## Anchoring Health Equity in Curricula

**Tracey Murray,** Dean of the College of Health Professions, Coppin State University, and **Nancy O'Neill**, Acting Director, William E. Kirwan Center for Academic Innovation, University System of Maryland | May 9, 2022

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.

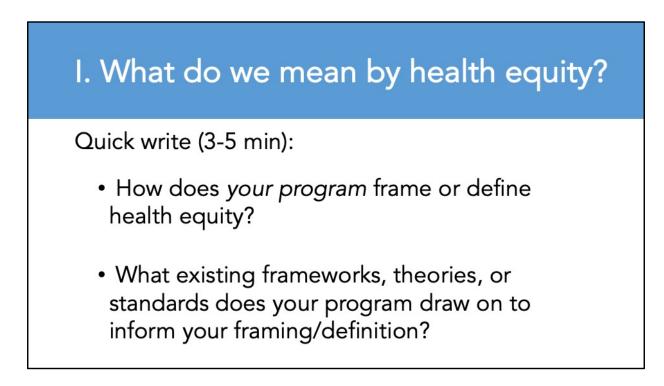
- Nancy: introduce yourself and say a few words about how you are thinking about health equity in relation to questions about how our values around HE are expressed through the curriculum.

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.

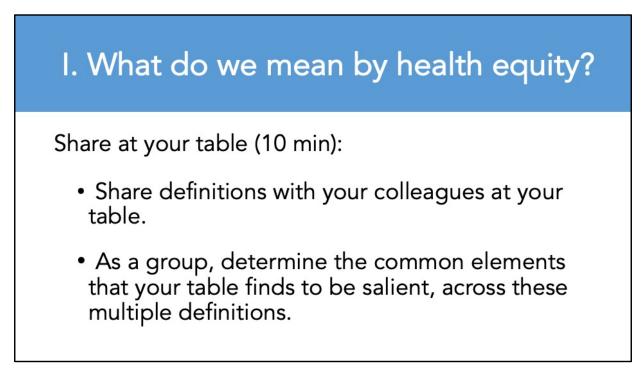
To bring us into this session: When thinking about empowering students to be agents of change with respect to health equity, two questions emerged for us:

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

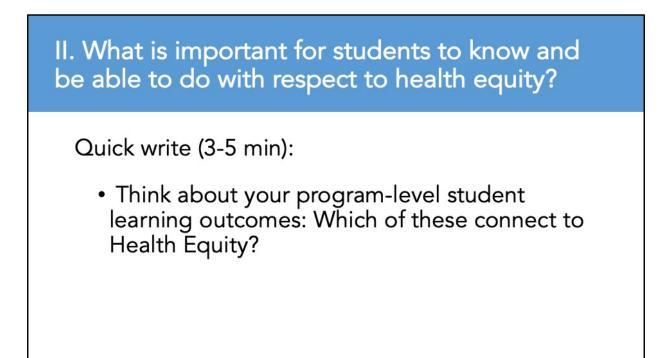


5 min

## 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?)

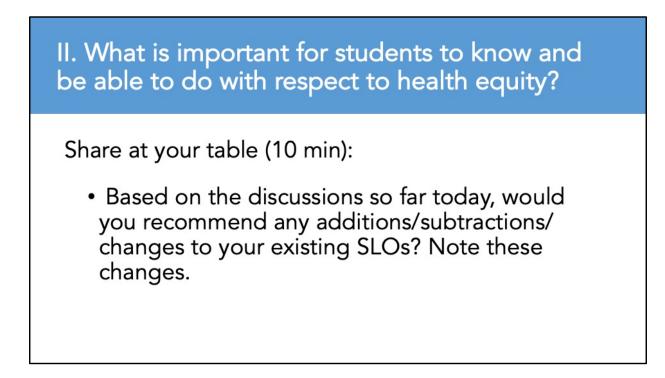
At your institution, is there value in sharing definitions/framings across programs to identify areas of common purpose? (Similar to what we just did at tables.) Is there value in having a framing for your college, or your institution? For us as a system?



II. SLOs

11:15-11:35 am

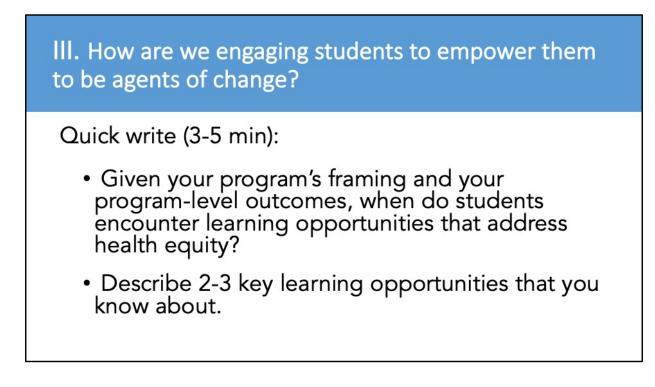
20 min.



5 min

LARGER DISCUSSION

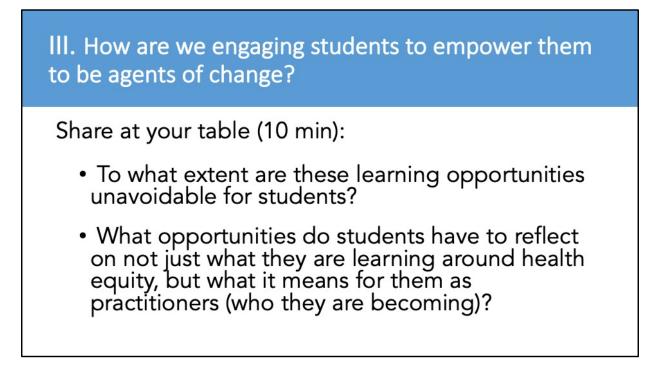
How do we communicate these SLOs to students? If we asked 2-3 of your *newer* students tomorrow what they'll be doing in your program to address health equity, what might they say?



III. MAPPING

11:35-11:55 am

20 min.



5 min

LARGER DISCUSSION

What opportunities exist for students <u>to work together</u> 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 <i>our institutions</i> and <i>the</i> <i>system</i> as agents of change with respect to health equity?	

CLOSING

11:55 am-Noon

5 min.