



# The Integrated Dental Workforce

## LEARNING ACTIVITY

### Description

A diverse, integrated dental and healthcare team is important for patient recruitment, retention, safety and quality of care.

Studies show several associations between oral health and overall health, including inflammation as a common risk factor for periodontal disease, diabetes, cardiovascular disease and dementia. A whole-patient, whole health approach can be achieved by including bidirectional referrals, provider communication and patient follow-up for dental care, primary care and specialty care in the dental practice. This approach also addresses health equity.

Another way to address health equity is to ensure that the dental workforce is reflective of the population it serves. Students will learn how to summarize dental workforce statistics at the federal and state levels and identify underrepresented groups and strategies for promoting diverse, integrated health care teams.

### Competencies

- C1. Health Equity and Cultural Competency in Health and Oral Health Care.
  - C1.1. Health Equity
    - Summarize current national and state oral health workforce diversity statistics.
    - Discuss integrated health care in the context of oral health service delivery and strategies for promoting integrated health care teams.
    - Explain how workforce diversity impacts population health
    - Recognize the importance of workforce diversity for the quality of oral health service delivery and to address health equity.
  - C1.3. Cross-Cultural Clinical Practice Skills
    - Express attitude that values and respects workforce diversity within the oral health team and integrated health care team.
- C2. Effective Communication and Health Literacy
  - Competency 2.5: Patient Centered Care in Clinical Practice
    - Recognize the relationship between oral health and overall health, how comorbidities affect oral health, and the importance of integrated health care teams.
- C3. Administration and Management Practice
  - Explain strategies to recruit, retain, and promote diverse staff and leadership that is representative of the demographics of the service area.

## Learning Outcomes

- Summarize dental workforce statistics at the federal and state level.
- Describe medical-dental integration and its importance to safe, quality dental care.
- Explain what a diverse dental team looks like and how it is important for the delivery of dental care and addressing health equity.
- Name strategies for promoting diverse, integrated health care teams.

## Activity 1 – Analyze Dental Workforce Statistics

Students will work alone or in groups to summarize U.S. and state dental workforce statistics.

Students will use the following websites as resources:

- American Dental Association (2019). Workforce. ADA Health Policy Institute.
- Bureau of Labor Statistics (2019). Occupational Employment and Wages.
  - Dentists
  - Dental Hygienists
  - Dental Assistants
- Minnesota Department of Health. Oral Health Workforce Reports. Office of Rural Health and Primary Care.
- Minnesota Department of Health. Minnesota’s Dentists Workforce (2014-2015). Office of Rural Health and Primary Care.
- Minnesota Department of Health. Minnesota’s Dental Hygienist Workforce (2014-2015). Office of Rural Health and Primary Care.
- Minnesota Department of Health. Minnesota’s Dental Therapist Workforce (2016). Office of Rural Health and Primary Care.
- Oral health Workforce Research Center
- U.S. Census Bureau. American Factfinder.

Students will populate excel tables and charts with data from the resources listed above to answer the following questions:

1. How many dentists, dental hygienists (DH), dental assistants (DA), dental therapists (DT) and dental specialists are there in the United States? In your state?
2. What is the sex breakdown by profession (dentists, DH, DA, DTs and specialists) in the U.S. and your state?
3. What is the race/ethnicity breakdown by profession (dentists, DH, DA, DTs and specialists) in the U.S. and your state?
4. What is the age breakdown by profession (dentists, DH, DA, DTs and specialists) in the U.S. and your state?
5. What is the average age of retirement by profession (dentists, DH, DA, DTs and specialists) in the U.S. and your state?
6. What is the provider (dentists, DH, DA, DTs and specialists) to population ratio in the United States and your state?

Analyze the data you collected.

1. What do you notice?
2. Based on the provider to population ratio, is the current dental workforce sufficient to meet the oral health needs of the population?
3. Looking at the current age of the workforce and time until retirement, might this affect the ability of the workforce to meet the oral health needs of the population?
4. Does the current dental workforce reflect the demographics of the general population? If not, how might this impact delivery of oral health care?

## Activity 2 – Medical-Dental Integration Models (part 1)

Students will review the following resources:

- Academies of Sciences, Engineering and Medicine.
- Atchison KA, Rozier G, Weintraub JA (2018). Integration of Oral Health and Primary Care: Communication, Coordination and Referral. National Academy of Medicine Commentary.
- Atchison KA, Rozier RG, Weintraub JA. Integrating Oral Health, Primary Care, and Health Literacy: Considerations for Health Professional Practice, Education and Policy. National
- Delta Dental. Levels of Integration. MDI Colorado.
- Hilton, IV (2014). Creating Medical Dental Integration: Helpful Hints and Promising Practices. National Network for Oral Health Access.
- Jones JA, Snyder JJ, Gesko DS, Helgeson MJ (2017). Integrated Medical-Dental Delivery Systems: Models in a Changing Environment and Their Implications for Dental Education. Journal of Dental Education, 81(2): eS21-eS29.
- Maxey H (2015). Integration of Oral Health with Primary Care in Health Centers: Profiles of Five Innovative Models. National Association of Community Health Centers.
- McKernan SC, Kuthy RA, Reynolds JC, Tuggle L, Gardia DT (2018). Medical-Dental Integration in Public Health Settings: An Environmental Scan. The University of Iowa Public Policy Center.
- Powers B, Donoff RB, Jain SH (2017). Bridging the Dental Divide: Overcoming Barriers to Integrating Oral Health and Primary Care. Health Affairs Blog.
- Qualis Health. Oral Health Integration in the Patient-Centered Medical Home (PCMH) Environment: Case Studies from Community Health Centers (2012).
- United Health Care. Medical Dental Integration Study (March 2013).

Next, student will lead a discussion describing medical-dental integration and its importance to safe, quality dental care.

## Activity 3 – Medical-Dental Integration Models (part 2)

After students have reviewed the resources in Activity 1, students will create a Medical-Dental Integration Plan for a dental clinic that address the following:

- Why should a dental clinic care about medical-dental integration?
- What are current barriers?
- Who are key stakeholders, or individuals that need to be involved?
- What are some realistic strategies (short-term and long-term) for addressing medical-dental integration?

## Activity 4: BaFa' BaFa' Game

BaFa' BaFa'<sup>TM</sup> is an interactive cultural awareness and diversity simulation game that can be played in an in-person classroom setting. It allows students to:

- Build awareness of how cultural differences can profoundly impact people in an organization.
- Rethink their behavior and attitude towards others.
- Examine implicit bias and focus on how differences are perceived.
- Examine how stereotypes are developed, barriers created, and misunderstandings magnified.
- Identify diversity issues within the organization that must be addressed.

Two simulated cultures are created: an Alpha culture and a Beta culture. Alphans are relaxed, put great emphasis on group membership and value personal contact and intimacy with a hierarchical status structure. Betans measure a person's value by how well they perform in the marketplace. The two cultures contain elements of many different cultures.

Roleplaying experience. <https://www.youtube.com/watch?v=vi4nVs077Rc>

BaFa' BaFa can be purchased at <https://www.simulationtrainingsystems.com/>

## Activity 5 – Promoting Diverse, Integrated Health Care Teams

Students will review the following resources:

- American Speech-Language-Hearing Association. [Professional Diversity: how Your Unique Perspective Can Improve Clinical Decisions](#). August 1, 2017.
- Bond MA, Haynes MC, Toof RA, Holmberg MD, and Quinteros JR. [Healthy Diversity: Practices that Support Diverse Staffing in Community Health Centers](#) [pdf]. Center for Women and Work University of Massachusetts Lowell.
- Mahdawi, Arwa. [The Surprising Solution to Workplace Diversity](#). TEDXHamburg. July 18, 2016.

Next, the instructor will lead a classroom discussion addressing the following:

- What does a diverse dental team look like?
- How does workplace diversity affect dental care delivery and health equity?
- What are organizational strategies for promoting diverse, integrated health care teams?

## Student Assessment

- Level of participation in group discussion and activities.
- Instructor grades Medical-Dental Integration Plan based on a scoring criteria that covers key components of an organization’s plan.

## Resources

American Dental Association (2019). Workforce. ADA Health Policy Institute.

Asplund M and Welle CG (2018). Advancing Science: How Bias Holds us Back. Neuron, 99: 635-639.

Baker B, Langelier M, Moore J, Daman S (2015). The Dental Assistant Workforce in the United States, 2015. Rensselaer, NY: Center for Health Workforce Studies, School of Public Health, SUNY Albany.

Bond MA, Haynes MC, Toof RA, Holmberg MD, and Quinteros JR. Healthy Diversity: Practices that Support Diverse Staffing in Community Health Centers [pdf]. Center for Women and Work University of Massachusetts Lowell.

Dattner, B. Preventing “Groupthink”. Psychology Today. April 20, 2011.

Delta Dental. Medical/Dental Integration Tool Kit. Northeast Delta Dental.

Dutt, K (2018). How Implicit Bias and Lack of Diversity Undermine Science. Scientific American Blog Network.

Hubbard EE (January 2014). The Manager’s Pocket Guide to Diversity Management. HRD Press. ISBN: 978087425618

Langelier M, Moore J, Baker BK, Mertz E (2015). Case Studies of 8 Federally Qualified Health Centers: Strategies to Integrate Oral Health with Primary Care. Rensselaer, NY: Center for Health Workforce Studies, School of Public Health, SUNY Albany.

Langelier M, Surdu S, Goodwin N (2019). Case Studies of 6 Safety Net Organizations that Integrate Oral and Mental/Behavioral Health With Primary Care Services. Rensselaer, NY: Center for Health Workforce Studies, School of Public Health, SUNY Albany.

Langelier M, Rodat C, Moore J. Case Studies of 6 Teledentistry Programs: Strategies to Increase Access to General and Specialty Dental Services. Rensselaer, NY: Center for Health Workforce Studies, School of Public Health, SUNY Albany.

Mertz EA, Wides C, Kottek A, Calvo JM, Gates PE (2016). Underrepresented Minority Dentists: Quantifying Their Numbers and Characterizing The Communities They Serve. Health Affairs, 35(12): 2190-2199.

Mert E, Wides C (2016). Evolving Delivery Models for Dental Care Services in Long-Term Care Settings: 4 State Case Studies. Rensselaer, NY: Center for Health Workforce Studies, School of Public Health, SUNY Albany.

Murray-Garcia, J., Harrell, S., Garcia, J., Gizzi, E., & Simms-Mackey, P. (2014). Dialogue as skill: training a health professions workforce that can talk about race and racism. *American Journal of Orthopsychiatry*, 84, 590-596.

Raja Z, Wides C, Kottek A, Gates P, Mertz E (2017). The Evolving Pipeline of Hispanic Dentists in the United States: Practice and Policy Implications. Rensselaer, NY: Center for Health Workforce Studies, School of Public Health, SUNY Albany.

Shimasaki S and Walker SF (Eds). Health Equity and Racial and Ethnic Workforce Diversity. The Colorado Trust [pdf]. October 2013.

Staats C, Capatosto K, Tenney L and Mamo S (2017). State of the Science: Implicit Bias Review. Kirwan Institute.

U.S. Department of Labor (2019). Dental Hygienists Summary. Occupational Outlook Handbook. Bureau of Labor Statistics.

## **Suggested Placement within Curriculum**

Didactic content areas:

- Enhancing Healthcare Leadership Potential
- Building Strong Healthcare Teams
- Practice Management