

**MICUA**

Maryland Independent College  
and University Association

## **Annual Health Disparities Reduction Reports**

### **§ 20-904 of the Health General Article**

#### **MICUA Member Institutions Required to Report:**

**Hood College  
Johns Hopkins University  
Notre Dame of Maryland University  
Stevenson University  
Washington Adventist University**

**December 20, 2022**

MICUA

Maryland Independent College  
and University Association

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MEMBERS

Capitol Technology University

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Stevenson University

Washington Adventist University

Washington College

AFFILIATE MEMBERS

Ner Israel Rabbinical College

St. Mary's Seminary & University

December 20, 2022

The Honorable Bill Ferguson  
President  
Senate of Maryland  
State House, H-107  
Annapolis Maryland 21401

The Honorable Adrienne A. Jones  
Speaker  
Maryland House of Delegates  
State House, H-101  
Annapolis, Maryland 21401

Re: Report required by Health General Article § 20-904 (MSAR # 9026)

Dear President Ferguson and Speaker Jones:

On behalf of the member institutions of the Maryland Independent College and University Association (MICUA), I am pleased to submit the MICUA Health Disparities Reduction Reports for 2022. These reports are required by § 20-904 of the Health-General Article of the Annotated Code of Maryland, as enacted by the Maryland Health Improvement and Disparities Reduction Act of 2012. The law requires an annual report from "each institution of higher education in the State that offers a program necessary for the licensing of health care professionals in the State ...on the actions taken by the institution to reduce health disparities." Five MICUA institutions were required to report: Hood College, Johns Hopkins University, Notre Dame of Maryland University, Stevenson University, and Washington Adventist University.

We appreciate the opportunity to provide this information and we thank the Governor and the members of the General Assembly for the meaningful inquiry into these policies and practices. If you have any questions about information contained within these reports or would like further information, please contact Irnande Altema, Associate Vice President for Government and Business Affairs, at [ialtema@micua.org](mailto:ialtema@micua.org).

Sincerely,



Matt Power  
President

Enclosure

cc: Sarah Albert, Department of Legislative Services (5 copies)

**2022 REPORT – INSTITUTIONS OF HIGHER EDUCATION:  
CULTURAL COMPETENCY TRAINING AND  
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

**HOOD COLLEGE**

In November 2022, Hood College’s newly-formed Ruth Whitaker Holmes School of Behavioral and Health Sciences piloted an interprofessional education collaboration with undergraduate students in public health, social work, and nursing:

- 31 Social Work Students from SOWK 201: Introduction to Social Work and Human Services course, led by Dr. Michelle Gricus
- 6 Public Health Students from PH 205: Fundamental Concepts of Disease and Population Health course, led by Dr. Sherita Henry.
- 14 Nursing Students from Pediatric Nursing & Community Health Nursing course led by Dr. Jennifer Cooper & Professor Melissa LePage.

Faculty representing these programs created two classes that are being integrated into existing courses. Students will come together for two classes to be introduced to and discuss potential solutions for higher rates of maternal and infant mortality among black women in Frederick County. For the first class, a discussion about this health disparity will be led by community partners from the local health department and a community, grass-roots advocacy organization:

On Tuesday, November 15, in Hodson Auditorium from 2:00 – 3:25 pm, there were lectures on the issue from Community Members

- Dr. Oladeinde from *Black Mamas Building Bridges* 2:00 pm - 3:25 pm
- Ms. Danielle Haskins from Frederick County Health Department Request for Hodson
- Thursday November 17 in Whitaker Commons 2:00 – 3:25 pm; Case study and discussion

For the second class (held on Thursday, November 17), students and faculty discussed a Maternal Child Health Case Study: PBS North Carolina Documentary

Links:

[Full Episode | Maternal Health Disparities | ncIMPACT | PBS North Carolina - YouTube](#)

**Directions for the group activity:**

Partner with one other learner outside of your discipline and watch the video using the provided link. Take notes and discuss once you have completed the viewing of the Maternal

Health Disparities | ncIMPACT | PBS North Carolina video. Answer the questions below in complete sentences.

### Questions:

1. In North Carolina, compared to White babies, what is the likelihood that Black, Hispanic, and American Indian babies will die before the age of one-year?
2. What type of negative birth/health outcomes and health disparities did the Black, Hispanic, and American Indian mothers experience? Provide three examples from the documentary.
3. According to the Centers for Disease Control and Prevention, what are the statistics related to Black mothers and babies for maternal-related mortality?
4. How is this public health issue of maternal child health being addressed among these target populations according to the video?
5. How can you add a bit of context and understanding relevant to the issue with respect to the social determinants of health (SDOH)? Explain.  
<https://health.gov/healthypeople/priority-areas/social-determinants-health>
6. What local issues of health disparities and health inequities exist with respect to maternal child health (MCH) in Frederick City/County? Provide rates, statistics, and/or textual evidence?
7. According to the guest speakers, what type of local interventions and/or programs exists to address MCH health disparities and health inequities?
8. A common idea is that “wealth equals health”; however, that isn’t true for maternal health outcomes. Why do you think that is?

### Student Learning Outcomes

1. Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease. (IPEC RR4)
2. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health (IPEC RR10)
3. Communicate the importance of teamwork in patient-centered care and population health programs and policies. (IPEC CC8)
4. Engage health and other professionals in shared patient-centered and population-focused problem-solving (IPEC TT3)

### Evaluation

Consider your role and responsibilities and that of other professionals outside of your discipline (e.g. nurse, social worker, public health professional).

1. Explain the role of one classmate outside of your major/discipline.
2. How could you work together to address the disparity you learned about in this class?
3. Why are both roles and responsibilities important?

**For press release (from Press Office):**

*New SBHS - New Opportunities for Interprofessional Collaboration*

Hood College's newly-formed Ruth Whitaker Holmes School of Behavioral and Health Sciences is piloting an interprofessional education event this month with 51 undergraduate students in public health, social work, and nursing. Students in the SOWK 201 Introduction to Social Work and Human Services course, led by Dr. Michelle Gricus, PH 205 Fundamental Concepts of Disease and Population Health led by Dr. Sherita Henry, and NUR 305 Pediatric Nursing and NUR 403 Community Health Nursing courses led by Professor Melissa LePage and Dr. Jennifer Cooper.

Faculty created two classes that are being integrated into these existing courses, bringing students together to be introduced to and discuss potential solutions for higher rates of maternal and infant mortality among black women and infants in Frederick County. The first class will include an interactive discussion about this health disparity, led by Dr. Yewande Oladeinde from Black Mammias Building Bridges (and Adjunct Professor at Hood College) and Ms. Danielle Haskins from Frederick County Health Department. The second class will follow up with a case study and discussion about the issue.

## JOHNS HOPKINS UNIVERSITY

Johns Hopkins University has taken to address reduction of health disparities as part of its educational offerings. Hopkins hosts a myriad of health care programs with most being offered through the Bloomberg School of Public Health, the School of Medicine, and the School of Nursing. Each of these schools provides a range of curricular and experiential offerings carefully designed to prepare culturally competent future health care professionals to understand and actively address health care disparities. A sampling of these is included in the attached table.

Johns Hopkins is held to the high diversity and inclusion standards required by all the specialized accreditors that accredit its various healthcare programs. Given those requirements as well as the University's own internal focus on diversity and inclusion, Johns Hopkins is confident that Hopkins-trained healthcare providers possess the knowledge, skills and abilities necessary to meet the needs of their patients regardless of socioeconomic and cultural backgrounds.

| <b>Course Title</b>                                  | <b>Course Description</b>  | <b>Degree Level</b> | <b># of Course Credits</b> |
|--|--|---------------------|----------------------------|
| PH.410.611. Under Pressure: Health, Wealth & Poverty | Explores the relationship between health, wealth, poverty, and public policy in the U.S. as well as internationally; assesses past and future strategies to remedy inequities in health and health care. Addresses theories of social class; distribution of poverty across gender, age, and ethnic/racial groups; antipoverty programs and their effects; effects of changes in health care organization on the poor; and possible modifications to provide greater equity. Investigates how a dramatically changing media landscape influences patterns of belief about the causes of poverty and its remedies. Synthesizes scientific evidence with a variety of genres and disciplines including: history, psychology, political science, religious thought, philosophy, geography, literary theory, popular culture, film/media studies, and music. | Masters             | 3                          |

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| PH.221.664. Prevention of Unintentional Injuries in American Indian Communities       | Introduces the basic skills and knowledge required to address the injury burden in the Native American Community. Based upon the nine Core Competencies for Injury and Violence Prevention, provides students with opportunities to practice these skills through application sessions. Prepares students to enter a network of injury prevention colleagues with a specific interest in the prevention of injuries in the Native American community.   | Masters | 2 |
| PH.224.694. Mental Health Intervention Programming in Low and Middle-Income Countries | Introduces students to mental illness symptoms and syndromes found across contexts and the variety of strategies used to treat such symptoms. Discusses mental health services as an integral part of global health program development. Addresses methods of adapting and developing interventions in low-resource countries and humanitarian contexts, as well as research designs used to evaluate these interventions. Challenges students to use critical and creative thinking skills throughout to discuss the issues involved in this relatively new field. Focuses on cross-cultural challenges in conducting mental health research in these settings. Topics covered include an overview of mental health issues in low-resource countries and humanitarian contexts; cross-cultural challenges; developing, modifying and disseminating prevention and intervention strategies; and the interplay between mental health and related topics such as nutrition, fitness and diabetes; HIV; substance abuse; and violence. | Masters | 3 |

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| ME.800.640 Topics in Interdisciplinary Medicine – Health and HealthCare Disparities and Inequities | This three-day course occurs immediately after orientation in Year One. The students hear talks from experts from the School of Medicine, School of Public Health, legislators and community activists, and engage in small-group discussions with their peers. Activities include a tour of Baltimore City and an afternoon engaged in service learning with a community organization. By the end of this course, the students will have:<br>Improved awareness of the effect of social needs and demands on care of patients,<br>Improved knowledge of existence of health care disparities and the demographic influences on health care quality and effectiveness,<br>Developed self-awareness of personal biases in the approach to health care delivery, and<br>Improved cultural competency communication skills. | Medical Doctorate | n/a |
|--|--|-------------------|-----|

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| Latino Health Pathway: Clinical Experience with Latino Health      | The training will feature topics relevant to Latino patient care, including community engagement, alternative medicine, translation issues and domestic violence, among others. Students will be evaluated on participation and fulfillment of listed requirements, professionalism, cultural competence, interpersonal skills and knowledge   | Medical Doctorate | n/a         |
| NR.110.614. Primary Care for Patients in Limited Resource Settings | This course synthesizes clinical, social, and policy topics for practice involving underserved rural or urban populations. Students will critically evaluate the intersectionality of health issues, disparities, and their underlying policies affecting low resource settings. Students will examine ways to reduce health disparities through resource utilization with consideration of both physical and social environments, diversity, equity, and access along the healthcare continuum. These topics will span from patient interventions to how to utilize an effective interdisciplinary team to critically evaluating health policy that affects the well-being of their patient population. | Masters           | 2-3 credits |
| NR.110.615. Health Disparities in Nursing Practice                 | This course provides the student with a study of health disparities and promotion of health equity across a variety of disease processes. Advanced analysis and evaluation of theories, concepts, and methods related to health equity and disparity, will   | Masters           | 3           |

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|  | be examined. Students will have the opportunity to critically examine the links between health outcomes and economics, class, gender, sex, sexuality, race, and ethnicity. Emphasis is on advanced discourse and analysis of health equity and disparity theory and research. The focus of this course will be on multiple levels of analysis from the practitioner-patient interactions to the health care system as a whole. This will include an assessment of the social determinants of health. Students will spend a substantial amount of time engaging in online scholarly discourse and in developing their own specific practice based clinical and research interests in this field culminating in an empirical paper and a conference ready presentation of their findings. |  |  |
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| <p>NR.120.537.<br/>Community Outreach<br/>to Underserved<br/>Communities in Urban<br/>Baltimore</p> | <p>This course provides students with an overview of Baltimore's vulnerable communities and underserved populations. Students gain a broad perspective on factors affecting the health of underserved and vulnerable communities in urban Baltimore. Students will develop cultural competency skills to work effectively in partnership with Baltimore communities. The course includes the history of Johns Hopkins nursing and Baltimore's history, a broad definition of health focusing on social determinants of health factors such as poverty, housing, violence, substance abuse, disparities in health and health care, social justice, vulnerable populations, employment, safety, and the environment. Students will also examine the influence of implicit bias on communication and interventions as well as the importance of integration trauma-informed care in urban environments. Selected Baltimore community health interventions are presented with emphasis on health promotion and community organizing. Local community and civic leaders present their roles and discuss current public health issues facing Baltimore. Students will learn about local neighborhoods, community agencies, and resources and gain basic skills in basic community assessment.</p> | <p>Masters</p> | <p>1</p> |
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## **NOTRE DAME OF MARYLAND UNIVERSITY**

### **School of Nursing**

Grounded in Caring Science, the School of Nursing's curriculum emphasizes students' role in advocating for clients and disrupting injustices. In the classroom setting, students engage in provocative classroom discussions to examine what is a disparity and their understanding of how disparities become a reality among diverse groups. With a broadened perspective on social determinants of health, students analyzed the effects of social determinants of health on social justice for selected populations.

Assignments focused on the five social determinants of health groups, whereby, students deliberated about why Maryland and the Nation should consider the topic a health priority. Student groups presented a summary of a windshield assessment of a Baltimore neighborhood, then in a classroom setting relayed the story of the neighborhood, its primary health concerns, and appropriate nursing interventions based on the health needs, strengths, and/or challenges of the community. Students created a PUBLIC SERVICE ANNOUNCEMENT that addressed that particular neighborhood's health needs. Lastly, students constructed an advocacy letter to their state delegate on a public health topic of their choice. A group of five students and two nursing faculty members had the opportunity to meet with Governor Hogan and strongly advocated for nursing as a profession. These nursing students described in how their projects and assignments addressed strategies to reduce health disparities.

Community agencies lifted pandemic-imposed restrictions for students. They participated at the Laurel Advocacy & Referral Services, Inc., and Franciscan Center where students volunteered for food runs, sorted through donations, and conducted health education sessions for participants at these agencies. At the end of the clinical experiences, students reflected on questions about what they learned about themselves within a framework of implicit bias and stereotypes. Additionally, students described ways to address health disparities as a public health nurse.

### **School of Pharmacy**

Since the School's inception in 2008; cultural competence/humility and its associated concepts & skills are taught in required courses (Care of Diverse Populations, Public Health, Pharmacist Care Lab sequence, Advanced Pharmacy Practice Experiences) and embedded into the required Service Learning Program (AdvoCaring) which collaborates with local Baltimore community-based organizations targeting underserved populations who experience health disparities, such as people without housing, adults with past substance abuse histories and low-income elderly. Each of the courses has learning objectives that are associated with this content. The skills labs and experiential learning components all have activities that are designed to address the knowledge and skills needed for a pharmacist to provide culturally competent care.

## **Department of Occupational Therapy**

The Occupational Therapy Doctorate (OTD) program offers a course that supports one of the tenets of the NDMU mission statement as well as the mission statement of the OTD program. The Social Responsibility & Occupational Justice course focuses on the social determinants of health, and how culture, and biases impacts health outcomes of the marginalized clients' ability to fully engage in occupations, obtain medical, public health and mental health services including the impact of socio-economic status on the clients' housing (environment), and well-being. Students complete the intercultural developmental inventory to better understand themselves and how they are apt to interact with other cultures. Throughout the course, students complete interviews among persons from different cultures and ethnicities; and develop skills to advocate for the socially oppressed client. Students are engaged in reflective assignments and activities to identify their biases and its origin. At the conclusion of the assignments, reflections and intercultural assessment, students develop a personal plan to reduce their biases, increase their self-improvement and intercultural competency. The social responsibility course is offered the first year in the first semester. The focus and principles of the course are continued throughout the OTD curriculum.

## STEVENSON UNIVERSITY

### **Healthcare Management (HCM; M.S.)**

The BS in HCM Program has an interdisciplinary curriculum with five separate courses that specifically address cultural competency and health disparities: HCM 310: Theories and Practice of Healthcare Management, HCM 208: Healthcare Ethics and Law, CHS 220: Diversity and Cultural Competence, CMH 210: Introduction to Community Health, and HCM 312: Managing Healthcare Personnel. The MS in HCM Program also places a heavy emphasis on cultural competency. One example is HCM 600, Managerial Epidemiology and Statistics, which requires students to complete an original research paper analyzing a chronic disease. Many students comment on how the research has made them rethink their own diet, exercise, or other behaviors, as well as how to help their families.

Another example is, HCM 669 Patient Advocacy for Healthcare Quality, which requires students to interview a professional patient advocate. This structured interview enables students to learn about health disparities, barriers to care, and how to be better healthcare advocates. After completing this assignment, they often remark upon how they will address health disparities in their current roles and in their families.

### **Medical Laboratory Science (MLS; B.S.)**

There are multiple places in the MLS curriculum where activities or course requirements enable students to be exposed to interprofessional collaboration and issues relating to diverse patient populations. A high-fidelity simulation scenario involving a critical care situation in which MLS students work with nursing students was introduced into MLS 430, Professional Research and Writing, in Spring 2021. The scenarios presented continue to evolve, providing students with opportunities to recognize critical situations impacting diverse populations. Additionally, MLS 311, Communication and Culture in Health Care, is a new program requirement that is cross-listed with NURS 311. This course explicitly addresses cultural competence and sensitivity in healthcare using theoretical models and assessment tools to examine cultural beliefs, values, practices, legal-ethical concerns, and communication issues which impact the health of individuals, families and groups. This course also provides additional opportunities for interprofessional collaboration with nursing students.

### **Nursing (B.S.; M.S.)**

Graduate nursing students in Global Healthcare Perspectives (NURS 547) examine health disparities and the United Nations' Sustainability Development Goals with an eye on understanding global health patterns. Nurses in the MS in Population-Based Care Coordination track directly address health disparities among vulnerable populations and strategies to identify where disparities exist across all healthcare settings. Students explore topics like implicit bias, social determinants of health, how policy can fuel disparities, etc. Assignments encourage interdisciplinary, team-based solutions and for students to consider the impact that the nursing profession has on reducing health disparities. Additionally, recent student work in the Graduate Nursing Capstone (NURS 737) has included palliative care education and

reducing readmissions in the geriatric population.

In the undergraduate nursing program, students are introduced to the Healthy People initiative and do a deep dive into the history of the initiative and each decade's focus (currently highlighting Healthy People 2030). A focus in these discussions is the role of the nurse as patient advocate (NURS 310, Introduction to Clinical Nursing). Students engage with the concept of health literacy, learn about healthcare research and quality and learn how to run readability statistics in Microsoft Word (NURS 110, Computer Technology in Nursing). Both NURS 410, Caring for Vulnerable Populations and NURS 424, Health in the Community address health disparities. Content about health disparities is embedded in each week's content to include definitions, at risk populations, contributing factors, and strategies nurses can take to reduce health disparities.

## WASHINGTON ADVENTIST UNIVERSITY

The concepts of Health Care Disparities are taught throughout the nursing curriculum at Washington Adventist University. These concepts are described in NURS 222 Fundamental of Nursing Practice as noted in the course objective “Describe socio-cultural components of health, illness, and caring patterns.” A co-requisite of NURS 222 is NURS 244 Health Assessment. In this class, a learning objective is to “utilize the nursing process to achieve the goals of *Healthy People 2030* to address the health needs of individuals and families.” Furthermore, in the senior one semester, the concept of Health Care Disparities and the full impact of these disparities is taught in the course designated as NURS 478 (Healthcare Policy and Politics). In this course, four out of seven objectives directly or indirectly address health care disparity through concepts such as social justice, economic impacts on health care, and an ethical framework for vulnerable populations.

Washington Adventist University offers mental health support through an arrangement with Timely MD. Timely MD provides 24/7 healthcare resources to students with ongoing access to physicians and psychologists from diverse cultures, age, and gender. The students have consistently expressed that this service meets or exceeds their expectations. Additionally, the University identified affordable local area health centers through which COVID-19 prevention can be actively secured. The institution has an expansive definition of health and wellness and thus offers a variety of healthy food through its new food pantry. The definition incorporates research from BLUE ZONE studies to promote optimal physical and mental health. Overall, the University aims to pursue multiple avenues to address health disparities on the campus.