Implications of Racism on Overall Health, Oral Health and Mental Health

LEARNING ACTIVITY

Description

Through readings from *Good Time for the Truth*, students are given the opportunity to discuss explicit examples of creative literature that exemplify how race and racism perpetuate inequality in various aspects of life affecting overall health, oral health and mental health.

Competencies

C1. Health Equity and Cultural Competence in Health and Oral Healthcare

- C1.1 Health Equity
  - Define the following terms: health, health (in)equity, health (in)equality, health disparity, and social determinants of health.
  - Identify common health disparities and social determinants of health among subpopulations (e.g. age, race/ethnicity, poverty status, and residence).
  - Describe barriers to health equity.
  - Describe the following terms: prejudice, ethnocentrism, white privilege, discrimination (individual, institutional, structural), racism (individual, institutional, structural), aversive racism (unconscious bias), microaggression, microassault, microinsult, and microinvalidation.
  - Explain aversive racism (unconscious bias), institutional and structural racism, and white privilege in the context of oral health care service delivery and health outcomes (physical, psychological, and behavioral), and strategies to redress at the provider level and within systems and organizations.
  - Evaluate literature on health disparities, health inequities, and social determinants of health.
  - Discuss the history of sex, gender identity, race/ethnicity, culture, religion, disability, and socioeconomic status and its impact on health.
  - Express attitude that eliminating health inequities is important for population health.
  - Express attitude that acknowledging aversive racism (unconscious bias), institutional, and structural racism is important for the quality of oral health service delivery and to address health equity.
Learning Outcomes

- Correlate continuous discrimination with stress-induced biological/chemical changes in one’s immune system resulting in various health implications.
- Value the need to eliminate inequities to promote health and well-being of individuals and populations.

Activity

After reading assigned exerts from *Good Time for the Truth*, students are engaged in class discussion (online or face-to-face). Responses to the following items are required prior to the discussion encouraging individual thought and perception to generate in-depth class discussion.

- What is your immediate reaction to the story?
- Identify characteristics of racism within the story.
- Provide specific examples of racial micro-aggressions and reference the psychosocial outcomes.
- Are you recognizing any specific social determinants of health? If so, explain.
- Share how examples of racism have significant implications to overall health, oral health and/or mental health to characters within the stories.

Student Assessment

Students’ individual responses to the above listed activity items can be assessed for expression, quality, and depth of understanding of key concepts. Interactive and engaging participation in class discussion should also be assessed. Use of a rubric is encouraged for higher level assessment and student performance clarity.

Resources


Additional Resources are compiled in the Learning Activity entitled Concepts in Health Equity.
Suggested Placement within Curriculum

This content should be placed early within any healthcare curriculum to provide a foundation on which to build knowledge, establish values and foster clinical application.

Patient assessment and treatment planning is an ideal point within patient care delivery to be considering individualized social determinants of health and barriers to health equity.