

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

Note: This form provides a recommended template for institutions of higher education to comply with reporting requirements under the Maryland Improvement and Disparities Reduction Act of 2012 and Chapter 671 of the 2012 Laws of Maryland.

University of Maryland School of Nursing

Discipline (select one): Allied Health (*please specify discipline:* _____)
 Dentistry Medicine Nursing Pharmacy Public Health Social Work
(Please submit a separate report for each applicable discipline)

Degree(s) Offered: Certificate, Bachelor, Master, 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? (For reference, please see instruction sheet for (a) definitions and (b) examples of cultural competency education frameworks developed by health professions education accrediting organizations.)

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.)

Bachelors

The 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	BSN	4	Required	237
NURS 315	Pathopharmacology	BSN	5	Required	241
NURS 325	Context of Health Care	BSN	2	Required	222
NURS 333	Health Assessment	BSN	3	Required	248
NURS 330	Adult Health Nursing	BSN	7	Required	207

NURS 331	Gerontological Nursing	BSN	3	Required	218
NURS 308	Nursing Care of Infants/Children	BSN	4	Required	213
NURS 402	Psychiatric/Mental Health Nursing	BSN	5	Required	219
NURS 407	Nursing Care of the Childbearing Family	BSN	5	Required	212
NURS 403	Community Health Nursing	BSN	5	Required	221
NURS 487	Clinical Emphasis Practicum and Seminar	BSN	6	Required	222

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	BSN	Pass/Fail	4	Required	207

have a foley inserted; we expect them to ask permission for any male students to remain in the room.					
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 considerations.	BSN	Pass/Fail	2	Required	213
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

Masters

Masters Core Courses

The first two courses are required of all masters' students and 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 diversity, health disparities, and social justice in health care are analyzed.	MS	3	Required	308
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

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	The student will focus on development of critical thinking skills to address	MS	4	Required	29

Adults Across of Lifespan	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.				
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	MS	Graded	3 cr. 40 hrs.	Required	31
NURS 687 Comprehensive Health Assessment of the Older Adult	MS	Pass/Fail	1 credit 40 hrs.	Required	32
NURS 768 Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	5 credits 225 hrs.	Required	29
NURS 788 Complex Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	4 credits 180 hrs.	Required	29
NURS 794 Advanced Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	5 credits 225 hrs.	Required	21
NURS 795 Clinical Syndrome Management of Older Adults	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 Ill	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	MS	2	Required	16

	with a family system; personal, patient/family, and health care delivery systems.				
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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 605 Comprehensive Adult Health Assessment	MS	Graded	3 cr. 40 hrs.	Required	20
NURS 623 Advanced Assessment of the Critically Ill	MS	Graded	3 cr. 45 hrs.	Required	20
NURS 647 Diagnosis and Management of Common Acute Care Problems	MS	Graded	5 cr. 200 hrs.	Required	20
NURS 726 Diagnosis and Management of Complex Acute Care Problems	MS	Graded	4 cr. 150 hrs.	Required	20
NURS 679 Advanced Practice/Clinical Nurse Specialist Roles in Health Care Delivery Systems	MS	Graded	3 cr. 150 hrs.	Required	20
NURS 727 Advanced Acute Care Management	MS	Graded	4 cr. 150 hrs.	Required	20

Family Nurse Practitioner

The 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	MS	Pass/Fail	1 45 hrs.	Required	19
NURS 633 FP II: Practicum: Clinical Management of Common Health Care Problems	MS	Pass/Fail	4 180 hrs.	Required	20
NURS 703 Specialty Topics in Family Practice	MS	Pass/Fail	2 45 hrs.	Required	20
NURS 644 FP III: Practicum: Management of Complex Health Care Problems	MS	Pass/Fail	3 135 hrs.	Required	22
NURS 741 FPIV: Practicum: Integrative Management of Primary Health Care Problems	MS	Pass/Fail	7 315 hrs.	Required	22

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	MS	2	Required	28

	assessment skills are included in this course.				
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: Diagnostic Reasoning	Emphasizes the role of the Advanced Practice Nurse in the management of acutely ill infants, children and 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.	MS	2	Required	6
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	MS	2	Required	22

	in a cultural competency seminar and a health policy experience which incorporate health care disparities.				
NURS 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
NRSG 721 Primary Care Issues and the Child with a Chronic Illness or Special Care Needs	This course provides essential 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	MS	2	Required	18

	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	MS	Graded	3 cr. 45 hrs.	Required	29
NRSG 716 Primary Care Clinical I	MS	Pass/Fail	3 cr. 135 hrs.	Required	26
NRSG 624 Advanced Nursing of Children I: Clinical Practicum	MS	Graded	3 cr. 135 hrs.	Required	8
NRSG 731 Pediatric Acute Care II: Clinical Practicum	MS	Graded	4 cr. 180 hrs.	Required	12
NURS 645 Advanced Nursing of Children II: Clinical	MS	Pass/Fail	5 cr. 225 hrs.	Required	
NRSG 732 Advanced Issues in Adolescent Care	MS	Pass/Fail	1 cr. 45 hrs.	Required	10
NRSG 733 Primary Care Clinical III	MS	Pass/Fail	3 cr. 90 hrs.	Required	12
NRSG 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
NRSG 715 Advanced Primary Care of Children	MS	Pass/Fail	5 cr. 135 hrs.	Required	13
NURS 648 Newborn Clinical	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	MS	2	Required	19

	neuroimaging, EEG, and other neurodiagnostic approaches.				
NRSG 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 Psychopharmacology	Provides advanced knowledge of commonly prescribed psychopharmacologic agents. Legal, ethical and cultural implications of pharmacotherapy are also critically reviewed.	MS	3	Required	15
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
NRSG 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 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 Comprehensive Health Assessment of Adults	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 describing and communicating normal and abnormal findings in a written and oral format.	MS	3	Required	27
NRS6 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	This course expands on the	MS	3	Required	28

Pharmacology for NA	pharmacology discussed in NRS 603 to include an in-depth discussion on opioids, local anesthetics, and all adjunct medications that Nurse Anesthetists encounters in practice				
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 independent nurse anesthesia practice	MS	3	Required	27
NRS 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 drugs in the health care setting.	MS	5	Required	78
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 skills to clinical situations, patient care leadership, and case studies.	MS	1	Required	67
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 (please describe)	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	MS	Pass/Fail	2	Required	68

across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations					
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	Systematic inquiry of the foundations of advanced community/public health program planning and evaluation of	MS	3	Required	11

Community/Public Health	population/community focused health promotion/disease prevention programs and projects.				
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:	The content of this course is based upon social science theories and the				

Applications to Health Service Management	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,	MS	3	Required	36

	and evaluating in the organizational setting.				
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 examining and critiquing current literature on the topics with a focus on various research methodologies.	MS	3	Required	9
NRSNG 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 (DNP)

Throughout the 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	DNP	3	Required	31

	theories, organizational culture, and systems infrastructure in dynamic interplay across complex health care systems.				
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 design and selected experimental and quasi-experimental research designs.	PhD	3	Required	7
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
None					

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
NRS6 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
NRS6 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

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NRS6 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	This course will provide a foundation in theory and	Cert.	3	Required	4

Learning in Nursing and Health Professions	application of essential knowledge for teaching students, consumers, and continuing education in a variety of settings.				
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	Cert.	Graded	3	Required	2

3) Are the following changes in student cultural competency measured? (Please select all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes
- Other changes (please specify _____)
- No change is being measured

4a) If change is being measured, which methods were used to assess such changes? (Please select all that apply)

- Surveys
- Essays
- Written Skill Exams
- Clinical Practice Simulations
- Other Methods (please specify _____)
- Not Applicable (no change is being measured)

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

- Daily
- Once a Week
- Once Every 2 Weeks
- Once a Month
- At Conclusion of Course or Learning Experience
- Other Frequency (please specify _____)
- Not Applicable (no change is 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 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. (Examples of other health disparities-reduction activities may include participation of the institution in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.)

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1.			
2.			
3.			
4.			
5.			

As an outcome of a grant (Dr. Kapustin’s *Who Will Care? Grant*), cultural competence expert, Dr. Sandra Bibb, 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.

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) *Nurse Faculty Scholars* 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 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.

Instruction Sheet:

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

- i. Designate name of college or university
- ii. Designate training program discipline – choose one of the following:
 - Allied Health (please specify discipline)
 - Dentistry (category includes both dental surgery and dental hygiene)
 - Medicine
 - Nursing
 - Pharmacy
 - Public Health
 - Social Work
- iii. Specify level of training offered – choose from the following (list all that apply):
 - Certificate
 - Associate’s degree
 - Bachelor’s degree
 - Master’s degree
 - Doctorate degree

Question #1:

Please provide a narrative that describes any **new strategies** that the training program is using to incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities into the overall curriculum and program philosophy.

For reference, the following definitions are provided:

Cultural Sensitivity:

Recognition and knowledge that cultural differences as well as similarities exist, without assigning value judgments to those cultural differences. (Source – Adapted from: Texas Department of Health.

“Journey towards cultural competency: Lessons learned.” National Maternal and Child Health Resource Center on Cultural Competency. 1997.)

Cultural Competency:

A set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals that enables effective work in cross-cultural situations. (Source - Adapted from: Cross T, Bazron B, Dennis K, and Issacs M, “Toward a Culturally Competent System of Care (monograph),” National Technical Assistance Center for Children's Mental Health. 1989.)

Linguistic Competency:

The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, and those who are deaf or hard of hearing. (Source - Goode TD, Jones W. “Linguistic Competence.” Georgetown University, National Center for Cultural Competence. 2000 (rev. 2009). Available at: <http://www11.georgetown.edu/research/gucchd/nccc/documents/Definition%20of%20Linguistic%20Competence.pdf>)

Health Literacy:

The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Source – “Health Literacy,” HHS/National Network Libraries of Medicine, last modified May 24, 2012, <http://nmlm.gov/outreach/consumer/hlthlit.html>)

The following are examples of formalized curriculum frameworks for cultural competency education – these frameworks have been developed by national accrediting organizations for health professional education:

- **American Association of Colleges of Nursing**, “Cultural Competency in Nursing Education,” available at: <http://www.aacn.nche.edu/Education/cultural.htm>
- **American Physical Therapy Association**, “Blueprint for Teaching Cultural Competence in Physical Therapy Education,” available at: <http://www.apta.org/CulturalCompetence/>
- **American Psychological Association**, “Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists,” available at: <http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>
- **Association of American Medical Colleges (AAMC)**, “Tool for Assessing Cultural Competence Training (TACCT),” available at: <https://www.aamc.org/initiatives/tacct/>
- **Association of American Medical Colleges/Association of Schools of Public Health**, “Cultural Competence Education for Students in Medicine and Public Health,” available at: https://members.aamc.org/eweb/upload/Cultural%20Competence%20Education_revised1.pdf
- **Association of Schools and Colleges of Optometry**, “ASCO Guidelines for Culturally Competent Eye and Vision Care,” available at: http://www.opted.org/files/public/Guidelines_Culturally_Compentent_Feb2009.pdf

- **Association of Schools of Public Health (ASPH)**, “Master’s Degree in Public Health Core Competency Model,” available at: http://www.asph.org/publication/MPH_Core_Competency_Model/index.html; and “Doctor of Public Health Core Competency Model,” available at: http://www.asph.org/publication/DrPH_Core_Competency_Model/index.html

- **National Association of Social Workers**, “NASW Standards for Cultural Competence in Social Work Practice,” available at: <http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

Question #2:

(A) For each course that includes an emphasis on cultural sensitivity, cultural competency, health literacy, and health disparities, please:

- (1) Specify the course title;
- (2) Describe the course content and objectives, and specify whether the content is focused on increasing knowledge (theory-oriented) or if it is focused on skill-building;
- (3) Indicate the course degree level (i.e., certificate, associate, bachelor, master, doctorate);
- (4) Indicate the number of course credits (or credit hours) awarded for completion of the course;
- (5) Indicate if completion of the course is a requirement for graduation or if it is an elective course;
- (6) Indicate the number of enrollees who completed the course during the 2012-2013 academic year.

(B) Describe formalized clinical education or practical field or service learning experiences that focus on skill-building (pertaining to cultural sensitivity, cultural competency, health literacy, and health disparities) and are **conducted outside of the classroom or laboratory setting**. (*Classroom and laboratory-based learning experiences that are formal courses should be included in the previous section (1A)*). Please specify the following information:

- (1) Title and description of course or activity;
- (2) Indicate the degree level (i.e., certificate, associate, bachelor, master, doctorate);
- (3) Indicate if the course/activity is graded or ungraded;
- (4) Indicate the number of credits or credit hours awarded for completion of the course/activity;
- (5) Indicate if completion of the course/activity is a requirement for graduation or if it is an elective course/activity;
- (6) Indicate the number of student participants who completed the course or activity during the 2012-2013 academic year.

(C) Describe other student-centered activities not specified elsewhere in the report, such as student-engaged research programs, distance learning activities, and informal learning activities. Please specify the following information:

- (1) Title and description of activity;
- (2) Indicate the degree level (i.e., certificate, associate, bachelor, master, doctorate);

- (3) Indicate if completion of the activity is a requirement for graduation or if it is an elective course activity;
- (4) Indicate the number of students who participated in the activity during the 2012-2013 academic year.

Question #3:

Select the relevant options from the list to indicate what type of changes in student cultural competency are assessed in your training program. If change currently is not being measured, please select the last option: “No change is being measured”.

Question #4:

Questions 4A, 4B, and 4C are only applicable to training programs in which changes in student cultural competency are being measured.

Select the relevant options from the lists in 4A and 4B to indicate what assessment methods are used and how frequently student assessments are conducted.

If change currently is not being measured, please select or type in “Not Applicable”.

Question #5:

Please describe your program or institution’s involvement in other activities that relate to improving cultural competency, improving health literacy, or reducing health disparities. Examples include related faculty research activities, conferences, community engagement and outreach activities, and participation in Local Health Improvement Coalitions or other health disparities-related groups and committees. **These activities do not need to be tied directly to student learning**, as student-oriented activities are addressed in Questions 1-4. Activities listed in earlier sections should not be repeated in response to Question #5.