I. Rationale/Statement of Need

II. Supporting faculty use of student-centered active learning approaches relating to health disparities and health equity

- o TILT: Transparency in learning and teaching
- o Problem-based or problem-centered learning
- o Team-based learning
- o UDL: universal design for learning
- o UBD: understanding by design
- o Experiential learning

III. Supportive processes and infrastructure

IV. Related/incorporated topics

V. Supporting faculty research relating to health disparities and health equity

VI. Collaboration among internal and external stakeholders

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Group Activity – Discuss and Share Solutions

◈ Today we have been discussing faculty development approaches and supports that can help to improve knowledge and skill development around health equity.

◈ Please discuss and list below responses to the prompts:

◈ Identify a scenario or example of an actual or hypothetical intervention or program for increasing faculty and student knowledge of health equity and health disparity issues.

◈ Apply at least three active learning approaches discussed today (or others that you know) to this program.

◈ Talk about how a community of practice or teaching circle could advance the program.

◈ As appropriate, identify additional topics that should or could be covered during the program.

◈ Identify stakeholders on your campus who could collaborate to make the program successful.

NOTE: We will spend the remainder of the session discussing and sharing potential solutions or interventions. Please select one person in your group who will present your information to the large group.