphasizes the ongoing development of advanced critical thinking skills for comprehensive assessment, diagnosis and management, including skills for therapeutic interventions for health care problems across the lifespan. This course will provide students with the opportunity to refine clinical diagnostic and reasoning skills, to select appropriate referrals and to participate in interdisciplinary collaboration with other health care providers. Family adaptation to health/illness changes and coping strategies will also be addressed.	MS	Pass/Fail	2 45 hrs.	Required	20
NURS 644 FP III – Practicum, Management of Complex Health Care Problems: Focuses on the management of complex chronic health care problems in patients across the life span. Emphasizes effective implementation of critical thinking skills for age-appropriate assessment, diagnosis, and treatment of chronic health care problems encountered with patients in a variety of family practice settings.	MS	Pass/Fail	3 135 hrs.	Required	22
NURS 741 FP IV – Practicum, Integrative Management of Primary Health Care Problems: Focuses on preparing family nurse practitioner students to function independently at a beginning level of practice in a variety of	MS	Pass/Fail	7 315 hrs.	Required	22

primary care settings. Individualized practice with designated preceptor(s) provides the integrative clinical experiences necessary to refine specialized knowledge and skills in family practice and selected primary care settings.					
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Pediatric Nurse Practitioner

Program students learn in their course work and clinical settings to assess health literacy. The course work incorporates a focus on cultural diversity with regard to the diagnosis and management of clinical problems the pediatric patient and family.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 626 - Primary Health Care of the Newborn and Neonate	Focuses on care of the newborn, neonate and their family. Pediatric nurse practitioner's role as a provider of safe and effective care incorporating current theories and evidenced based practice guidelines relevant to the newborn and neonate. Synthesizing data from a variety of resources, and learning specific assessment skills are included in this course.	MS	2	Required	28
NRS 709 - Management of the Well Child and Adolescent in the Primary Care Setting	Provides beginning preparation for the student to assume the role of primary care provider and role collaboration in the provision of quality ambulatory pediatric health care. It presents in-depth analysis of theories and behaviors relevant to the health promotion and health maintenance of the infant, child and adolescent. Cultural, ethical and practice considerations are examined in the context of child health.	MS	4	Required	26
NURS 713 - Common Health Problems of Children I	Prepares the student to identify common health care problems within primary care practice with an emphasis on development of pathophysiological and psychopathological processes.	MS	2	Required	26
NURS 743 - Neonatal and Pediatric Pharmacology	Focuses on pharmacologic, pharmacogenetic, pharmacogenomic basis of prescribing, assessing and managing medications and their responses in infants, children and adolescents.	MS	3	Required	28
NURS 643 - Advanced Nursing of Children I:	Emphasizes the role of the Advanced Practice Nurse in the management of acutely ill infants, children and	MS	2	Required	6

Diagnostic Reasoning	adolescents with focus on the development of foundational diagnostic reasoning to include, advanced psychophysiological assessment, diagnostic skills, and the formulation of differential diagnoses necessary for the care of acutely and critically ill children.				
NRS 730 - Pediatric Acute Care II: Management and Evaluation	Emphasizes the role of the Acute Care NP in the management and evaluation of infants, children and adolescents with acute and critical presentations of disease process, focusing on differential diagnosis, pathophysiology and evidence based management.	MS	2	Required	10
NRS 646 - Advanced Practice Roles Seminar	Focuses on the emerging role of the advanced practice nurse in the acute care setting. Areas of emphasis are professional practice, role realignment, organizational theory, legal and ethical decision-making, Students participate in a cultural competency seminar and a health policy experience which incorporate health care disparities.	MS	2	Required	22
NRS 714 - Common Health Problems of Children II	The focus of this primary care course is on selected advanced health care problems of a complex nature and underlying alterations in health equilibrium. This course builds upon the knowledge and diagnostic reasoning acquired in Common Health Problems of children and adolescents II. Emphasis is placed on data collection, problem identification, evidenced-based management, and evaluation of the effectiveness of interventions. Throughout this course, the student will apply a problem-solving and critical thinking approach to selected disruptions in the health of older children and adolescents, and the effects of these disruptions on growth and development in the context of the family. The underlying pathological processes will be emphasized as well as epidemiology, differential diagnosis, selection of management processes, evaluation of the effectiveness of intervention and management, and both the short and long-term implications of the child's health status. Primary, secondary, and tertiary prevention will be discussed.	MS	2	Required	12
NRS 721 -	This course provides essential	MS	2	Required	18

Primary Care Issues and the Child with a Chronic Illness or Special Care Needs	preparation for the Advanced Practice PNP student in the provision of care to infants, children and adolescents with chronic illness or special care needs. A holistic healthcare approach is the underlying theme in promoting and maintaining the health and developmental needs of these children and is viewed essential to their care. Developing a knowledge base of physiology and pathophysiological processes is emphasized. Case management, assessing and documenting effectiveness of treatment plans and providing cost effective care is discussed. Education, support, advocacy and health promotion is integrated into the discussion as well as anticipatory guidance. Barriers to optimal health care for these children are identified and the role of the advanced practice nurse in assuming leadership in the care of these children is discussed.				
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B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 611 - Pediatric Assessment in Advanced Practice Nursing - Utilizes a seminar alternating with laboratory and clinical experiences that emphasize the role of the advanced practice pediatric nurse. Provides the opportunity to refine assessment skills as data is collected and analyzed in the clinical area, using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation and barriers to role implementation are analyzed in seminar sessions	MS	Graded	3 cr. 45 hrs.	Required	29
NRS 716 - Primary Care Clinical I: This course prepares the student to diagnose and manage complex, multiple, and chronic health needs of adults across the life span in primary care settings. Diagnostic reasoning skills and advanced decision-making are refined. Specific attention is paid to role, legal, policy, and health care finance issues relative to primary care nurse practitioners. The student will focus on the progression of the patient problem, refine differential problem-solving skills, and determine appropriate management interventions. The student is expected to	MS	Pass/Fail	3 cr. 135 hrs.	Required	26

synthesize previously learned concepts in primary care nursing.					
NRS 624 - Advanced Nursing of Children I, Clinical Practicum: Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system.	MS	Graded	3 cr. 135 hrs.	Required	8
NRS 731 - Pediatric Acute Care II, Clinical Practicum: Emphasizes the multi-faceted implications of the role of the advanced practice nurse. Provides the forum for addressing role issues encountered in primary care settings, comparing clinical experiences, implementing marketing strategies and clarifying professional licensure/certification/practice requirements. Integrates the management of acute and chronic health care problems.	MS	Graded	4 cr. 180 hrs.	Required	12
NRS 645 - Advanced Nursing of Children II, Clinical: Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system. Involves the synthesis of all prior coursework, application of critical thinking to the clinical arena, implementation of the nursing process, and advanced physical assessment skills. Emphasizes tertiary care-based services.	MS	Pass/Fail	5 cr. 225 hrs.	Required	
NRS 732 - Advanced Issues in Adolescent Care: This course focuses on the systematic inquiry of the foundations of advanced community/public health program planning and evaluation. Emphasis is on the assessment, planning, and evaluation of population/community-focused health promotion/disease prevention programs and projects.	MS	Pass/Fail	1 cr. 45 hrs.	Required	10
NRS 733 - Primary Care Clinical III: Focuses on integration and application of principles of leadership, management, program planning, implementation and evaluation in population-based efforts to provide affordable quality care. Special emphasis is placed on the practical skills needed for the community/public health nurse to succeed as a leader and manager in the current domestic and international health care environment.	MS	Pass/Fail	3 cr. 90 hrs.	Required	12
NRS 722 - Primary Care Clinical II - Primary Care Issues and the Child with a Chronic Illness or Special Needs	MS	Pass/Fail	3 cr. 135 hrs.	Required	18
NRS 715 - Advanced Primary Care of Children: This course is designed to integrate and synthesize the material from all previous	MS	Pass/Fail	5 cr. 135 hrs.	Required	13

coursework and new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require the assumption of a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team.					
NURS 648 - Newborn Clinical: Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children.	MS	Pass/Fail	1 cr. 45 hrs.	Required	19

Psychiatric Mental Health Nurse Practitioner - Family

The Psychiatric Mental Health Nurse Practitioner (PSYCH NP) specialty introduces cultural competency in each of its clinical courses. Students incorporate developmental features, family considerations, spiritual beliefs, and social/cultural context into the psychosocial assessment of patients with psychiatric symptoms or complaint. Students learn that in order to diagnosis a psychiatric disorder, the symptoms must be considered outside of cultural norms and beliefs. DSM-IV culturally-specific psychiatric diagnoses and others that do not appear in the DSM are reviewed. PSYH NP students integrate knowledge of ethical, cultural, and legal aspects of advanced practice nursing into psychotherapy approaches.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 752 - Neurophysiology of Mental Disorders	This course introduces the neurobiological aspects of psychiatric disorders. The fundamentals of neuroimaging, EEG, and other neurodiagnostic approaches.	MS	2	Required	19
NRSR 765 - Development and Psychopathology: Issues Through the Lifespan in Advanced Practice Nursing	Introduces graduate/advanced practice nursing students to concepts of developmental psychopathology, including the origins and course of individual patterns of behavioral mal-adaptation, the vulnerability to stress perspective, and factors and contribute to resilience and adaptive functioning.	MS	2	Required	19
NURS 664 - Therapeutic Interventions across the Lifespan in Mental Health Nursing	This course introduces students to selected theoretical constructs and therapy processes related to various models of individual therapy and group therapy practice. Legal, cultural, and ethical implications of individual and group therapy are discussed.	MS	2	Required	17
NURS 723 - Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	3
NURS 751 -	Provides advanced knowledge of	MS	3	Required	15

Psychopharmacology	commonly prescribed psychopharmacologic agents. Legal, ethical and cultural implications of pharmacotherapy are also critically reviewed.				
NURS 754 - Seminar in Psychopharmacology for Child and Adolescent	Provides the opportunity for case study discussion on the use of psychopharmacologic agents with children and adolescents, using applied practicum cases at advanced level. Current research, ethical, and legal issues surrounding the use of psychopharmacology with children are emphasized.	MS	1	Required	16
NURS 655 - Conceptual Foundations in Family Therapy	This course is an orientation to family theory and various methods and techniques directed toward the delineations of family systems and identification of possible directions and methods of affecting changes in such systems.	MS	2	Required	12

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 660 - Advanced Health Assessment across the Lifespan	MS	Pass/Fail	4 cr. 90 hrs.	Required	13
NRS 669 - Differential Diagnosis of Mental Disorders Practicum	MS	Pass/Fail	2 cr. 90 hrs.	Required	19
NURS 665 - Therapeutic Interventions across the Lifespan in Mental Health	MS	Pass/Fail	3 cr. 135 hrs.	Required	17
NURS 656 - Conceptual foundations of Family Therapy: Practicum	MS	Pass/Fail	3 cr. 135 hrs.	Required	12
NURS 740 - Advanced Practice Psychiatric and Mental Health	MS	Pass/Fail	4 cr. 180 hrs.	Required	18

Nurse Anesthesia

In the Nurse Anesthesia Program a cultural diversity workshop is given annually to all students by a nationally recognized expert in cultural diversity. In addition, all Nurse Anesthesia faculty members have presented at the Diversity in Nurse Anesthesia Mentorship Program.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 613 - Principles of Anesthesia Nursing I	This course focuses on the basic principles of Nurse Anesthesia to include basic monitoring, anesthesia care delivery systems and physical principles governing Nurse Anesthesia	MS	3	Required	30
NURS 605 -	Builds on previously learned skills and	MS	3	Required	27

Comprehensive Health Assessment of Adults	knowledge to develop advanced skills in obtaining and completing a comprehensive health history and physical, and develop competence in describing and communicating normal and abnormal findings in a written and oral format.				
NRSG 603 - Introduction to Pharmacology for NA	This course discusses pharmacodynamics, kinetics and genomics to include a discussion of pKa, acid-base, lipid solubility and inhalational and IV induction drugs	MS	3	Required	28
NPHY 625 - Pathophysiology for Nurse Anesthesia	This course expands on NPHY 612 to discuss in detail the impact anesthesia has on a variety of disease states and processes to include cultural, ethnic and gender differences.	MS	3	Required	28
NURS 614 - Principles of Anesthesia Nursing II	This course expands on the basic principles discussed in N613 to include more advanced principles of anesthesia to include specialty core groups such as pediatrics, obstetrics and the elderly. In addition this course implements active simulation exercises to augment didactic instruction to include workshops	MS	3	Required	29
NURS 617 - Technology and Physics of Anesthesia Nursing	This course discusses all of the physics involved in the delivery of anesthesia to include gas laws, diffusion, solubility, and electricity as well as a discussion regarding the technology used	MS	2	Required	28
NURS 604 - Advanced Pharmacology for NA	This course expands on the pharmacology discussed in NRSG 603 to include an in-depth discussion on opioids, local anesthetics, and all adjunct medications that Nurse Anesthetists encounters in practice	MS	3	Required	28
NURS 654 - Principles of Anesthesia Nursing III	This course reviews many of the advanced concepts of Nurse anesthesia to include cardiac, neurology and thoracic anesthesia as well as integration of high definition simulation exercises on more complex patients	MS	3	Required	27
NURS 642 - Professional Aspects of Anesthesia Nursing	This course discusses all of the professional issues of nurse anesthesia to include local and national issues, billing, licensure and credentialing. In addition students receive instruction in legal and social issues facing nurse anesthesia	MS	1	Required	27
NURS 672 - Principles of Anesthesia Nursing IV	This course discusses all advanced aspects of nurse anesthesia with a heavy emphasis on high fidelity simulation, evidenced-based practice and	MS	3	Required	27

	independent nurse anesthesia practice				
NRSNG 670 - Anesthesia Nursing Seminar I	This course focuses on advanced issues in nurse anesthesia with an emphasis on cultural diversity and differences. Students do several workshop seminars discussing cultural issues in Nurse anesthesia and participate in a workshop with a nationally recognized expert in cultural diversity	MS	2	Required	26
NURS 675 - Anesthesia Nursing Seminar II	This course focuses advanced principles in nurse anesthesia and reviews all of the basic and advanced principles to better prepare the students to take the national board certification examination following graduation.	MS	4	Required	30

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 637 - Anesthesia Nursing Practicum I	MS	Pass/Fail	3	Required	28
NURS 657 - Anesthesia Nursing Practicum II	MS	Pass/Fail	5	Required	54
NURS 673 - Anesthesia Nursing Practicum III	MS	Pass/Fail	5	Required	27
NURS 615 - Regional Anesthesia and Practicum	MS	Pass/Fail	3	Required	27
NURS 674 - Anesthesia Nursing Practicum IV	MS	Pass/Fail	3	Required	26
NURS 676 - Anesthesia Nursing Practicum V	MS	Pass/Fail	5	Required	30

Clinical Nurse Leader

In the Clinical Nurse Leader (CNL) program, a master’s entry into practice program, students learn in their course work and clinical settings to develop self-awareness and to define culture according to the needs of the client, family, and/or community and learn to accept individual differences, recognize the influence of culture on well-being and health, and to provide culturally sensitive care across the life span in a variety of settings.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 505 - Introduction to Professional Nursing Practice	This course guides students in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address common needs and responses of persons experiencing various health states.	MS	4	Required	72
NURS 503 - Health Assessment	This course is designed to provide the nursing student with the knowledge and skills necessary to assess individual health as a multi-dimensional expression of bio-psycho-social-cultural well-being.	MS	3	Required	75
NURS 501 - Pathopharmacology	This course focuses on the pathophysiologic disruption to system functioning and on the use of therapeutic	MS	5	Required	78

	drugs in the health care setting.				
NURS 514 - Adult Health Nursing	This course is designed to introduce Clinical Nurse Leader students to the application of the nursing process for clients in acute care units.	MS	6	Required	70
NURS 507 - Introduction to Nursing and the CNL Role	This course provides an overview of the nature of nursing as an evolving profession and its relationship to the structure and function of the U.S. health care delivery system. Consideration is given to the impact of social, political, economic, and technological factors on the health care system and the nursing profession.	MS	3	Required	76
NURS 625 - Gerontological Nursing	This course is designed to provide the student with the opportunity to systemically explore concepts relevant to successful aging. Factors that affect the delivery of health services and Gerontological nursing care are critically discussed.	MS	3	Required	71
NURS 517 - Nursing Care of Infants and Children	The biological, psychological, social, cultural, and spiritual aspects of the child within the context of the family unit are examined. This course provides an understanding of how family-centered atraumatic care in the pediatric setting facilitates the health and well-being of infants, children, and adolescents.	MS	4	Required	73
NURS 509 - Nursing Care of the Childbearing Family	This course provides an understanding of prenatal, women, and family nursing principles through classroom and seminar experiences. An evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience.	MS	5	Required	68
NURS 511 - Psychiatric/Mental Health Nursing	This course uses an integrated biological, psychological, sociocultural, environmental, and spiritual approach, students with psychiatric disorders.	MS	5	Required	76
NURS 508 - Community Health Nursing	This course provides the foundational principles of community and public health nursing. Ethical principles and concepts of social justice are incorporated by analyzing the origins of health disparities especially in cases of vulnerable populations.	MS	5	Required	70
NURS 523 - Clinical Emphasis Practicum and Seminar	This course provides the student with opportunities to apply knowledge from nursing courses and critical thinking	MS	1	Required	67

	skills to clinical situations, patient care leadership, and case studies.				
NURS 525- Clinical Nurse Leader	This course focuses on the leadership roles and management functions expected of the clinical nurse leader in a contemporary health care environment. The integration of leadership and management theory and the social responsibility of the nursing profession are emphasized.	MS	6	Required	77

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded ?	# of Clinical credits/ Hours	Required or Elective?	# of Student Completions
NURS 505 – Clinical laboratory learning experiences, 32 hours in clinical setting, experiences with standardized patients	MS	Pass/Fail	1	Required	72
NURS 514 – 135 hours of direct patient care. Assessment of cultural considerations, health disparities, health literacy integrated into clinical activities	MS	Pass/Fail	2	Required	70
NURS 517 – 90 clinical hours of direct patient care working with pediatric populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	2	Required	73
NURS 509 - 90 clinical hours working directly with maternal-child populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	2	Required	68
NURS 511 - 90 clinical hours working with psychiatric patients, in acute, chronic and outpatient settings across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	2	Required	76
NURS 508 - 90 clinical hours in a community/public health setting with a focus on health disparities and health literacy at the population level, also incorporates issues related to access to care and cultural considerations	MS	Pass/Fail	2	Required	70
NURS 523 – 300 practicum hours in a precepted clinical setting. Concepts related to health disparities, cultural considerations, and health literacy is integrated into care delivery.	MS	Pass/Fail	7	Required	67

Community/Public Health Nursing

Program incorporates a focus on cultural diversity and health disparities in the community. This also includes an emphasis on evaluation of health literacy.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 730 - Environmental Health	Provides an overview of environmental areas of study. Recognition of the need for interdisciplinary teamwork in assessment, diagnosis and community-wide or population-based health promotion/disease prevention interventions.	MS	3	Required	9
NURS 769 - Society, Health and Social Justice	This course examines social, cultural, and political-economic determinants of health from sociological and social epidemiological perspectives. The concept of social justice is used as a conceptual framework to investigate population health inequities that exist in social class, race, ethnic and gender groups in the US.	MS	3	Required	13
NURS 671 - Epidemiological Assessment Strategies	This course focuses on assessment of physical and social indicators of public health.	MS	3	Required	9
NURS 732 - Program Planning and Evaluation in Community/Public Health	Systematic inquiry of the foundations of advanced community/public health program planning and evaluation of population/community focused health promotion/disease prevention programs and projects.	MS	3	Required	11
NURS 761 - Populations at Risk in Community/Public Health	Focuses on the mission of public health and the various organizations that support the responsibilities of public health at the international, national, and local levels.	MS	3	Required	8
NURS 733 - Leadership in Community/Public Health Nursing	Building on the epidemiological assessment and program development skills obtained in prerequisite courses, students will analyze and evaluate health promotion/disease prevention programs. Analysis of organizational systems will be an essential precursor to outcome measurements. In addition, advanced communication and leadership skills will be discussed in various legislative, political and community settings. To obtain funding for program, the components of writing a grant proposal will be reviewed.	MS	4	Required	23

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 762 - Program Planning and Evaluation in Community/Public Health Practicum	MS	Graded	3	Required	11
NURS 753 - Practicum in Leadership in Community/Public Health Nursing	MS	Graded	4	Required	23

Health Services Leadership and Management

Program addresses cultural diversity and cultural competency as critical components of health care administration. All courses include health disparities when appropriate.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NRSG 696 - Leadership Analysis – A Cinematic Approach	This course focuses on the influence of culture, motivation, conflict resolution, and teamwork has on leadership and leadership skills. The course uses current movies and books to build upon basic leadership tenets. Students are exposed to a cultural simulation in this course	MS/ DNP	3	Elective	25
NURS 691 - Organizational Theories: Applications to Health Service Management	The content of this course is based upon social science theories and the administrative elements of planning, organizing, leading, and evaluating in the organizational setting.	MS	3	Required	56
NURS 692 - Nursing and Health Services Administration	Focuses on professional and organizational dynamics of administration such as strategic planning, resource analysis, quality improvement, grievance and labor relations, and prototypic technology that impact future health care systems.	MS	3	Required	31

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 695 - Practicum in Health Services in Leadership and Management	MS	Pass/Fail	5	Required	68

Nursing Informatics

The Nursing Informatics specialty program incorporates cultural diversity and health disparities in the required course work. In particular, it emphasizes diverse ways in which people seek, evaluate, and use information and

the influence of culture, gender, age, economics, education, and ethnicity on interactions with technology, information and knowledge.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 736 - Technology Solutions for Generating Knowledge in Health Care	This introductory course builds knowledge, skills and abilities necessary to work in an information technology enabled healthcare environment. It focuses on the analysis and application of information technologies that support the provision of care including social context, availability of technology, and type of information along with social-technical, legal, regulatory and ethical concerns. Emerging technologies and contemporary issues are highlighted.	MS	3	Required	35
NURS 691 - Organizational Theory: Application to Health Services Management	The content of this course is based upon social science theories and the administrative elements of planning, organizing, leading, and evaluating in the organizational setting.	MS	3	Required	36
NURS 786 - Systems Analysis and Design	Information systems development is a process in which technical, organizational, and human aspects of a system are analyzed and changed with the goal of creating an improved system. This course will give students an understanding of the most common tools, techniques, and theories currently used in systems analysis and design. In this course, students are exposed to the concepts of health/computer literacy and rural health informatics.	MS	3	Required	36
NURS 770 - Human Factors and Human-Computer Interaction	This course examines systems in which people interact with technology, with a focus on information systems in the healthcare setting specifically. There will be an emphasis on	MS	3	Required	9

	examining and critiquing current literature on the topics with a focus on various research methodologies.				
NRS 720 - The Changing world of Informatics in Healthcare	This course focuses on the rapid changes in information technology, informatics theory and policy that irrevocably reshape healthcare delivery practice and research. The course examines current trends in the changing world of informatics and technology as they pertain to nursing and healthcare.	MS	3	Required	15

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 738 - Practicum in Nursing Informatics	MS	Graded	3	Required	24

Doctor of Nursing Practice

Throughout the Doctor of Nursing Practice (DNP) program students are involved in a variety of opportunities to be involved with culturally diverse populations especially those from rural communities and medically underserved. The curriculum is guided by the Campinha-Bacote model. Based on the advisement of a cultural competency consultant, all core courses were reviewed this academic year to ensure incorporation key aspects of cultural competency.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NDNP 802 - Methods for Evidence-Based Practice	This course focuses on the skills and advanced knowledge necessary for critical analysis of evidence on which to base nursing practice. Students will be able to apply analytical methods to develop best practices and practice guidelines and to facilitate the evaluation of systems of care that will improve patient outcomes.	DNP	3	Required	29
NDNP 804 - Theoretical and Philosophical Foundations of Nursing Practice	This course integrates nursing science with knowledge from biophysical, social, and organizational sciences as the basis for the highest level of nursing practice.	DNP	3	Required	25

NDNP 805 - Design and Analysis in Evidence-Based Practice	This course extends foundational competencies in research methods and design for experienced advanced practice nurses. Common approaches to statistical analyses are examined as well as epidemiological approaches to evaluate population health.	DNP	4	Required	25
NDNP 807 - Information Systems and Technology for the Improvement and Transformation of Health Care	This course is designed to provide the DNP student with the knowledge and skills necessary to correctly utilize information systems and technology and to lead information systems and technology through transitions in order to improve and transform health care.	DNP	3	Required	27
NDNP 809 - Complex Health Care Organizations	This course focuses on the analysis, synthesis, and application of complexity science and quantum theory to health care systems. This includes the contribution of organizational theories, organizational culture, and systems infrastructure in dynamic interplay across complex health care systems.	DNP	3	Required	31
NDNP 815 - Leadership and Interprofessional Collaboration	This course focuses on the system dynamics as they affect highly collaborative teams and requirements for leadership.	DNP	3	Required	9

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NDNP 810 - Capstone Project Identification	DNP	Pass/Fail	1	Required	30
NDNP 811 - Capstone II: Project Development	DNP	Pass/Fail	1	Required	12
NDNP 812 - Capstone III: Project Implementation	DNP	Pass/Fail	1	Required	15
NDNP 813 - Capstone IV: Project Evaluation & Dissemination	DNP	Pass/Fail	1	Required	16

Doctor of Philosophy (PhD)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 840 - Philosophy of Science and Development of Theory	Reviews the nature of knowledge and theory in the various scientific disciplines.	PhD	3	Required	10
NURS 850 - Experimental Nursing Research Designs	This course focuses on the relationship between theory and	PhD	3	Required	7

	design and selected experimental and quasi-experimental research designs.				
NURS 851 - Analysis for Experimental Nursing Research Designs	This course provides the theoretical and practical knowledge to conduct analyses of experimental data.	PhD	3	Required	7
NURS 841 - Theory and Conceptualization in Nursing Science	This course focuses on the nature of theory in scientific disciplines, nursing theory within the context of the philosophy of science, and the evolution of nursing science and the application of conceptualization to the process and conduct of nursing research.	PhD	3	Required	10
NURS 814 - Design and Analysis for Non-Experimental	This course provides an overview of non-experimental research designs (e.g., cohort, case-control, survey), measures such as incidence and prevalence, and related analytic procedures (e.g., logistic regression) for the study of nursing problems.	PhD	3	Required	9
NURS 815 - Qualitative Methods in Nursing Research	Provides an overview to the qualitative paradigm and major approaches to qualitative research. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches.	PhD	3	Required	7
NURS 811 - Measurement of Nursing Phenomena	The theoretical basis of measurement is presented as a foundation for the development and evaluation of measurement instruments for use in nursing research.	PhD	3	Required	8
NURS 816 - Multivariable Modeling Approaches in Health Sciences Research	This course covers several most commonly used multivariable modeling approaches for both normal and non-normal data, including linear regression, multiple linear regression, binary, multinomial, ordered logistic regression, log-linear models, and generalized linear models for analysis of health science and medical.	PhD	4	Required	8

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 818 - Research Practicum	PhD	Graded	6	Required	15

NURS 819 - Research Rotation	PhD	Graded	5	Required	17
NURS 899 - Dissertation Research	PhD	Graded	12	Required	44

Certificates

Environmental Health

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 730 - Environmental Health	Explores the relationship between human health and the environment. Students learn basic assessment techniques to determine risks in their personal lives and health care settings.	Cert.	3	Required	0
NURS 735 - Applied Toxicology	This course provides nurses with a basic understanding of the physiology of toxicological mechanisms.	Cert.	3	Required	0
NURS 764 - Advanced Environmental Health	Introduces students to a more in-depth exploration of environmental health issues.	Cert	3	Required	0

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
N/A					

Global Health

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 769 - Society, Health, & Social Issues	This course examines social, cultural, and political-economic determinants of health from sociological and social epidemiological perspectives.	Cert.	3	Required	2
NRSNG 664 - Critical Issues in Global Health	This course provides an overview of global health problems and equips students with tools to navigate the world of international health.	Cert.	3	Required	2
NURS 732 - Program Planning & Evaluation in Community/Public Health	Systematic inquiry of the foundations of advanced community/public health program planning and evaluation of population/community focused health promotion/disease prevention programs and projects.	Cert.	3	Required	2

NRSG 610 - Global Health Seminar	This course familiarizes students with the challenges of designing and performing Global Health research and practice. Students will be introduced to the scientific literature on cultural differences in health and illness, and issues of health disparities and health care and cultural competencies.	Cert.	1	Required	4
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B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NRSG 611 - Global Health Field Experience	Cert.	Pass/Fail	2	Required	4

Teaching in Nursing and Health Professions

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 787 - Theoretical Foundations of Teaching and Learning in Nursing and Health Professions	This course will provide a foundation in theory and application of essential knowledge for teaching students, consumers, and continuing education in a variety of settings.	Cert.	3	Required	4
NURS 791 - Instructional Strategies and Assessment of Learning in Nursing and Health Professions	This course prepares the student to select and implement instructional strategies and media that are appropriate to the learning style of the learner, the content to be taught, the behavioral objectives of the learning material, and the processes of learning.	Cert.	3	Required	3

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 792 - Practicum in Teaching in Nursing and Health Professions: Theoretical knowledge and skills acquired in pre-requisite courses will be applied in a practicum of teaching experiences that is precepted by a master teacher. Individual aspects of the practicum will be negotiated between the student, preceptor, and faculty facilitator in a learning contract. In addition to the practicum, students will engage in an online seminar. Seminar topics will focus on role development, issues and future trends in nursing and health professions education and ethical and legal influences on teaching and learning.	Cert.	Graded	3	Required	2

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Students consistently demonstrate application of cultural competence in their clinical rotations. The standards of care that are promulgated for all levels of our nursing students (American Association of Colleges of Nursing, National Organization of Nurse Practitioner Faculties, etc) require detailed assessment of students' mastery of cultural sensitivity, and students must adequately demonstrate these competencies in order to pass their clinical courses. For example, students who complete clinical rotations at the University of MD Medical Center will encounter patients who represent multiple ethnicities, cultures, and socio-economic backgrounds. They are observed and evaluated by their clinical instructors as they interact appropriately with the patients, their families as well as the agency staff. In addition, all students are expected to engage in patient education programs for a wide variety of patient populations that must be tailored specifically for their health literacy, linguistic skills, education level, etc.

5) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. As an outcome of a grant (Dr. Kapustin's <i>Who Will Care? Grant</i>), cultural competence expert, Dr. Sandra Bibb, has provided faculty consultation in lecture and small group discussions for a one-day workshop. A primary outcome was to assist faculty with providing cultural competence learning experiences for their students across the entire nursing spectrum of undergraduates to doctoral levels. It was very positively received by faculty and led to numerous examples of learning activities for students to become immersed in cultural sensitivity in their curricula.		SON Faculty	SON Faculty
2. Yolanda Ogbolu, PhD, CRNP-Neonatal , an assistant professor at the University of Maryland School of Nursing, is one of 12 nurse educators from across the nation to earn the highly competitive grant from the Robert Wood Johnson Foundation (RWJF) <i>Nurse Faculty Scholars</i> program. Ogbolu received a three-year, \$350,000 award to promote her academic career and support her research. The goal of Ogbolu's research is to	Ongoing	N/A	N/A

<p>examine whether the adoption of cultural competency standards influences the patient's perception of their experience during care. Through the study, Ogbolu will examine organizational and contextual factors that drive and impede the adoption of new standards. In addition, Ogbolu will identify target areas for improvement in hospital policies and practices.</p>			
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Dentistry

Degree(s) Offered: Certificate, Bachelor's, Master's, Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

While since the 2012 report, no significant new strategies have been incorporated, the Dental School continues to adhere to the Commission on Dental Accreditation Standards 2-17 for its predoctoral DDS program and Standards 2-19 and 2-20 for its dental hygiene program. Standard 2-17 has informed the School's Predoctoral Program (DDS) Competency Statement, in which students must: (1) Communicate with and provide care for a diverse population of patients, and (2) Formulate and present to a patient a primary treatment plan and alternative plans based on relevant findings and individual patient considerations.

The Commission on Dental Accreditation Standards 2-19 and 2-20 have informed the Dental Hygiene Program Competency Statements, requiring the dental hygiene graduate to be able to: (1) Serve all individuals and the community without discrimination, respect the cultural differences of the population, and provide humane and compassionate care to all patients; and (2) participate in the public policy process in order to influence consumer groups, businesses, government agencies to support health care issues, provide dental hygiene services in a variety of settings, including hospitals, clinics, private offices, hospices, extended care facilities, HMO's, community programs and schools, and develop a commitment to serving the public through professional and personal community services activities.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives (See Below Chart for Course Objectives)	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PROF 518: Profession/Professionalism I— DDS, Yr 1		Doctorate	2	Required	130
BHAV 528: Behavioral Dentistry— DDS, Yr 2		Doctorate	3	Required	130
DHYG 322: Community Oral Health—DH, Yr 2		Bachelor's	3	Required	31
DHYG 323: Care and		Bachelor's	2	Required	28

Management of the Special Patient—DH, Yr 1					
DHYG 414: Educational Program Development—DH, Yr 2		Bachelor's	2	Required	35
DHYG 425: Issues in Health Care Delivery—DH, Yr 2		Bachelor's	2	Required	29
DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1		Bachelor's	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2 (Fall)		Bachelor's	5	Required	31
DHYG 421: Advanced Clinical Practice II—DH, Yr 2 (Spring)		Bachelor's	5	Required	31

1. PROF 518. Profession/Professionalism I (DDS Course).

Students learn foundational skills needed for entry into the dental profession, health communication, and professional and ethical behavior.

- Communicate effectively with other professionals regarding the care of patients.
- Utilize and apply ethical and legal reasoning in the practice of dentistry.
- Communicate with and provide care for a diverse population of patients.
- Manage a diverse patient population and have the interpersonal and communication skills to function in a multicultural work environment.

2. BHAV 528. Behavioral Dentistry (DDS Course).

This year long course offers students an introduction to the application of behavioral principles to dental diagnosis and treatment. In the first semester, the following are emphasized: psychological management of human behavior, identifying and reducing stress, and the principles of effective communications. The clinical relevance of each topic is stressed. In the second semester the behavioral, psychological, and biological aspects of human nature are discussed and applied to patient care. The course addresses specific patient types (non-compliant, abused, and psychologically impaired) and problems (chronic pain, infectious disease, high fear/phobia, and noxious habits). Approaches to diagnosis and treatment of patients of all ages and diversity are emphasized. Also, a one-hour lecture addresses unbiased communication and cultural sensitivity, and there is a three-hour "Community Service Block Rotation" during which the students' present oral health lectures in areas of underserved populations. Prior to the experience, the students are instructed on underserved populations, barriers to health care, and professional community service to needy populations. Community service sites include Headstart Centers, daycare facilities, and the Helping Up Mission for recovering alcoholics and those recovering from drug addiction.

3. DHYG 322. Community Oral Health (DH Course)

This course emphasizes the role of the dental hygienist in community health. Methods of determining community oral health status, identifying barriers to optimum health, and selecting appropriate interventions are presented concurrently with community program planning activities.

4. DHYG 323. Care and Management of the Special Patient (DH Course)

Through class and e-exchanges, readings and independent study, students develop an understanding of the care and management of special patients for whom routine care maybe complicated by age or complex health factors.

5. DHYG 414. Educational Program Development (DH Course)

Students explore various ways in which instructional skills may contribute to a career in dental hygiene. Learning experiences are designed to enable the student to develop these skills and to apply them to public school systems, community health programs, higher education and consumer education.

6. DHYG 425. Issues in Health Care Delivery (DH Course)

Students examine and analyze the issues that affect the broad spectrum of health care delivery. Topics include cultural competence, ethics and professional responsibility, inequities in health care delivery and health care legislation.

7. DHYG 321, Prevention and Control of Oral Diseases (DH Course)

This course includes the study of the principles and procedures for the prevention of oral disease, including dental health education, oral hygiene procedures and dietary control of dental disease, and topic areas that address cultural diversity.

8. DHYG 411/421, Advanced Clinical Practice I and II (DH Course Fall and Spring Semesters)

The provision of clinical care to a diverse patient population is the major component of both of these senior level courses. Treatment plans require that students address cultural factors that may influence the delivery of care.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe) <i>See Below Chart for Course Objectives</i>	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
CSLX 548: Community Service Learning—DDS, Yr 4	Doctorate	Graded	6	Required	125
CCPM 538: Comprehensive Care/Practice Management—DDS, Yr 3	Doctorate	Graded	8	Required	125
CCPM 548: Comprehensive Care/Practice Management—DDS, Yr 4	Doctorate	Graded	12	Required	129
PEDS 538: Pediatric Dentistry—DDS, Yr 3	Doctorate	Graded	6	Required	129
PEDS 548: Pediatric Dentistry—DDS, Yr 4	Doctorate	Graded	6	Required	125
DSCP 538: Oral Medicine and Diagnostic Sciences—DDS, Yr 3	Doctorate	Graded	5	Required	129
DSCP 548: Oral Medicine and Diagnostic Sciences—DDS, Yr 4	Doctorate	Graded	3	Required	125
DSCP 551: Geriatrics/Special Patient Care Clerkship I—DDS, Yr 4	Doctorate	Graded	10	Elective	5
DSCP 552: Geriatrics/Special Patient Care Clerkship II—DDS, Yr 4	Doctorate	Graded	10	Elective	5

DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1	Bachelor's	Graded	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2 (Fall)	Bachelor's	Graded	5	Required	31
DHYG 421: Advanced Clinical Practice II— DH, Yr 2 (Spring)	Bachelor's	Graded	5	Required	31

1. CSLX 548. Community Service Learning (DDS Course)

Currently, the community service learning course for senior dental students is a six-week experience. Of the six weeks, one three-week experience is outside the Dental School, and there is a second three-week experience at the University of Maryland, Baltimore Dental School in Perryville.

The purpose of the external experience is to gain outside clinical expertise while gaining an appreciation for cultural diversity and the oral health needs of underserved populations. This aspect of the service learning experience can be fulfilled in several ways, such as working at community sites in Maryland treating underserved populations; working at specialty sites that prepare the student for postgraduate training; or working with health missions in foreign countries. Because of logistics, service learning experiences in foreign countries is a two-week rather than a three-week experience. Service learning includes both the clinical experience at the site, as well as the completion of a report that evaluates the student's experience in clinical procedures and service learning models. Sites at which students can complete a three-week externship outside the dental school include the following: a) Community Service Sites such as Parkwest Medical Center, South Baltimore Family Health Center, Kernan Hospital (rehabilitation center), local hospitals, and Indian Health Hospitals (Public Health Service); b) Foreign missions such as Vietnam Operation Smile, Mexico, and the Honduras.

The second service learning experience is at the new state-of-the-art University of Maryland Dental School facility in Cecil County. This 26-chair facility provides dental care for underserved populations in the Perryville and surrounding areas. The curriculum for the School was partially funded by a Robert Wood Johnson (RWJ) grant that was awarded to the School in 2007. The grant provided funds to enhance community-based dental education and focused on the provision of dental care by dental students to underserved populations. Students also are required to read a book on cultural issues, fill out a pre/post test survey on cultural competence and access to care issues, complete a reflective portfolio that includes questions on cultural competence, and participate in seminars after their experience that include issues of cultural competence.

2. The University of Maryland School of Dentistry: Comprehensive Care Clinics (CCPM 538, CCPM 548, DHYG 411, DHYG 421)

The University of Maryland, Baltimore Dental School is located in Baltimore City. Because of the School's urban location and accessibility by bus and light rail, the dental clinics provide care to a diverse patient population in the Baltimore area and surrounding counties. Fees charged in the Dental School clinics are lower than those charged by dentists in private practice. As a result, the Dental School's clinics attract a significant number of patients, including the following underserved populations:

1. Medicaid recipients (Largest provider in the State of Maryland)
2. Recovering drug/substance abusers (Helping Up Mission)
3. Catholic Charities clients (Hispanic Apostolate)
4. Homeless veterans (Supported by an agreement with the VA)
5. Persons with AIDS (Ryan White Fund)
6. Individuals on social services role who are being readied to go back into the workforce (Work Opportunities Funding)
7. Individuals supported by Health Care for the Homeless

Also, the Dental School patients who cannot afford dental care and meet financial criteria (federal poverty guidelines relative to income and household size) receive support through the following School-based initiatives:

- a. Quest for Care, an internal not for profit charity.

- b. Care for the Needy (Individuals eligible for reduced fees can apply).

During mandatory block rotations in the Dental School clinics, students in years one through four regularly participate in activities/courses related to the treatment of patients from underserved populations. These courses are described below.

3. PEDS 538. Pediatric Dentistry III (DDS Course)

The majority of children and adolescents in the Dental School clinics are minorities and are covered under Medicaid. Students in year three participate in required Pediatric Dentistry block assignments to treat these patients.

4. PEDS 548. Pediatric Dentistry IV (DDS Course)

The required block assignments identified in PEDS 538 continue in year four.

5. DSCP 538. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in year three have required block rotations in the urgent care clinic where many patients unable to afford dental care seek emergency treatment. Mandatory rotations also include patient admissions, screening, and the Special Patient Clinic (SPC). In the Special Patient Clinic, students treat medically compromised patients and those with handicaps or special needs.

6. DSCP 548. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in year four continue required block rotations identified in DSCP 538.

7. DSCP 551. Geriatrics/Special Patient Care Clerkship I (DDS Course)

Selected students in year four spend one-third of their clinical time in the treatment and management of patients with disabilities and special needs.

8. DSCP 552. Geriatrics/Special Patient Care Clerkship II (DDS Course)

Selected students in year four spend one-third of their clinical time in the treatment and management of patients with disabilities and special needs.

9. DHYG 413. Community Service Learning (DH Course)

This externship program provides opportunities for senior students to select experiences beyond those offered within the dental school setting. The selection of a community site is based on the students' interests and career goals. Sites include well-baby clinics, prenatal clinics, community health centers, nursing homes, senior citizen centers, facilities for the handicapped, hospitals, military clinics and school, day care centers, public health departments and research centers.

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
The Dean's Community Service Award ¹	Doctorate	Elective	20
The Dean's Outstanding Community Service Award ²	Doctorate	Elective	7

¹The Dean's Community Service Award recognizes students who have demonstrated their commitment to bettering the community.

² The Dean's Outstanding Community Service Award recognizes students for their outstanding commitment to bettering the community at large and demonstrating their ability to be a leader within the profession and the community.

3) Are the following changes in student cultural competency measured?

Changes in knowledge
 Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Survey
 Essays
 Other methods – Required readings on social issues, designed to spur dialogue, held in round-table discussion format. Students and faculty members discuss their thoughts, experiences, and attitudes related to cultural competence.

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At the Beginning and Conclusion of Course or Learning Experience

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Students complete a pre- and post-survey at the start and completion of their Perryville experience in order to assess their knowledge level on issues pertaining to dental service availability throughout the state of Maryland, cultural factors that may be barriers to utilization of dental care, patient income and access to dental care in the state, and their (the students) willingness and expectations to practice in a rural community after graduation. Changes in their knowledge are assessed with the post-test.

The reflective essays, in which students reflect upon their experiences during the Community Service Learning course at Perryville, show that students gain considerable insight into their own attitudes and biases. They often describe the differences in the treatment needs and attitudes to oral health care between patients in Perryville and Baltimore. In general, students feel truly rewarded at having an opportunity to serve the underserved, understand social inequities, and render care for patients, who for the most part, are extremely grateful.

5) Please provide details about your program’s involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Sealant Saturday - Volunteer community outreach event, in which Dental School student volunteers provide free sealant treatments for children in the Perryville community.	Annual	Children	Voluntary
2. Levindale (DDS Yr 3 rotation) - The rotation, combining didactic and clinical interprofessional training experiences, focuses on dementia care in the Baltimore community.	On-going	Elderly	130
3. College Park clinic – This treatment center, located in College Park, MD, provides a full range of vital dental services to individuals from the local communities in Prince Georges and Montgomery Counties. A number of the patients treated in the clinic lack easy access to affordable dental care.	On-going	All ages	Voluntary
4. Special Olympics/Special Smiles – Student volunteers performed complimentary dental screenings, offered oral hygiene instructions,	On-going	Athletes	Voluntary

applied fluoride varnish, produced custom mouth guards and distributed oral hygiene supplies.			
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Pharmacy

Degree Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

While the University of Maryland, Baltimore School of Pharmacy (SOP) has not implemented new strategies for instruction on cultural sensitivity cultural competency, health literacy and health disparities, the school continues to successfully produce culturally competent and health literate PharmD graduates, as those concepts are part of the School's very essence. The SOP's five core values continue to support cultural competency:

- **Respect, Integrity and Professionalism:** *We nurture mutual respect among faculty, staff, students and patients and require the highest standards of personal ethics and professional conduct.*
- **Social Responsibility:** *Our major purpose is to contribute to the health and well-being of both individuals and society. We will seek to shape public policy and health promotion at all levels.*
- **Excellence:** *We seek quality and excellence in all of our endeavors.*
- **Diversity:** *We recognize the worth of all individuals and work to ensure diversity among our faculty, students, and staff.*
- **Leadership:** *We recognize our responsibility to lead in education, research, pharmaceutical care, and public service, and to nurture leadership within our students, faculty and staff.*

The SOP also continues to recognize the significance of providing students with leaders and role models that reflect the diversity of the population, and has made significant progress in recent years to diversify its faculty:

2000	62 faculty		current (Fall 2013)	87 faculty	
Female	20	32%	Female	46	53%
Non-Caucasian	8	12%	Non-Caucasian	28	32%

Diversity of School of Pharmacy employees is notable as well: of the 417 current (Fall 2013) full- and part-time employees, 240 or 58% are female and 171 or 41% report non-Caucasian ethnicity.

The SOP continues to focus its PharmD student recruitment strategies on underrepresented minority groups and historically minority schools to foster diversity in its applicant pool and admitted class, and has made considerable effort to recruit, admit, and retain a diverse student body in terms of ethnicity, place of origin, gender, age, marital status, and prior experience. In the Fall 2013 semester, PharmD student enrollment was 59% minorities, compared to 40% overall among the professional practice doctoral students on the UMB campus. PharmD students are number more than 64% female, compared to 59% of all professional practice doctoral students at UMB.

The SOP also maintains adherence to its eight General Abilities for a well-educated pharmacist by engaging students in activities that foster continued development of these abilities throughout their coursework. Three of the eight General Abilities address concepts of cultural sensitivity, cultural competency, health literacy, and health disparities through: (1) social awareness/social responsibility, (2) social interaction and citizenship, and (3) cultural competency.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PHAR 507 - Professional Ethics and Pharmacy Practice	(P1 fall) PHAR 507 Professional Ethics and Pharmacy Practice emphasizes cultural diversity and the importance of independent and cooperative learning activities; professionalism, oral and written communication, ethics, and critical evaluation of problems are stressed. Students are introduced to diverse perspectives on goals, training, functions, settings, and opportunities in potential pharmacy careers. A highlight of this course is the Bafa Bafa activity – a nationally recognized program on cultural sensitivity. In this activity, students are divided into two groups or "cultures" and are introduced to the values, rules, expectations, and the social norms of their new culture. Observers are exchanged between the two cultures. After a fixed time, the observers return to their respective groups and report on what they saw. Each group tries to develop hypotheses about the most effective way to interact with the other culture. After the exercise, the participants discuss and analyze the experience and generalize it to other groups in the real world. Benefits include enhancing teaching and learning in a culturally diverse classroom, dealing with racial and ethnic conflict, and developing an understanding of the needs of different racial and ethnic groups. <i>(knowledge and skill-building)</i>	Doctorate	2	Required	160
PHAR 522 - Context of Health Care	(P1 spring) PHAR 522 Context of Health Care covers international health care systems and reviews different approaches to health care in other nations, as well as health literacy with diverse patients and vulnerable populations, and includes a patient-related case activity that integrates issues of diverse populations. <i>(knowledge)</i>	Doctorate	3	Required	160
PHAR 567 - Abilities Lab 6	(P3 spring) PHAR 567 Abilities Lab 6 has a 3-hour lab dedicated to cultural competency which addresses overcoming communication, cultural or health literacy barriers; and demonstrating empathy and sensitivity when a patient presents with special needs. Some components of the lab incorporate information from EthnoMed http://ethnomed.org/ , which contains information	Doctorate	1	Required	160

	about cultural beliefs, medical issues and related topics pertinent to the health care of immigrants to Seattle or the US, many of whom are refugees fleeing war-torn parts of the world. <i>(knowledge and skill-building)</i>				
PHMY electives	Several electives address health disparities within special populations, including Comprehensive Pediatric Care, Pharmacology & Aging, Perspectives of Mental Health, Care of the Terminally Ill, Geriatric Pharmacotherapy, Diabetes, Women's Health, Medical Spanish <i>(knowledge and skill-building)</i>	Doctorate	variable	Electives	variable

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
APPE455 - Longitudinal Ambulatory Care: During this advanced pharmacy practice experience, students are assessed on the following outcomes: <i>during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.</i>	Doctorate	Graded	1 credit (40 hours)	Required	160
APPE453 - Community Pharmacy Practice: During this advanced pharmacy practice experience, students are assessed on the following outcomes: <i>during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.</i>	Doctorate	Graded	5 credits (200 hours)	Required	160
APPE451 - Acute Care General Medicine: During this advanced pharmacy practice experience, students are assessed on the following outcomes: <i>during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.</i>	Doctorate	Graded	5 credits (200 hours)	Required	160
APPC 456-488 - Advanced Practice Patient Care Electives : During each of these advanced pharmacy practice experiences, students are assessed on the following outcomes: <i>during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.</i>	Doctorate	Graded	5 credits each (200 hours each)	One required; more if selected	160

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
<p>Special Projects with faculty (individualized research opportunities), such as:</p> <ul style="list-style-type: none"> • working with a faculty member who received a grant from PCORI to investigate methods for eliciting perspectives from hard to reach patients with a focus on minority patients and patients with impairments such as hearing loss; • student participation in an interdepartmental/ multidisciplinary seed grant project focusing on inner city children with asthma • Other examples that address health disparities include projects completed as part of the HP-Star program and address age and race disparities: <ul style="list-style-type: none"> ○ adherence to ICU best practice guidelines in older adults – examined age disparities in receipt of best practices in the ICU; ○ age-related differences in chemotherapy effectiveness in Stage III colon cancer patients; ○ disparities in medication use and adherence post-myocardial infarction between black and white Medicare beneficiaries 	Doctorate	Elective	100+
Pharmacy students on advanced pharmacy practice rotations at the Mercy Hospital Clinic are exposed to cultural differences in diabetes care and learn to work with interpreters when counseling patients.	Doctorate	Elective	10
Pharmacy students may select didactic and experiential elective opportunities in the Maryland Poison Center (MPC). MPC has printed educational materials (brochures and telephone stickers) in Spanish. The brochure is downloadable in thirteen languages: English, Spanish, Chinese, French, Thai, Haitian Creole, Vietnamese, Portuguese, Korean, Russian, Hmong, Polish, and Arabic. Non-English speakers can use the emergency services of the Maryland Poison Center 24/7, as MPC contracts with Language Line to provide translational services. Multi-lingual pharmacy students are encouraged to participate. Future goals include additional translations and a multi-cultural speakers bureau to help out with events.	Doctorate	Elective	25+
Community outreach and involvement, such as a high school student from a STEM magnet school currently working in a lab on a Pharmaceuticals research project for a senior internship, titled, “The creation of an excipient database containing spectral and physical properties.”	Other	Elective	1
Interprofessional Patient Management Competition (IPMC), challenges multidisciplinary teams to devise a treatment strategy for a hypothetical patient whose case presented complex medical as well as legal issues. Members of the teams have to pool their knowledge while working under tight time limits.	Doctorate	Elective	40

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills

4a) If change is being measured, which methods were used to assess such changes?

Surveys – Including multiple choice questions
Essays

Written Skill Exams – Including practical examinations, Objective Structured Clinical Examinations (OSCEs), and Teaching OSCEs (TOSCEs) for formative feedback

Other Methods – Including presentations, debates, and other reflective activities

Additionally, Advanced Pharmacy Practice Experiences use the following grading scale to assess skill performance at the midpoint and at the end of the rotation:

- *Exceeds Competency (EC)* - Able to complete the criterion elements $\geq 90\%$ of the time without assistance.
- *Meets Competency (MC)* - Able to complete the criterion elements 75–89% of the time without assistance.
- *Needs Improvement (NI)* - Able to complete the criterion elements 50–74% of the time without assistance.
- *Significant Deficiency (SD)* - Able to complete the criterion elements $\leq 49\%$ of the time without assistance.

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Other Frequency - TOSCEs and OSCEs are given once each semester throughout the curriculum, and other assessments (including surveys, essays, presentations, and debates) are given periodically throughout the semester as the course managers determine to be appropriate.

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

An example of changes in the development of cultural competence is from the SOP student surveys in Spring 2013, with the level of agreement on the question “My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.)” Only 85% of continuing (P1-P3) students agreed (n=310), while 99% of graduating (P4) students agreed (n=135). This compares to 99% agreement among graduating students at 60 schools of pharmacy schools at public institutions (n=4682).

5) Please provide details about your program’s involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
<p>1. Faculty Research - Francoise Pradel, PhD and Robert Beardsley, RPh, PhD, are responsible for evaluating and tweaking the set of instructions that come with anthrax kits for its ease of use and understandability. They also conduct focus groups with people of varying literacy levels to gauge their ability to understand and implement the instructions. The research is in conjunction with the FDA and the CNBL Clinical Pharmacology Center, Inc.</p> <p>Susan dosReis, BSP Pharm, PhD, continues to do work surveying parents on their preferences for how their children with emotional and behavioral issues are cared for by the medical community. This work also includes investigating patient-centered preferences in treatment within Maryland’s various communities with eye toward hypothesis that if patient preferences are incorporated into the treatment plan, there will be better adherence to medications and better outcomes.</p> <p>Eberechukwu Onukwugha, MS, PhD, studies the decision-making</p>	<p>On-going</p> <p>On-going</p>		

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
process patients and providers use in determining treatment options, medication use, screenings, doctor's visits, etc. She looks at disparities in this process and is also looking at men with prostate cancer and the disparities that exist in being diagnosed and receiving treatment.	On-going		
Fadia Shaya, PhD, MPH leads the Maryland Men's Cardiovascular Program, which utilizes social networks (direct contact amongst peers) to help improve the health of African-Americans with cardiovascular disease. She also did an MVP Jr. program using the same approach, but focused on obesity.	On-going		
C. Daniel Mullins, PhD , a professor in the Department of Pharmaceutical Health Services Research, on receiving the University System of Maryland's Wilson H. Elkins Professorship for 2013-2014. The Elkins Professorship supports professors and researchers within the University System of Maryland who demonstrate an exemplary ability to inspire students and whose professional work and scholarly endeavors make a positive impact in the community. Dr. Mullins has been at the School for nearly two decades and has made an impact on the lives of thousands of students and countless members of the community through his work in comparative effectiveness research (CER). He has advanced methods development for CER and gained national attention and recognition for his work to ensure that CER reflects the diversity of patients in America, including minorities and patients with physical and cognitive impairments. Please join me in congratulating him on this prestigious recognition.	2013		
Magaly Rodriguez de Bittner, PharmD , professor and chair of the Department of Pharmacy Practice and Science, has been selected by the University as its 2013-14 Entrepreneur of the Year for her work to establish the Center for Innovative Pharmacy Solutions (CIPS), which has become a national resource center in developing innovative patient care and business solutions to health problems. Housed within the Center is the award-winning Maryland P3 (Patients, Pharmacists, Partnerships) Program, a pharmacist-delivered chronic disease management program. Seven years after its inception, the Maryland P3 Program has gone national, with its innovative model of care now implemented at worksites in Maryland, Georgia, Texas, Virginia, Louisiana, and California. Its unique patient care approach and emphasis on continuity of care have repeatedly demonstrated improvements in clinical and economic outcomes, with one employer who participates in the program reporting improved employee productivity and decreased rates of absenteeism that amounted to a total savings of \$919,768, including \$475,338 – or \$1,047 per person – in indirect savings due to improved productivity.	2013		
2. Service – Sandeep Devabhakthuni, PharmD, BCPS serves on the Society of Critical Care Medicine's patient safety committee where they are working on developing guidelines for safe medication use.	On-going		
3. Outreach – Script Your Future Baltimore Presents Motivational Interviewing CE Course: Join Script Your Future Baltimore for a morning of motivational			

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
<p>interviewing education on Nov. 12, 8:30-11 a.m. at the Montgomery Park Conference Center on Washington Blvd. in Baltimore. The event is free and designed to bring together health care professionals for education, networking, and thoughtful discussion about medication adherence. Attending pharmacists can earn 1.5 continuing education credits.</p>	Nov. 12, 2013		
<p>The School of Pharmacy was crawling with ghosts, ghouls, and other spectacular spooks as our student pharmacists welcomed more than 20 local third and fifth grade students from George Washington Elementary School to our annual Healthy Halloween celebration. Hosted by the American Pharmacists Association Academy of Student Pharmacists' (APhA-ASP) Operation Diabetes, Healthy Halloween helps raise awareness about diabetes and measures that children and their parents and guardians can take to prevent this chronic disease. Students use posters and activities related to diabetes education, nutrition, exercise, and general health, and a haunted house. Nearly one dozen student organizations contributed to this year's Healthy Halloween – Kappa Psi, Phi Lambda Sigma Leadership Society, Rho Chi Society, Pediatric Pharmacy Advocacy Group, APhA-ASP's Maryland Regional Operations, College of Psychiatric and Neurologic Pharmacists, APhA-ASP's Operation Self-Care, Students Promoting Awareness, APhA-ASP's International Pharmaceutical Students Federation, and A Bridge to Academic Excellence.</p>	Oct. 29, 2013		
<p>The School of Pharmacy is a co-sponsor of the University's Celebrating Maryland Disability History and National Disability Employment Awareness Month events.</p>	October 2013		
<p>The theme of this year's SOP Holiday Card is "Paying it Forward." It will feature School of Pharmacy faculty, staff, and students who are "paying it forward" through their work or their community service.</p>	December 2013		

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Medicine

Degree Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Medicine continues to value and appreciate the importance of these topics, emphasizing cultural competency as one aspect of professionalism throughout students' coursework and experiences as a healthcare professional. However, we have not incorporated any new strategies in the past year.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Introduction to Clinical Medicine I & II	Year I & II Large group lectures and small group discussions are held on the doctor-patient relationship, including communication strategies, racial and ethnic disparities, spirituality, death and dying, gender and sexual orientation differences, socioeconomics, cultural diversity in medicine, professional boundaries, and ethics and professionalism. Students are observed and videotaped with standardized patients who represent a wide range of age, gender and ethnic combinations. The course includes a required service learning community project.	Doctorate	296 Hours plus community project of at least 15 hours	Required	320 (Years I and II have roughly 160 students each)
Medical Spanish	Year I & II Course provides an opportunity for students to enhance their Spanish language skills, learn medical terminology in Spanish, work in Spanish-speaking communities, and learn about the various cultures.	Doctorate	40 Hours over 4 terms Plus 80 hours over 4 terms of practical experience	Elective	16
Neuroscience	Year I Course includes a module of lectures and	Doctorate	116 hours	Required	160

	clinical correlations that emphasize communication strategies, socioeconomics, quality care, and patient respect.				
Host Diseases and Infectious Diseases	Year II Students are instructed in the entire spectrum of infectious diseases, including how to diagnose and treat the infections, what populations are most likely to be inflicted with the disease, and what genetic, racial, gender, behavioral and other factors might affect disease susceptibility or treatment outcome. Cultural differences in susceptibility and disease response are presented throughout the 11-week course as part of formal lectures, small group discussions and clinical correlations.	Doctorate	208 hours	Required	160
Pathophysiology & Therapeutics I & II	Year II Course includes lectures and small group discussions to address such topics as communication strategies, minority health, women's health, substance abuse, geriatrics, and genetics.	Doctorate	432 hours	Required	160

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
Medicine Clerkship, Year III - Clinical rotation includes exposure to issues relevant to patient spirituality, respect for the patient's point of view, and communication strategies.	Doctorate	Graded	480 hours	Required	160
Area Health Education Center (AHEC) Clerkship, Year IV - Clinical rotation includes an emphasis on communication strategies; racial, ethnic and socioeconomic disparities; health care access and delivery; geriatrics; rural medicine; and homelessness, poverty, and the working poor. Students practice in underserved urban and rural communities.	Doctorate	Graded	160 hours	Required	160
FAPH 541: Family and Community Medicine, Ambulatory Year IV - Clinical course provides in-depth training and experience in treating a broad breadth of patients commonly seen in family medicine and developing a greater appreciation for the ways in which a family physician can serve the community.	Doctorate	Graded	160 hours	Elective	5
FAPH 544: Integrative Medicine, Year IV – Students cultivate an increased awareness about CAM therapies in an objective and open-minded manner. They analyze the evidence base for CAM, evaluate the benefits and safety, and gain	Doctorate	Graded	160 hours	Elective	17

clinical experience in CAM therapies. Students improve their ability to communicate with patients, colleagues, and practitioners about CAM therapies.					
CARD 543: Cardiology – Hypertension, Year IV - Students learn the basic principles of evaluating and treating patients for essential and/or secondary hypertension and follow-up of medical consequences of this disease process. Students can choose to participate in an ongoing NIH research program called “The Baltimore Partnership to Reduce Racial Disparities in Hypertension and Diabetes Control.” The partnership grant is between the University of Maryland and Bon Secours Health System.	Doctorate	Graded	160 hours	Elective	2
PSYH 544: Addiction Psychiatry - Students gain an intensive clinical experience in a broad spectrum of substance abuse programs. Goals include familiarizing each student with the diverse patient population and the multiple levels of care involved in treating substance abusers, including the primary care setting. Students are introduced to the important role played by physicians in the treatment of substance abuse.	Doctorate	Graded	160 hours	Elective	4
PSYH 546: PACT Team - Students spend five days a week with the University of Maryland's Program of Assertive Community Treatment, a mobile, intensive psychiatric outreach program serving persons with severe and chronic psychiatric illnesses whose needs have not been met in traditional mental health settings. The program is staffed by three attendings as well as residents and fellows. Students will have closely supervised clinical experience in field and home as well as office settings.	Doctorate	Graded	160 hours	Elective	7
Year IV Examination (required for graduation) - Uses 10-12 different medical problems and is designed so that all students must be able to communicate with and discuss medical problems with a wide range of patients. Literature is reviewed for relevant health care discrepancies.	Doctorate	Graded	n/a	Required	160
PCT 547: Primary Care Track - The University of Maryland School of Medicine started a new Primary Care Track in August 2012 for incoming first year medical students as a collaborative program of the departments of Family and Community Medicine, Internal Medicine, and Pediatrics. With the recently awarded five year grant from the Health Resources and Services Administration (HRSA), lead investigator Dr. Richard Colgan (Family Medicine), and co-	Doctorate	Graded	160	Elective	39

investigators Drs. Linda Lewin (Pediatrics) and Nikkita Southall (Internal Medicine) put together an ambitious academic program which introduces all students to primary care role models early in medical school, and to offer a longitudinal experience in primary care in rural and urban underserved communities to interested students, with the intention of increasing the number of UMD medical students who choose primary care careers in these communities.					
PSYH 548: CAPP - The Combined Accelerated Program in Psychiatry elective track has become nationally visible for its success in engaging students in psychiatry through an advanced four-year curriculum that begins in the first year. The track provides an unfolding progression of combined small group seminars and clinical experiences in the behavioral sciences and clinical psychiatry.	Doctorate	Graded	300	Elective	20

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Student National Medical Association 1. Youth Science Enrichment Program once a month at an urban elementary school to stimulate interest in science and health. 2. Health Professions Recruitment & Exposure Program at area high schools to expose high school students to science-related activities and introduce them to health careers. 3. Minority Professions Recruitment and Exposure Program where pre-med students are given information, tours and mentoring by our med students. 4. Community Fest health information fair at Lexington Market. 5. Regional Meeting (every other year) brings premed students to UMSOM for a day to learn about being a medical student, SNMA etc. 6. Student Day for all SNMA programs where students can visit and network with medical students and faculty here and get an idea of a day in the life of a medical student. 7. Student Health Initiative giving health information to the community on a regular basis.	Doctorate	Elective	Unlimited

3) Are the following changes in student cultural competency measured?

Changes in knowledge
 Changes in skills
 Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
 Essays
 Written Skill Exams

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Daily

At Conclusion of Course or Learning Experience

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

See below for results from the most recent LCME Graduation Questionnaire for the 12-13 academic year:

Diversity

20. Based on your experiences, indicate whether you agree or disagree with the following statements:
(Scale: 1=Strongly Disagree to 5=Strongly Agree)

		Ratings					Mean	Count
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
<i>My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.</i>								
Maryland	2009	1.6 %	3.9 %	16.3 %	48.1 %	30.2%	4.0	129
Maryland	2010	1.4	3.5	15.5	60.6	19.0	3.9	142
Maryland	2011	0.0	5.9	15.8	64.4	13.9	3.9	101
Maryland	2012	0.0	3.0	15.8	49.5	31.7	4.1	101
Maryland	2013	0.8	5.9	11.8	59.7	21.8	4.0	119
All Schools	2013	1.0	3.7	17.3	56.4	21.6	3.9	13,188
<i>The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds.</i>								
Maryland	2009	1.6	7.8	21.5	38.0	30.2	3.9	129
Maryland	2010	3.5	4.9	16.8	48.3	26.6	3.9	143
Maryland	2011	1.0	5.0	15.8	61.4	16.8	3.9	101
Maryland	2012	1.0	5.0	17.8	42.6	33.7	4.0	101
Maryland	2013	1.7	6.7	18.5	48.7	24.4	3.9	119
All Schools	2013	3.1	8.9	20.7	44.9	22.4	3.7	13,188

5) Please provide details about your program’s involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Research and Education - Baquet: The University of Maryland School of Medicine Program in Minority Health and Health Disparities Education and Research (PMHHD) educates current and future health professionals about issues related to health disparities, supports relevant multidisciplinary research and fosters quality clinical care for minorities and diverse populations. The program has three core areas of focus: education, research and clinical outcomes. It implements a curriculum that focuses on undergraduate medical education, faculty development, training and continuing medical education. It also develops tools to systematically define, measure, and assess health disparities, develop prevention and intervention strategies for delaying the onset or progression of diseases which contribute to health disparities, develop new and improved screening and diagnostic modalities and therapeutic approaches, and advance the understanding of etiologic and progressive factors of diseases where disparities exist in vulnerable populations. The anticipated outcomes will be the prevention of bias in clinical care and the	Ongoing	Current and future health professionals	Unlimited

elimination of treatment disparities. http://medschool.umaryland.edu/minorityhealth.asp			
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health - Physical Therapy (offered through the School of Medicine)

Degree Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The 2012 report referred to the curricular threads that are the foundation for the development of professional skills in doctor of physical therapy students. It was indicated that Cultural Competency has been one of these threads for several years.

In 2013, our Curriculum Coordinating Committee undertook a review of the curricular threads and in so doing examined the entire curriculum for evidence of the threads in each course. Along with other revisions, the Committee refocused the cultural competency thread to include references to individual differences, diversity and health literacy.

The program continues to base frameworks for teaching cultural competence on the models of the American Physical Therapy Association, the Association of Schools of Public Health, and the work of Campinha-Bacote (1998) and Purnell (2008). These models are used primarily because of their approach to educating students by starting with cultural sensitivity concepts and self-awareness as a basis for cultural competence.

This year the Musculoskeletal I course leader initiated the use of the Implicit Association Test (*Project Implicit*, Greenwald, Banaji, Nosek, 2001, 1998). This test is designed to assist students in identifying areas of thoughts and feelings that occur outside of conscious awareness or control. It is a self-assessment activity—students were asked to take the test and reflect on areas shown by the test to be implicit biases. The professor required the test and a reflective paper; but the activity was graded Pass/Fail. Students could choose their level of disclosure. The desired outcome of this activity is to increase self-awareness and create avenues for identification and exploration of personal attitudes.

During this year, faculty and students have had greater involvement in the initiatives of the University to engage inter-professional education. These experiences have increased the student's exposure to diverse patient populations and learning settings, relevant public health issues, and the impact of health disparities.

As healthcare delivery models are undergoing change, our students are receiving preparation for clinical internships with a view to effective healthcare that incorporates professionalism, cultural sensitivity and competence. The experience that students receive in clinical internships gives them the opportunity, under the preceptorship of their clinical instructor, to bring together the education they have had in cultural understanding with the real demands of patient care.

Because we recognize the importance of students learning from each other, the program seeks to admit a diverse student cohort each year. This objective is not only focused on ethnic/racial diversity, but also on other differences that expose students to diverse perspectives, such as age, educational emphasis, and geographical background.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy,

and/or health disparities? Describe how the topics have been emphasized in the course (i.e. theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Basic Sciences I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Ethical/cultural issues as related to cadavers and dignity; Demonstration of alternative techniques for palpating areas that may be viewed as sensitive in different cultures/genders; Reinforcement of draping/modesty principles in general and specifically for diverse cultural beliefs/practices (All course descriptions/objectives are provided at the end of this document)	Doctorate	9	Required	56
Professional Issues I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Lectures/discussions about diverse culture and patient differences/ Self-discovery through development of Personal Statement and Professional Portfolio; Information on sexual harassment and related topics	Doctorate	3	Required	56
Basic Sciences II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Case studies include representation of various cultures/SES/physical condition; Prevalence of illness/disease/disorders related to gender, ethnicity and SES; Health disparity data in content related to pathologies and major public health concerns; Emphasis on PT as a health educator and skills necessary to perform this role with diverse populations	Doctorate	15	Required	56
Basic Sciences III	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Gender/culture specific incidence of pathology; Evaluation and treatment techniques specific to meet needs related to patient differences in regard to culture/gender	Doctorate	12	Required	63
Professional Issues II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Solving ethical/cultural dilemmas within patient cases/clinical scenarios; Reflections on disability awareness activities; Interdisciplinary team panel presentations/discussions; Team building activities on discussion board	Doctorate	2	Required	61

Medical Issues I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Modifying approaches based on language barriers and/or cultural beliefs; Epidemiologic trends in disease manifestation; Cases with variable SES, language abilities and cultural beliefs	Doctorate	6	Required	61
Medical Issues II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Issues that present in rural health/underserved populations; Integumentary findings among varied ethnicities; Socioeconomic impact on injury occurrence and prosthetic obtainment; Community experience with diverse patient populations related to ethnicity, SES, level of health literacy during delivery of physical therapy services to underserved populations module in course	Doctorate	6	Required	61
Musculoskeletal I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases to include issues related to macro/micro cultural issues, SES, varied beliefs and expectations; Video/discussion on implementation of culturally competent care; PICO background search; Labs with individual differences (vision/hearing); Basic discussion of informed choice v. informed consent to emphasize guidance of the patient to foster patient autonomy	Doctorate	7	Required	61
Musculoskeletal II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases to include issues related to micro/macro cultural issues; SES situations; varied beliefs and expectations; Basic discussion of informed choice v. informed consent to emphasize guidance of the patient to foster patient autonomy, which expand on content in companion course, Musculoskeletal I	Doctorate	7	Required	61
Neuromuscular I	<i>Course Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Lab sessions with real and simulated patient cases that include issues related to culture, SES, varied beliefs; Focus on impact on patient evaluation, intervention and outcomes in management of the patient with neurological pathology; Additional issues include access to resources and obtaining health care services	Doctorate	7	Required	61

Neuromuscular II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases in labs, course assignments and with patient volunteers include exposure to different cultures, socio-economic status, psychosocial issues and beliefs	Doctorate	7	Required	61
Professional Issues III	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Development of program or new business plan with cultural diversity sensitivity related to client services	Doctorate	4	Required	61
Clinical Qualifying Measures	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Diversity issues incorporated in simulated patient encounter script and in student interaction with simulated patient	Doctorate	1	Required	61

Additional Doctor of Physical Therapy Course Descriptions Curricular Sequence

DPTE 511 (9SHC): Basic Sciences I

Basic Sciences Block 1 provides a study of the morphology of the human body including the macro-anatomy (gross anatomy), microanatomy (histology) of the basic tissues, and provides an introduction into the mechanisms of diseases. It includes the study of the bones, ligaments, muscles, nerves, blood vessels, and their associated organs. Emphasis is placed on the musculoskeletal and neuromuscular systems. Consideration is given to clinical entities, by including imaging and clinical cases. Formal lectures, laboratory experiences (including cadaver dissections, observation of radiographs, and microscopy sessions) are supplemented by required reading, CD-ROM material and web-based resources.

DPTE 512 (3SHC): Professional Issues I

Professional Issues Block 1 will be focused on the orientation of the student to the Department of Physical Therapy and the American Physical Therapy Association policies and procedures. This orientation is designed to insure student compliance with all departmental, university, and professional regulations and guidelines for conduct. As such, the student will be completing many of the administrative tasks necessary for enrollment as a full time student. Lecture and discussion of the *Maryland Physical Therapy Practice Act* and self directed exercises on the *Guide to Physical Therapy Practice* will provide the opportunity for the student to examine the ethical and professional issues surrounding physical therapy practice and conduct as a student in this program. Extemporaneous speaking and computer laboratory sessions with PowerPoint software will give the student the skills to prepare and give professional presentations that can contribute to the body of physical therapy knowledge.

DPTE 513 (15SHC): Basic Sciences II

Basic Sciences Block 2 provides an integrated “systems-oriented” approach to the morphological and developmental organization of the human body. Integrated study of neuroanatomy, embryology, histology, physiology, pathology and pharmacology is employed in this block to prepare students for the rest of the professional curriculum. Formal lectures, laboratory experiences, and clinical correlation conferences, supplemented by required readings are used to help students gain mastery of the essential concepts of these foundational sciences. Each of the body’s major organ systems will be studied beginning with structural and functional aspects of individual cell types and progressing to tissue and systems levels. Basic pathology, pathophysiology, and system-related pharmacology are addressed before moving to each new subject area. The

interdependence of structure and function of tissues and organs is emphasized throughout the lifespan. The block faculty includes basic and clinical scientists as well as physical therapy clinicians.

DPTE 514 (12SHC): Basic Sciences III

This block will integrate and consolidate the foundations of movement sciences and bio-physical sciences pertaining to human and function across the life span. It will likewise serve as an interface between the previous basic science blocks and the clinical sciences blocks. Students will acquire knowledge in the application of biomechanical and patho-mechanical correlates and motor behavior theories to the analyses of movements in health and pathology and use this knowledge to develop basic screening, evaluation, assessment and performance measures and skills. They will develop the basic skills of documenting and reporting the findings of the studied evaluation measures and intervention outcomes. The student will learn to describe, operate and apply skillfully various therapeutic technologies used in habilitation and rehabilitation of patients with musculoskeletal, neuromuscular, cardio-pulmonary, vascular, and integument deficits. Instruction will foster critical thinking and an evidence-based approach to problem solving skills necessary for developing effective and efficient independent clinicians. Lectures, laboratory activities, numerous case presentations and problem-based learning will be used in this block. Successful mastery of the material presented in the block will be measured through performance on written and practical examinations.

DPTE 515 (2SHC): Professional Issues 2

The second Professional Issues block will prepare the student to communicate and appropriately interact with other health care providers, third party payers, patients, clients, and their families. Educational experiences will include panel discussions with professionals in rural, community, teaching, and research settings. A visit to the APTA headquarters is scheduled to demonstrate the role of the national organization in physical therapy legislation and practice. Extensive exercises in documentation and ethics will provide the student with a foundation to communicate clinical decisions and conduct themselves professionally to other health care professionals, patients, clients, and their caregivers

DPTE 516 (6SHC): Medical Issues 1

This block will provide the student with knowledge of common medical and surgical conditions presenting throughout the lifespan. The hospital clinical practice setting will serve as the introductory benchmark for instruction and will highlight, compare and contrast the variety of settings reflective of patient acuity – emergency room, intensive care unit, transitional care unit and general medical/surgical units. Instruction will then be elaborated beyond the hospital setting to foster the critical thinking and clinical problem solving skills necessary for effective and efficient functioning in the role of primary clinical care provider in both inpatient and outpatient settings. Lectures, laboratory exercises, clinical visits and independent learning modules will assist students in demonstrating the clinical relevance of information obtained via analysis of laboratory and medical/surgical data, patient co-morbidities/risk factors, resource availability and information gained through interdisciplinary professional interactions. The block outcome will be the demonstration of competency and proficiency in prioritizing, executing and modifying safe and evidence-supported examinations and interventions.

DPTE 521 (6SHC): Medical Issues 2

This block will provide the student with an integrated framework of the interplay of vascular function/integrity upon integumentary hygiene and the maintenance of a viable limb. Through directed instruction, students will learn the varied techniques of vascular and integumentary examination to discern pathologic etiologies to enable directed and efficacious therapeutic interventions. Clinical wound management practices will be outlined for multiple types of open wounds, burns and common dermatologic disorders. A significant portion of this block will also be dedicated to the comprehensive understanding of the etiology and management of congenital, traumatic and acquired pathological amputations. Lectures, laboratory exercises, clinical visits and independent learning modules will assist students in demonstrating appropriate decision making and the clinical relevance of presented information. This block will encompass age-appropriate and setting-specific principles of prevention, examination, thoughtful analysis and outcome-based interventions. Appropriate documentation strategies will also be highlighted, discussed and practiced.

DPTE 522 (7SHC): Musculoskeletal 1

The material presented in Musculoskeletal Block 1 will address orthopedic injuries and diseases of the upper and lower extremities. Learning experiences will include lectures, laboratory sessions, real and simulated patient cases, in addition to small group discussions that focus on clinically relevant examination and management techniques of persons throughout the lifespan. Upon completing this block, the student should be able to critically examine, communicate, and effectively document the information gathered during the initial examination, as well as, appropriately manage persons with orthopedic injuries and diseases. Weekly laboratory and seminar sessions will assist the student to understand the evidence supporting the concepts presented during the block and integrate these concepts into independent practice.

DPTE 523 (1SHC): Part-time affiliation 1

Part-time affiliations associated with Neuromuscular I and Musculoskeletal I blocks will introduce students to the clinical environment in order to practice their clinical skills under direct supervision of a clinical instructor. The students will be afforded the opportunity to apply didactic knowledge, develop professional behaviors, and practice hand -on skills.

DPTE 524 (7SHC): Neuromuscular 1

This block will cover advanced study of neurological disorders of the central, sympathetic, and peripheral nervous systems across the lifespan. The emphasis will be on problem - solving and integrating the examination skills and intervention skills covered in previous courses to help students further develop their skills in establishing and executing a comprehensive plan of care for the neurological population. Students will be introduced to the identification and critique of evidenced to support clinical practice and the begin training in decision making to develop the skills necessary for independence practice for neurologic patient populations.

DPTE 525 (7SHC): Musculoskeletal 2

The material presented in Musculoskeletal Block 2 will address orthopedic injuries and diseases affecting the spine, sacroiliac joints and hip. Learning experiences will be based on lectures, laboratory sessions, real and simulated patient cases, as a well as from small group discussions that focus on clinically relevant examination and management of persons throughout the lifespan. Upon completing this block the student should be able to critically examine, communicate, and document the information gathered during the initial examination and appropriately manage persons with orthopedic injuries and diseases. The design of the block incorporates suggestions from the Guide to Physical Therapist Practice. Weekly laboratory and seminar sessions will assist the student to understand the evidence supporting the concepts presented during the block and to integrate these concepts into independent practice.

DPTE 526 (1SHC): Part-time affiliation 2

Part-time affiliations associated with Neuromuscular II and Musculoskeletal II blocks will place students in the clinical environment in order to practice their clinical skills under direct supervision of a clinical instructor. The students will be afforded the opportunity to apply didactic knowledge, develop professional behaviors, and practice hand -on skills.

DPTE 527 (7SHC): Neuromuscular 2

This block will continue the advanced study of neurological disorders of the central, sympathetic and peripheral nervous system across the lifespan. The emphasis will be on problem-solving and integrating the examination and intervention skills covered in previous blocks to facilitate the development of competency in establishing and executing a comprehensive plan of care for the neurologic population. Concepts presented in Neuromuscular Block I will be built upon, especially the identification and critique of evidence to support practice and clinical decision making necessary to function as an independent practitioner. Students will have the opportunity to document and communicate their findings appropriately. Small group seminars will further skills in critique of evidence to support clinical practice. Students will receive additional training in decision making to develop the skills necessary for an independent practitioner.

DPTE 528 (4SHC): Professional Issues 3

Professional Issues Block 3 will focus on how to manage, market, and act as a supervisor in a physical therapy practice. By the end of this block students should be able to understand topics including billing and reimbursement, applying and interviewing for a job, staff development, productivity, quality improvement, legal issues of physical therapy practice, and practice and program marketing. In addition, students should be able to apply these principles to their clinical decision making and professional interactions with other health care providers, third party payers, patients, clients, and their caregivers. Learning experiences will include guest lectures, mock interviews, billing cases, role playing, and small group discussions. A block project will be assigned to simulate a marketing plan for a community based wellness program. This project will integrate concepts of wellness, communication, and use of web based technology addressed in previous blocks.

DPTE 530 (1SHC): Clinical Qualifying Measures

Clinical Qualifying Measures (CQM) is a multifaceted process wherein student professional growth, development and skill is assessed in a triangulated fashion. Students, peers, faculty and simulated patients provide data that is reviewed in composite to ascertain student readiness to proceed to the full-time clinical internship phase of the curriculum. CQM components include, but are not limited to: basic skills checks, portfolio reviews, simulated patient encounters and clinical documentation. Prior to the simulated patient encounter, students engage in active learning techniques to help synthesize and integrate information gained throughout the didactic phase of the curriculum. Emphasis is on clinical problem-solving, prioritization and use of evidence-based strategies.

DPTE 545: Full Time Clinical Internship I [10 SHC]

In this first in a series of three full-time internships, students are provided the opportunity to apply didactic knowledge, develop professional behaviors, and practice patient/client management in a clinical setting. Students will perform all aspects of the patient-client management model, including: examination, evaluation, diagnosis, prognosis, and plan-of-care, documentation, delegation, legal and financial issues related to physical therapist practice. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The Clinical Instructor [CI] and the student, at midterm and conclusion of the internship, use the APTA-developed web-Clinical Performance Instrument [webCPI] to provide formal written performance evaluations. In addition to clinical care, the student is required to attend an introductory on-campus orientation, complete the web-CPI certification training, and complete an on-line case report quiz. By the conclusion of the internship, the student will meet "Entry-level" standard for the first five Professional Practice criteria of the CPI and "Advanced Intermediate" standard for the Patient Management criteria and Professional Development criterion of the web-CPI.

DPTE 546: Full Time Clinical Internship II [10 SHC]

In this second full-time internship, students are provided the opportunity to continue to apply their didactic knowledge, develop professional behaviors, and practice patient/client management in another clinical setting. They will perform all aspects of the patient-client management model, as described in DPTE 545. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The CI and the student, at midterm and conclusion of the internship, use the webCPI to provide formal written performance evaluations. To successfully pass the block, the student must meet "Entry-level" standard for all the Professional Practice and Patient Management criteria of the web-CPI. In addition to clinical care, participation in Career Day / Clinical Education seminar held on UMB campus during preparatory week and completion of either a Case Report or Consultation Project assignment is required.

DPTE 547: Full Time Clinical Internship III [10 SHC]

In this third, and final, full-time internship, students are provided the opportunity to continue to apply their didactic knowledge, develop professional behaviors, and practice patient/client management in another clinical setting. They will perform all aspects of the patient-client management model, as described in DPTE 545. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The CI and the student, at midterm and conclusion of the internship, use the webCPI to provide formal written performance evaluations. To successfully pass the block, the student must meet "Entry-level" standard for all of the Professional Practice and Patient Management criteria. In addition to clinical care, completion of either a Case Report or a Consultation Project assignment and an on-campus Clinical Education conclusion session is required.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
Part-time Affiliation I - In Part-time Affiliations students are prepared for and interact with patient populations that require cultural sensitivity/competence; students may elect to perform a Professional Practice Opportunity, which is in an area of their interest and may increase their opportunity to work with diverse populations	Doctorate	Graded	1	Required	54
Part-time Affiliation II - Description as above; students are expected to have an increasingly proficient skill level during the second affiliation; students again have opportunity to choose a Professional Practice Opportunity	Doctorate	Graded	1	Required	54
Clinical Internship I - Students develop clinical competence in these Internships and are graded by the clinical instructor on their demonstration of cultural sensitivity/competence and health literacy	Doctorate	Graded	10	Required	58
Clinical Internship II - Description as above; however, skill of students is expected to be progressive throughout each clinical internship	Doctorate	Graded	10	Required	58
Clinical Internship III - Description as above; In this final clinical internship students are expected to be assessed by their clinical instructor to be at entry-level skill for assuming responsibilities as a practicing clinician	Doctorate	Graded	10	Required	58
Global Initiatives Project Participating students travel to low-resourced countries with faculty member for supervised short-duration internships; this year students	Doctorate	Graded	1	Elective	3

participated in projects in Suriname and Malawi					
Underserved Populations Module in Medical Issues II course - Description of course was given previously; this module is included here due to its field work component; Students engage in educational modules to prepare them for this experience with the medically indigent, homeless, and underserved; this preparation is followed by field work in community settings	Doctorate	Graded	NA	Required	

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Service Learning Center - Students may volunteer to participate in this faculty-sponsored and supervised clinic that serves the uninsured/underinsured in the Baltimore community	Doctorate	Elective	18
Anatomical Donor Memorial Service - Ten students attended Anatomical Donor Memorial Service at Springfield Hospital Center in the annual service that commemorates donors to medical education and research; 57 students observed a moment of silence in lab on the day/time Memorial Service was held	Doctorate	Elective	67
Special Olympics Summer Games at Towson University - Students participate as volunteers and observers during the Special Olympics annual event	Doctorate	Elective	18

3) Are the following changes in student cultural competency measured?

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

- Surveys
- Written Skill Exams
- Clinical Practice Simulations
- Other Methods (reflective papers)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Student perception of course content that is designed to increase cultural competence is measured at the end of each course. This assessment is done with course evaluations that ask students to identify whether the curricular thread of cultural competence was evident or not evident throughout the semester.

Last year, greater than 70% of students in most courses identified that the curricular thread of cultural competence was *evident*. This year an average of approximately 83% of students in all courses identified that the thread of cultural competence was *evident*. This statistic represents an intentional emphasis on cultural competence and its importance for developing clinicians.

While cultural competency change is not measured in the Medical Issues II Underserved Module, students are observed in their interactions with patients by faculty. With each encounter students can receive immediate feedback from faculty regarding their establishment of rapport, use of language and ability to provide appropriate health education to the patient. This year faculty reported that, generally, student skills were at a level commensurate with their educational level.

Students participate in three 10 week full-time clinical internships that are each graded at mid-term and again at the end of the internship. The assessment tool is the standardized *Clinical Performance Instrument* (CPI), which is used among physical therapy students across the nation. The student’s ability to demonstrate cultural sensitivity is graded on a scale that assesses *entry-level practitioner* skill, which is required for the student to pass the internship. This year, as was also the case last year, no student failed Clinical Internships due to a low assessment of their cultural competence assessment on the CPI.

Students who participated in the Global Initiatives Project were given the opportunity to provide subjective feedback about the experiences they had in Suriname and Malawi. The reflective feedback they provided was positive and supports the purpose of program—to add educational depth and breadth through exposure to diverse peoples and cultures.

5) Please provide details about your program’s involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. UMB Campus Wellness Fair - Students provide health screening opportunities for adult volunteers at the UMB Campus Wellness Fair, including blood pressure readings, posture analysis, and muscle extensibility. The objective is to provide insight and experience in health education	3/27/13	Community dwelling adults	104 volunteer participants received > 300 health screening activities
2. CommUnity Fest (Lexington Market, Baltimore, MD) - Students provide health screening opportunities for adult volunteers at the CommUnity Fest. These health screens include: blood pressure readings, posture analysis, and muscle extensibility. The intended outcome is development of a community service orientation. exposure to patients from diverse populations and experience with health education to increase health literacy	9/21/13	Community dwelling adults	40 volunteer participants received > 70 health screening activities
3. Presentation of “Experts in Arthritis Program” to educate about types and management of arthritis in diverse and underrepresented adult populations	5/21/13	Older adults in racially-diverse neighborhood Fleming Senior	20

		Center, Baltimore, MD	
4. Aristizabal A, Kalil ET, Reicherter EA, Morgan H, Spencer C. The impact on functional mobility and quality of life during end-of-life care for a patient with oropharyngeal carcinoma: a case report. Subject was a Nigerian male	1/19/13	Platform presentation at the Combined Sections Meeting of the American Physical Therapy Association, San Diego, CA	40
5. Taylor T, Reicherter EA. Effect of an educational module on African-American churchgoers' knowledge of the role of physical therapists and personal trainers as health promotion professionals. April 4, 2013	4/4/13	Poster presentation. Public Health Research @ Maryland 2013 Conference, University of Maryland, College Park, (Researchers, Faculty, and students in Medicine, Public Health)	25
6. Member of Collegium of Scholars (Center for Health Disparities-University of Maryland School of Public Health), Reicherter	Fall 2013	Participate with other faculty, researchers, and students to promote Health Disparities Research	30

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Public Health

Degree Offered: Master's

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since the 2012 report, the Master of Public Health (MPH) Program has been engaged in a year of self-study culminating in our application for reaccreditation by the Council on Education for Public Health. We have updated our mission, values, goals and objectives during this process.

Addressing health disparities remains at the core of our mission and values. Our new mission is to promote and protect the health and well-being of the diverse communities throughout Maryland, the nation and the world through interdisciplinary education, research, practice, leadership and public policy. The new values are: Excellence, Respect, Leadership, Social justice, Diversity and inclusion, Health equity, Lifelong learning, Discovery, Interdisciplinary collaboration, Community engagement and service, Social and public health responsibility and ethics. These values are operationalized in our teaching, research and service.

Our competency-based MPH program utilizes the Association of Schools of Public Health MPH Core Competency Model from which our program competencies are derived. In keeping with the overarching *MPH Interdisciplinary Diversity and Culture Competencies*, we intend to graduate students who are able to "...interact with both diverse individuals and communities to produce or impact an intended public health outcome." At orientation, students are introduced to the mission and values of the program. Then, from the first term required course (Social and Behavioral Foundations of Public Health), students are introduced to themes of identifying, understanding and/or addressing health disparities, understanding health literacy and cultural competency.

Following are the MPH Program competencies that relate specifically to CC/HL/HD content:

- Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
- Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- Use the basic concepts, skills, and methods involved in culturally appropriate community engagement and empowerment in diverse communities.
- Examine the impact of gender inequality, and the disparities in health, education and nutrition on health outcomes.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Social and Behavioral Foundations of Public Health	<p><u>Description:</u> This course will examine the complex set of factors that are associated with the health and disease of diverse populations, including the individual, organizational, community, and population. To encourage an appreciation of the wealth of conceptual and methodological approaches and disciplines that inform public health practice and research, course content will highlight the social and behavioral sciences, communication and informatics sciences, and public health ethics. We will go beyond the individual risk factor approach to health and disease, applying multidisciplinary models and social epidemiology to elucidate the economic, sociocultural, political, and behavioral context and processes underlying health care access and health outcomes. A primary goal is to better understand how, where, and why inequalities contribute to health disparities, and facilitate an appreciation of the health management processes that may reduce inequities in health.</p> <p><u>Relevant Objectives:</u></p> <ul style="list-style-type: none"> -Apply an ecological framework to the description and analysis of public health problems. -Appreciate world population forecasts and factors driving population growth, including US immigration and its impact on the population structure. -Analyze and predict the influence of major social constructs such as age, gender, health status, and ethnicity on health, health behavior, and the treatment of illness. -Understand how social and behavioral science theories and empirical research findings are used to understand public health issues at the individual, organizational, community, and population levels, and through the interaction of these levels; -Describe and compare theories and principles of behavior change. Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment -Present evidence-based models of clinical 	MPH	3	Required of all MPH students	22

	<p>preventive services, community-based interventions, and the management of common chronic conditions that address the social, economic, cultural, and individual barriers to optimal health.</p> <p>-Examine the context of racial and ethnic disparities in the broader historic and contemporary social and economic climates, and evidence of persistent racial and ethnic discrimination in many sectors of American life.</p> <p>-Review evidence-based models which describe the associations between patient-physician communication, patient behavior, and related health outcomes.</p>				
Public Health Ethics	<p><u>Description:</u> The goal of this course is to provide students with both content and skills in the field of the ethics of public health and the concept of health and human gifts. The course begins with an introduction to the field of public health and the underlying ethical framework that governs its existence and importance for society. The course next builds upon the theory linking health and human rights together in order to examine in depth the impact of health policies and programs on human rights; the impact of human rights violations on health and the synergistic relationship that flows between the two fields. Flowing from this synergy will be an exploration of power, health disparities, and health inequities and the possible solutions that can bridge the gap between such inequities. In essence, through a uniquely public health approach, this course will examine a spectrum of issues related to health and human rights including health as a human right, measurement and justifiability of the right to health, vulnerable populations and implications for public health practice. Case studies in each of these topics will be utilized throughout the course to support critical inquiry into the burgeoning field of health and human rights.</p> <p><u>Relevant Objectives:</u></p> <p>-List issues involved with research involving vulnerable populations.</p> <p>-Explain the underlying basis of health care disparities.</p> <p>-Describe how various types of justice issues are manifest in public health.</p>	MPH	2	Required of all MPH students	21

	<p>-Explain how public health can be informed by a concept of social justice.</p> <p>-Describe issues regarding justice in the health care setting.</p>				
Community-based Participatory Research	<p><u>Description:</u> This course will provide a comprehensive understanding of the ways in which social scientists, health professionals, and community members can collaborate to address public health problems through research that leads to improvements in health and quality of life, and organizational or community change. Students and faculty from multiple scholarly disciplines will examine the approaches to community-based participatory research that go beyond the domain of any one discipline. Students will receive training in the skills and knowledge needed to apply mixed methods (qualitative and quantitative) approaches in designing, implementing, and evaluating public health programs and community-based participatory research. Attention will be given to the scholarly debates and practical/logistical issues in conducting community-based participatory research. Ethical principles of social justice will be applied to public health program planning and evaluation which uses community-based participatory methodology.</p> <p><u>Relevant Objectives:</u></p> <p>-Apply strategies for developing community partnerships for the planning, implementation, and evaluation of CBPR interventions.</p> <p>-Understand issues of sustainability, and ways to engage community partners to accomplish this.</p> <p>-Apply ethical principles of social justice to CBPR program planning, implementation, evaluation, and advocacy.</p>	MPH	3	Required of MPH-CPH students	14
Program Planning and Evaluation	<p><u>Description:</u></p> <p>Focus is on the systematic inquiry of the foundations of advanced practice in community/public health program planning and evaluation. Emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects.</p> <p><u>Relevant Objectives:</u></p>	MPH	3	Required of MPH-CPH students	16

	<p>-Apply principles of effective planning, implementation and evaluation to the design of a successful community-focused health program; i.e., needs assessment, community organization, community participation, policy coalition building, advocacy, education, strategic planning, priority setting, resources utilization, available services, access to acceptable services, evaluation of health disparities, assessing health and social policies and communication with the community.</p> <p>-Analyze social forces that affect health planning and utilization of health services by the community.</p>				
Critical Issues in Global Health	<p><u>Description:</u> Using a series of seminars, lectures and reading assignments, this course is designed to give advanced students an overview of the global health problems facing the world today and equip them with a deeper understanding of the social and organizational determinants of health and the essential tools to navigate the world of international health. The course focuses on teaching students about the global burden of disease and pattern of disease variations between and within countries. It addresses cross-cutting issues such as poverty, environmental degradation, and the impact of globalization on health. Topics covered include maternal and child health, gender and violence, nutrition, and global climate change. The course will review pandemics such as HIV, TB, and malaria, as well as non-communicable diseases such as diabetes and mental health. The course will also introduce the student to the key players in global health and critical issues in global health governance that impact implementation of global health programs.</p> <p><u>Relevant Objective:</u> -Understand the impact of globalization on health and the role of cross-cutting issues such as poverty, urbanization, and environmental degradation in global health.</p>	MPH	3	Required of MPH-GH students	5
Varied	MPH students are required to take 9-10 credits of electives. These are selected from a list of approved elective courses, several of which relate to HD/CC/HL content, e.g. "Populations at Risk in Community and	MPH	Varied	Elective	Varied

	Public Health” and “Society, Health, and Social Justice”.				
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Note:

Column 2: Course descriptions are included verbatim. Below each description is a list of the course objectives that emphasize HD/HL/CC-related content.

Column 5: Please note that there are three MPH concentrations. The first two courses in the table above are required of all MPH students; the next three courses are “required concentration courses” which means that they are required of MPH students in given concentrations. CPH=Community and Population Health concentration; GH=Global Health concentration.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
<p><u>Capstone:</u> All MPH students complete a 240-hour placement experience in a public health agency that serves as the required culminating and field experiences for the program. This is an individualized experience in which each student works with faculty and an agency site preceptor on a public health project. Even though each project is unique and tailored to the student’s interest and career goals and the agency’s needs, they all address a core set of competencies including “identify ethical, social, and cultural issues related to policies, risks, research, and/or interventions in public health contexts.” Examples of capstone projects for which health disparities, health literacy and/or cultural competency were central foci include: “Exploratory Assessment of the Beliefs of MD’s Muslims Regarding their Health Needs and Barriers to Access”; “Healthy Eating for Life: A Nutrition Education Program for Low-Income Seniors in Baltimore City”; and “A Process Evaluation at Model Cities Senior Wellness Center of Washington D.C.”</p>	MPH	Graded	6 credit hours	Required	18

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

3) Are the following changes in student cultural competency measured?

- Changes in knowledge
- Changes in skills

4a) If change is being measured, which methods were used to assess such changes?

Essays

Other Methods (proposals, final reports, oral presentations, knowledge exams)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Other Frequency (varies by course)

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

In each course, assessments are used to gauge student achievement of course objectives. Faculty members use those assessments to identify areas for improvement and work with students to identify ways to ameliorate deficiencies.

5) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
President's Outreach Council. Presentation to Academy for College and Career Exploration, Baltimore City. As listed in row 1 above, the intended outcomes were health promotion and increased awareness of health-related career options among disadvantaged populations. This serves as a mechanism for addressing pipeline issues related to disparities in representation of people of color among the health workforce.	November 28, 2012	High school students	~50
President's Outreach Council. Visit with Baltimore Southwest Charter School students and parents. The intended outcomes were health promotion and increased awareness of health-related career options among disadvantaged populations. This serves as a mechanism for addressing pipeline issues related to disparities in representation of people of color among the health workforce.	January 24, 2013	Middle school students and their parents	~25
National Public Health Week Commemoration Event. Set up a table to provide information about public health to staff and visitors at the University Hospital. Topics included healthy eating, exercise, health disparities and careers in public health.	April 2-4, 2013	Medical Center Staff and Visitors	~50
UMB President's Fitness Challenge Summer Camp on-campus at UMB. The intended outcomes were healthy eating and physical activity among students from populations experiencing health disparities.	July 10, 2013	Elementary and middle school students	~20
Improving Access to Mental Health Care for Low-Income, Inner-City Pregnant and Post-Partum Women. Faculty research project.	February 2013-present	Inner-city pregnant and post-partum women	Ongoing
African Women's Cancer Awareness Association Family Health History Project. Faculty research project to design, implement and evaluate an intervention to increase the sharing of family health histories among West African immigrant women.	May 2013-present	African immigrant women	Ongoing

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health - Graduate Program in Life Sciences (offered through the School of Medicine)

Degree(s) Offered: Master's, Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The program's offerings have not changed significantly since last year. The important work we do is addressed through understanding disparities in health care and policy and/or program approaches to address disparities.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
GERO 672 - Issues in Aging Policy	The goals of the course are to provide: <ol style="list-style-type: none"> 1. An introduction to the theoretical models and concepts of public policy and apply them to aging policy; 2. An initial examination of the major public policy controversies facing aging societies; 3. Exposure to the political process as it affects aging policy; 4. An understanding of the role of organizations in the public policy process; 5. Some initial tools in analyzing social and health policies in aging; and 6. Familiarity with the relevant literature in aging, health and social policy. 	Doctorate	3	Required	6-12 students every 3 semesters
PREV 648 - Health Care Administration and Evaluation	This course examines the underlying foundations of health policy and explores the political factors behind the health system. Topics include: municipal, state, national, and international	Master's and Doctorate	3	Required	15-22 students each fall and summer semesters

	organizational systems; health maintenance organizations (HMOs); health care costs; cost containment and quality; regulations; planning and evaluation; data sources; workforce issues, and applied problem solving. A specific lecture on Health Disparities is done each semester.				
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B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
N/A					

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

3) Are the following changes in student cultural competency measured?

Changes in knowledge

4a) If change is being measured, which methods were used to assess such changes?

Other Methods (end of semester exam)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Students have a better understanding of the concept of social and economic disparities as it relates to the older adult.

5) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. N/A			

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health - Masters in Genetic Counseling (offered through the School of Medicine)
Degree Offered: Master's

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

In the last year, we entered into a partnership with the Center for Health Equity at the University of Maryland, College Park. We are currently in the finalization stages of this agreement. As a part of this agreement, the Master's in Genetic Counseling (MGC) students will all be required to volunteer a specific number of hours per semester at community health fairs to raise awareness about the implications of genetic family health. The health fairs are targeted to lower income and low literacy groups in historically Black, Latino and immigrant communities. The faculty at the Center for Health Equity have agreed to come to the MGC program several times each year and provide lectures and workshops on strategies for working being culturally sensitive, culturally competent, demonstrating health literacy and minimizing health disparities.

Additionally, this year, all of our 2nd year MGC students are completing a course in Health Disparities through the UMB School of Social Work.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
HGEN 610	Through case presentation and group discussion with students and faculty, Master's in Genetic Counseling students evaluate their role and improve their skills in the genetic counseling process. The medical, psychosocial, socioeconomic, cultural, and ethical issues encountered in concurrent clinical rotations will be thoroughly explored. 1. Identify, analyze and understand the medical, psychosocial, socioeconomic, cultural, and ethical issues inherent in the genetic counseling process. 2. Evaluate counseling skills, style and effectiveness.	Master's	1	Required	13
HGEN 611	This two-semester course will give students hands-on experience with genetic support	Master's	2	Required	7

	<p>groups as well as identify and analyze critical literature in the grief and coping body of knowledge with regards to genetic disorders. Each student will select a camp to volunteer to complete service based learning between the first and second years of study. Additionally, students will attend a minimum of two support group meetings per semester in the Baltimore area. They may also volunteer for a local, regional or national support group meeting.</p> <p><u>Learning Objectives and Competencies:</u></p> <p><i>Through this experience students will be able to:</i></p> <ol style="list-style-type: none"> 1. Recognize the role of support groups for families affected by genetic disorders. 2. Understand the organization of support groups and the services they offer. 3. Identify and access local, regional, and national support group resources and services for clients as appropriate with consideration to psychosocial and cultural issues. 4. Appreciate the impact of genetic disease on the individual and/or family. 5. Interact with individuals who have a genetic disease. 				
HGEN 615	<p>This course is designed to give both 1st and 2nd year students a forum to critically evaluate current topics in the genetics profession and develop various clinical skills that will enhance clinical practice. Students will participate in group discussion of current topics in the genetics literature. Additionally, they will complete a series of assignments and presentations designed to develop creative educational tools and improve familiarity with genetics activities and resources.</p> <ol style="list-style-type: none"> 1. Critically evaluate and demonstrate an understanding of current topics in the fields of genetics. 2. Develop an awareness for varying teaching methods and 	Master's	1	Required	13

	<p>tools that may be applied to patients and their families in diverse clinical settings.</p> <ol style="list-style-type: none"> 3. Synthesize and summarize pertinent medical and genetic information in different cultures and populations. 4. Demonstrate familiarity with genetic, medical and social science literature and clinical applications. 				
HGEN 620	<p>This course is designed to introduce the principles of the field of genetic counseling. This lecture series will cover the history behind the development of genetic counseling as a profession, and the concepts of non-directiveness and patient autonomy will be emphasized throughout the course. In addition, applications of genetic counseling in medical care will be demonstrated, with special attention to the psychosocial and communication aspects of the field. This course is designed to complement HGEN 728, Clinical Genetics I, and along with HGEN 621, will help prepare students for clinical rotations the following year.</p> <p><u>Learning Objectives and Competencies:</u></p> <ol style="list-style-type: none"> 1. Understand the genetic counseling profession and the concept of non-directiveness and non-prescriptiveness from a historical, theoretical, and practical perspective. 2. Apply the core components of a genetic counseling session including pedigree construction, risk assessment, communication of genetic information (with cultural, socioeconomic and educational awareness), and knowledge of screening and diagnostic techniques in a prenatal and pediatric setting. 3. Identify appropriate resources for case preparation, management and client referral. 4. Address the psychosocial aspects of a genetic counseling session including decision-making, giving 	Master's	2	Required	7

	bad news, pregnancy termination, and loss, grief, and bereavement using client-centered counseling techniques.				
HGEN 621	<p>This course is designed to complement HGEN 620 and introduces the student to advanced topics in genetic counseling. Genetic counseling in specific practice areas including cancer genetics, assisted reproductive technology, psychiatry and teratology will be presented. Client-centered counseling theory and multicultural counseling will also be addressed. To emphasize the psychosocial aspects of genetic disease, guest lecturers who have direct experience with a particular genetic disease will discuss their experiences. This course is designed to fine-tune the student's sensitivity to the psychosocial issues and to prepare them for clinical rotations. (Prerequisite: HGEN 620 or equivalent)</p> <p><u>Learning Objectives and Competencies:</u></p> <p><i>At the completion of the course, students will be able to:</i></p> <ol style="list-style-type: none"> 5. Apply principles and practice of genetic counseling in a variety of specialty areas including teratology, cancer, psychiatry and assisted reproductive technologies. 6. Understand the impact of genetic disease on the individual and family and be aware of the disability and ethnocultural issues encountered in the genetic counseling process. 7. Utilize client-centered counseling skills in a clinical setting. 	Master's	2	Required	7
HGEN 750	<p>This course is designed as a forum for discussing the ethical, legal and societal issues associated with genetic counseling. The diversity of roles of genetic counselors in a variety of settings will be presented along with professional issues such as licensure and reimbursement. The National Society of Genetic Counselors' Code of Ethics as well as practice based competencies as described by the American Board of Genetic Counseling are critically</p>	Master's	2	Required	6

	<p>analyzed.</p> <p><u>Learning Objectives and Competencies:</u></p> <ol style="list-style-type: none"> 1. Understand how genetic counselors function as part of a health care delivery team with professionals from a variety of areas including neonatology and pastoral care. 2. Understand the legal and ethical issues inherent in genetic counseling and how the NSGC Code of Ethics can be applied in practice. 3. Understand the essentials of risk management including liability insurance and medical record documentation. 4. Discuss the diversity of roles of genetic counselors in a variety of settings and professional issues. 5. Understand complicated secondary issues that influence the genetic counseling process. 				
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B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/Hours	Required or Elective?	# of Student Completions
<p>Standardized patient experience (2 per year) Students are required to complete two standardized patient encounters per year (each session is approximately one hour in length) (4 hours (1 hour per each standardized patient encounter) in total for graduation). Through these standardized patients, students must demonstrate awareness and application of health literacy, cultural awareness and competence. Sessions are reviewed with a faculty member and evaluated mastery of the genetic counseling process as described above.</p>	Master's	Ungraded	This credit hour falls under HGEN 615	Required	13
<p>Clinical rotations – each 2nd year MGC student completes 3 (12 week blocks) clinical rotations (20 hours per week) to develop necessary genetic counseling skills. Genetic counseling services are provided under the supervision of a certified genetic counselor. In order to pass, students must demonstrate mastery of the genetic counseling process with attention to awareness and application of health literacy, cultural awareness and competence.</p>	Master's	Pass/Fail	3 credit/se mester = 9 in total	Required	6

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Each student must participate in a service learning component of the MGC program in which they volunteer one week at a camp (day or overnight) for children with genetic disorders. This camp experience helps students to recognized the diversity of our patient population as well as differing needs of the patients.	Master's	Required	7
Genetic counseling cultural competency workshop- The MGC program hosted a two day cultural competency workshop by Nancy Warren (author and developer of the Genetic Counselor Cultural Competence Toolkit) for our students and faculty members in September 2011.	Master's	Required	13
Students are asked to complete a cultural awareness online assessment of their choosing prior to the start of course instruction in the summer of their first year.	Master's	Elective	7

3) Are the following changes in student cultural competency measured?

Changes in knowledge
 Changes in skills
 Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
 Essays
 Clinical Practice Simulations
 Other Methods - All first year students must maintain a journal documenting clinical and classroom based experiences. These journals are reviewed by the program director and used to identify areas for students to base future growth. Additionally, students are required to complete several essays and written exams that assess overall awareness of these issues. Lastly, students participate in two discussion based courses where growth and change are monitored by faculty.

4b) If change is being measured, how often do such assessments occur during the course or clinical experience

At Conclusion of Course or Learning Experience

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

We, as a faculty, assess student awareness and development throughout course-led discussion and journaling.

5) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Each MGC student must volunteer at 2-3 activities of their choosing per semester which focuses on health access to under-	Fall and Spring	Baltimore-Washington	12

represented populations.	Semester	DC community members	
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health - Medical and Research Technology (offered through the School of Medicine)

Degree(s) Offered: Certificate, Bachelor's, Master's

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since the 2012 report, the Department of Medical and Research Technology (DMRT) has not incorporated any significant new strategies for instruction on cultural sensitivity, cultural competency, health literacy and health disparities due to the limited scope of practice for our graduates with respect to direct patient contact.

While the following items were not previously highlighted in the 2012 Report, they remain important in addressing cultural competency, cultural sensitivity, and health disparities. Firstly, students in the DMRT program receive university mandated diversity training as part of the annual fall and spring student orientation activities. Additionally, a component of the didactic instruction in the undergraduate course MEDT 452 *Clinical Chemistry* requires students to access an on-line learning module on Rural Interdisciplinary Healthcare Teams. This module focuses on disparities in infant mortality rates as well as higher incidences of breast cancer, colon and lung cancer and coronary disease among ethnically, and socio-economically diverse populations in medically underserved areas. Lastly, both the undergraduate course MEDT 409 *Laboratory Management* and graduate course MEDT 680 *Laboratory Management* contain teaching modules on cultural diversity from the human resources perspective which prepares our students to function both as members of a culturally diverse healthcare team as well as supervisors and laboratory managers of an increasingly culturally diverse medical or research-based laboratory.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
MEDT 452 - Clinical Chemistry	Students access an on-line learning module on Rural Interdisciplinary healthcare Teams. This module focuses on disparities in infant mortality rates as well as higher incidences of breast cancer, colorectal and lung cancer and coronary disease among ethnically, and socio-economically diverse populations in medically-underserved areas.	Bachelor's	4	Required	31
MEDT 409 - Laboratory Management	Course contains teaching modules on cultural diversity from the human resources perspective which prepares our students to function both as members of a culturally diverse healthcare team as well as supervisors and laboratory managers of an increasingly culturally diverse clinical or	Bachelor's and Certificate	3	Required	21

	research-based laboratory.				
MEDT 680 - Laboratory Management	Course contains teaching modules on cultural diversity from the human resources perspective which prepares our students to function both as members of a culturally diverse healthcare team as well as supervisors and laboratory managers of an increasingly culturally diverse clinical or research-based laboratory.	Master's	3	Required	16

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
N/A					

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

3) Are the following changes in student cultural competency measured?

No change is currently being measured.

4a) If change is being measured, which methods were used to assess such changes?

Not Applicable (No change is currently being measured).

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Not Applicable (No change is currently being measured).

4c) If change is being measured, please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Students' knowledge of human resources issues related to health disparities and cultural competency are assessed using conventional course quizzes and examinations. Change in perception, i.e., pre- and post-testing are not part of the assessment process.

5) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1.N/A			