

Anchoring Health Equity in Curricula

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INTRO | 10 min | 10:45-10:55 am

- Tracey: introduce yourself and say a few words about how you thinking about health equity in relation to your role as Dean.
- Nancy: introduce yourself and say a few words about how you are thinking about health equity in relation to questions about how our values around HE are expressed through the curriculum.

Want to recognize that empowering students to be agents of change with respect to Health Equity is just one aspect of how our *institutions* - individually and collectively - can come together as agents of change toward health equity across Maryland.

To bring us into this session: When thinking about empowering students to be agents of change with respect to health equity, two questions emerged for us:

- How are we framing our efforts to empower students to be agents of change toward health equity? (Frameworks and outcomes statements)
- How are we engaging students in thinking, action, and reflection that will help empower them to be agents of change? (And how do we know if we’re successful?)

I. What do we mean by health equity?

Quick write (3-5 min):

- How does *your program* frame or define health equity?
- What existing frameworks, theories, or standards does your program draw on to inform your framing/definition?

I: FRAMING HEALTH EQUITY | 20 min | 10:55-11:15 am

I. What do we mean by health equity?

Share at your table (10 min):

- Share definitions with your colleagues at your table.
- As a group, determine the common elements that your table finds to be salient, across these multiple definitions.

5 min

LARGER DISCUSSION

What do our framings say about our orientations toward health equity? (Do our framings reflect health equity at the individual patient level, for example, or do they consider populations or communities? Are we including more structural issues or root causes? Are there strong disciplinary distinctions?)

At your institution, is there value in sharing definitions/framings across programs to identify areas of common purpose? (Similar to what we just did at tables.) Is there value in having a framing for your college, or your institution? For us as a system?

II. What is important for students to know and be able to do with respect to health equity?

Quick write (3-5 min):

- Think about your program-level student learning outcomes: Which of these connect to Health Equity?

II. SLOs

11:15-11:35 am

20 min.

II. What is important for students to know and be able to do with respect to health equity?

Share at your table (10 min):

- Based on the discussions so far today, would you recommend any additions/subtractions/changes to your existing SLOs? Note these changes.

5 min

LARGER DISCUSSION

How do we communicate these SLOs to students? If we asked 2-3 of your *newer* students tomorrow what they'll be doing in your program to address health equity, what might they say?

III. How are we engaging students to empower them to be agents of change?

Quick write (3-5 min):

- Given your program's framing and your program-level outcomes, when do students encounter learning opportunities that address health equity?
- Describe 2-3 key learning opportunities that you know about.

III. MAPPING

11:35-11:55 am

20 min.

III. How are we engaging students to empower them to be agents of change?

Share at your table (10 min):

- To what extent are these learning opportunities unavoidable for students?
- What opportunities do students have to reflect on not just what they are learning around health equity, but what it means for them as practitioners (who they are becoming)?

5 min

LARGER DISCUSSION

What opportunities exist for students to work together to advance health equity in their time with you?

What opportunities exist for students to reflect on and integrate their learning around health equity across courses?

How do we know we're having an impact?

Closing

Hoping these questions and discussions can serve as a model for conversations with colleagues back on campus.

Final thought: What would it mean for us to think more holistically about *our institutions* and *the system* as agents of change with respect to health equity?

CLOSING

11:55 am-Noon

5 min.