Practice Management Strategies for Equitable Oral Healthcare Delivery

LEARNING ACTIVITY

Description
Take your students a step beyond patient-clinician experience to a teamed administrative role geared toward disseminating health disparities. While working collaboratively to strategize and achieve clear and successful practice management policies and outcomes, students will specify a hypothetical organization’s health equity, health literacy and cultural competency practices. By putting business plans in place to secure such a system, learned principles and practices of health equity will be challenged at the highest level of learning to create the ideal.

Competencies

C3. Administration and Management Practices

- Exhibit attitude that health equity, health literacy, and cultural competency needs to be integrated within and throughout systems and organizations.
- Apply cultural competence assessment tools to evaluate self and system/organization cultural beliefs, attitudes, values, practices, and behaviors.
- Describe the 10 Attributes of a Health Literate Organization.
- Describe the 14 Culturally and Linguistically Appropriate Services in Health and Health Care (CLAS) Standards.
- Explain strategies to recruit, retain, and promote diverse staff and leadership that is representative of the demographics of the service area.
- Express attitude that all staff within systems and organizations receive ongoing education and training in health equity and culturally and linguistically appropriate oral health service delivery.
- Express attitude that all systems and organizations must offer and provide language assistance services, including bilingual staff and interpreter services, at no cost to each patient with limited English proficiency at all points of contact, in a timely manner during all hours of operation.
- Express attitude that all systems and organizations must provide patients in their preferred language both verbal offers and written notices informing them of their right to receive language assistance services.
- Express attitude that all systems and organizations must assure the competence of language assistance provided to limited English proficient patients by interpreters and
bilingual staff. Family and friends should not be used to provide interpretation services (except on request by the patient).

- Express attitude that systems and organizations must make available easily understood patient-centered communication materials and post signage in the language of the commonly encountered groups and/or groups represented in the service area.
- Develop a written strategic plan that outlines clear goals, policies, operational plans, and management accountability/oversight mechanisms to provide equitable and culturally and linguistically appropriate services.
- Develop an evaluation plan for ensuring CLAS-related activities are being met within systems and organizations (e.g. self-assessments, internal audits, performance measures, patient satisfaction assessments and other outcomes-based measures).
- Express attitude that systems and organizations should collect, maintain, and periodically update service area community and patient data (e.g. race/ethnicity and preferred spoken and written language) for the purpose of improving effective communication and health. Data should be secured and follow patient privacy rules.
- Create a demographic, cultural, and epidemiological community profile and conduct a needs assessment for the system/organization service area.
- Express attitude that systems and organizations should develop participatory, collaborative partnerships with communities, and utilize a variety of formal and informal mechanisms to facilitate community and patient involvement in designing, implementing, and evaluating community health promotion interventions and CLAS-related activities.
- Express attitude that systems and organizations should develop transparency strategies and communication plans for informing the public about CLAS related and quality improvement activities.
- Apply guidance documents and benchmarks (e.g. National and State Health Literacy Action Plans, Healthy People Goals and Objectives, National and State Oral Health Literacy Plans, and Association of State and Territorial Dental Directors guidance documents) to system and organization strategic and quality improvement plans and monitor changes.
- Recognize health disparities that are amenable to intervention.
- Find data resources for national and state population demographics, health and oral health statistics, and trends, critically analyze data, and apply towards community need assessments, grant applications, and policies and programs.
- Propose a community-based health intervention.
- Identify inclusive strategies to engage community members and organizations in community-based needs assessments and health promotion interventions and design, implement, and evaluate CLAS-related activities (e.g. community-based participatory research/participatory learning and action, reality-based research).
Learning Outcomes

- Apply principles and practices of health equity at an organizational level.
- Engage in collaborative work emphasizing skills in research, creativity, organizing, problem solving, leading, teaming and delegating.

Activity

Student teams create a hypothetical health-related organization in which they collaboratively identify goals and strategies and complete business policies and plans to include the following:

- Summarize the hypothetical organization.
- Establish mission/goals of the organization.
- Identify health disparities specific to the community being served.
- Explore means for recruiting, retaining and promoting a diverse staff representing demographics of the service area.
- Incorporate tools for effective practices of cultural competence and sensitivity.
- Explain organization’s strategies to ensure linguistically appropriate health service delivery.
- Incorporate language assistance services.
- Develop examples of patient-centered communication materials geared toward groups represented in the service area.
- Secure a coaching plan to ensure ongoing education and training for staff in health equity, health literacy and cultural competence.
- Develop an evaluation plan to ensure Culturally and Linguistically Appropriate Services in Health and Health Care (CLAS) Standards are being met.
- Describe inclusive strategies to engage community members and systems in the organization’s decision-making.

This organizational Work Plan addressing the above can be prepared as a PowerPoint to be shared during class time or on-line and/or presented as a written document.

Student Assessment

To assess student team performance, base success on the following:

Does the team draw decisions based on sound principles and practices of health equity, health literacy, and cultural competence.

Is project complete and comprehensive?

Are ideas, policies, and plans clear and practical - Are they implementable - Will they be effective?

Do you see creativity? Is teamwork evident?

Creating a project rubric is encouraged to set expectations and objectively measure team success.
Resources
For fundamentals on Health Equity, Cultural Competence and Health Literacy, utilize items from Resources listed in previous Learning Activities.

Think Cultural Health CLAS Standards HHS.gov
https://thinkculturalhealth.hhs.gov/clas/standards


Suggested Placement within Curriculum
This team project will challenge the student who has completed several of the other Health Equity Learning Activities, thus taking their learning to a higher level. Placing this activity later in the healthcare curriculum is ideal. Components of the activity require critical thinking, developed leadership and teaming skills, as well as a basic understanding of systems and organizations in healthcare delivery. Allot ample time for this team project to ensure student success.