



# Advisory Committee on Training in Primary Care Medicine and Dentistry (ACTPCMD)

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Fitzhugh Mullan  
Institute for Health  
Workforce Equity

THE GEORGE WASHINGTON UNIVERSITY



## Acknowledgements

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VISION

Our vision is a world in which ***a diverse health workforce has the competencies, opportunities, and courage to ensure everyone can achieve their full health potential***

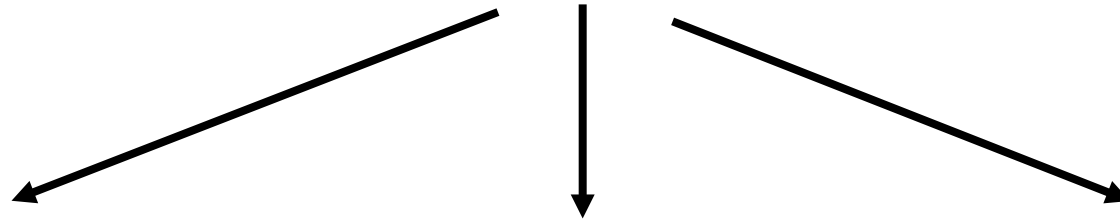
We call this *Health Workforce Equity*.

# Theory of Health Workforce Equity Change



What do we mean by social mission?

“The **social mission of a health professions school** is the contribution of the school in its mission, programs, and the performance of its graduates, faculty and leadership in advancing health equity and addressing the health disparities of the society in which it exists.”



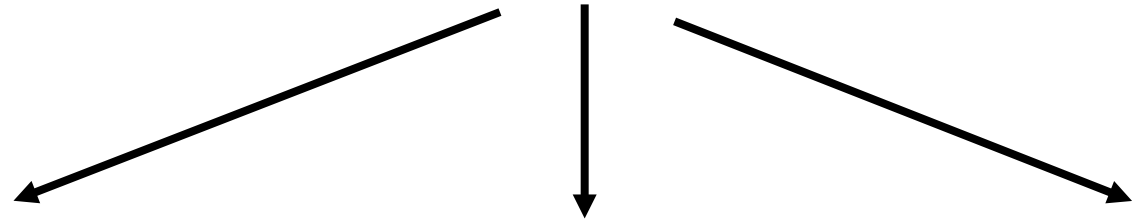
**Diverse Workforce**

**“High need” Practice**

**Training to address societal needs**



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# Diversity Index Formula



Workforce: 
$$\frac{\text{Diversity of current health workforce (ACS)}}{\text{Diversity of total workforce (ACS) (Pop 20 to 65)}}$$

Pipeline: 
$$\frac{\text{Diversity of the pipeline (IPEDS)}}{\text{Diversity of population age 20 to 35 (ACS)}}$$

- Example:
  - In 2018, 12% of the total workforce was Black/African American.
  - If 6% of RNs were Black/African American, **then DI = 0.5** → *underrepresentation*
  - If 12% of Registered Nurses (RNs) were Black/African American, **then DI = 1** → *equal representation*



# Black Dental Graduate Diversity Index = .36

## % Black Dental Grads by School, 2017-2019

### Highest Percent Black

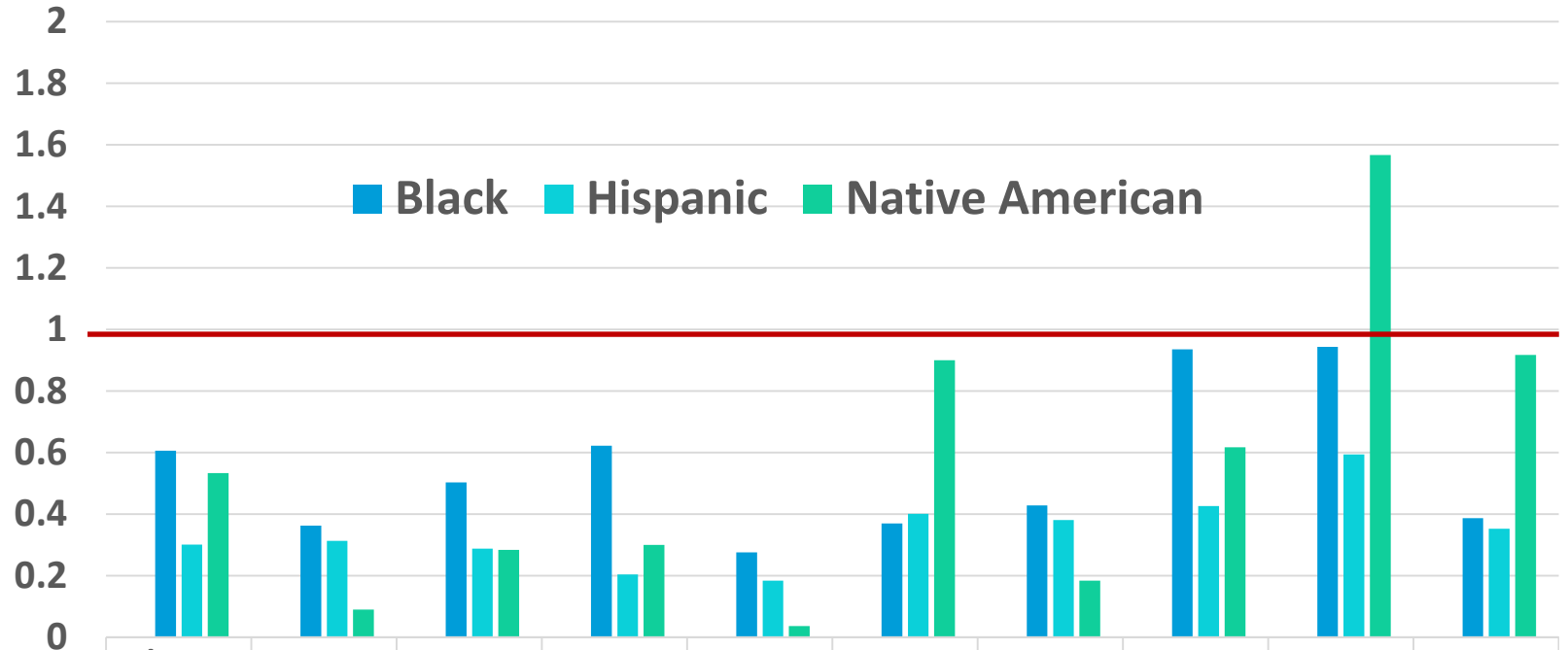
Meharry Medical College	77.1%
Howard University	54.1%
East Carolina University	16.6%
Univ of Maryland, Baltimore	12.3%
UNC at Chapel Hill	11.4%
University of Mississippi	11.3%
Texas A & M-College Station	11.3%
Augusta University	10.5%
Univ Alabama at Birmingham	8.0%
Rutgers -New Brunswick	7.6%
Loma Linda University	6.7%

### Lowest Percent Black

Univ California-Los Angeles	1.1%
Western Univ of Health Sciences	1.1%
Nova Southeastern University	0.9%
Midwestern Univ-Downers Grove	0.8%
Univ Washington-Seattle Campus	0.5%
University of the Pacific	0.4%
Roseman Univ of Health Sciences	0.0%
University of New England	0.0%
Oregon Health & Science Univ	0.0%
Univ Nebraska Medical Center	0.0%
University of Utah	0.0%



# Health Workforce Diversity Index: By Profession



	Advanced Practice Registered Nurses	Dentists	Occupational Therapists	Pharmacists	Physical Therapists	Physician Assistants	Physicians	Registered Nurse	Respiratory Therapists	Speech-Language Pathologists
Black	0.61	0.36	0.50	0.62	0.28	0.37	0.43	0.94	0.94	0.39
Hispanic	0.30	0.31	0.29	0.20	0.18	0.40	0.38	0.43	0.59	0.35
Native American	0.53	0.09	0.28	0.30	0.04	0.90	0.18	0.62	1.57	0.92

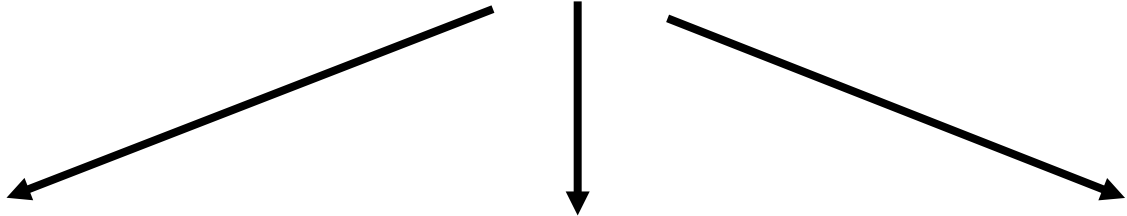


## Community Colleges

- Studies in both medicine and physician assistants show:
  - Important pipeline for diversity
  - Community college applicants less likely to matriculate all else equal
- Opportunity for increasing the pipeline with:
  - Greater coordination between academic medicine and CCs
  - Assess admissions policies to identify any hidden bias

**“High Need”  
Practice**

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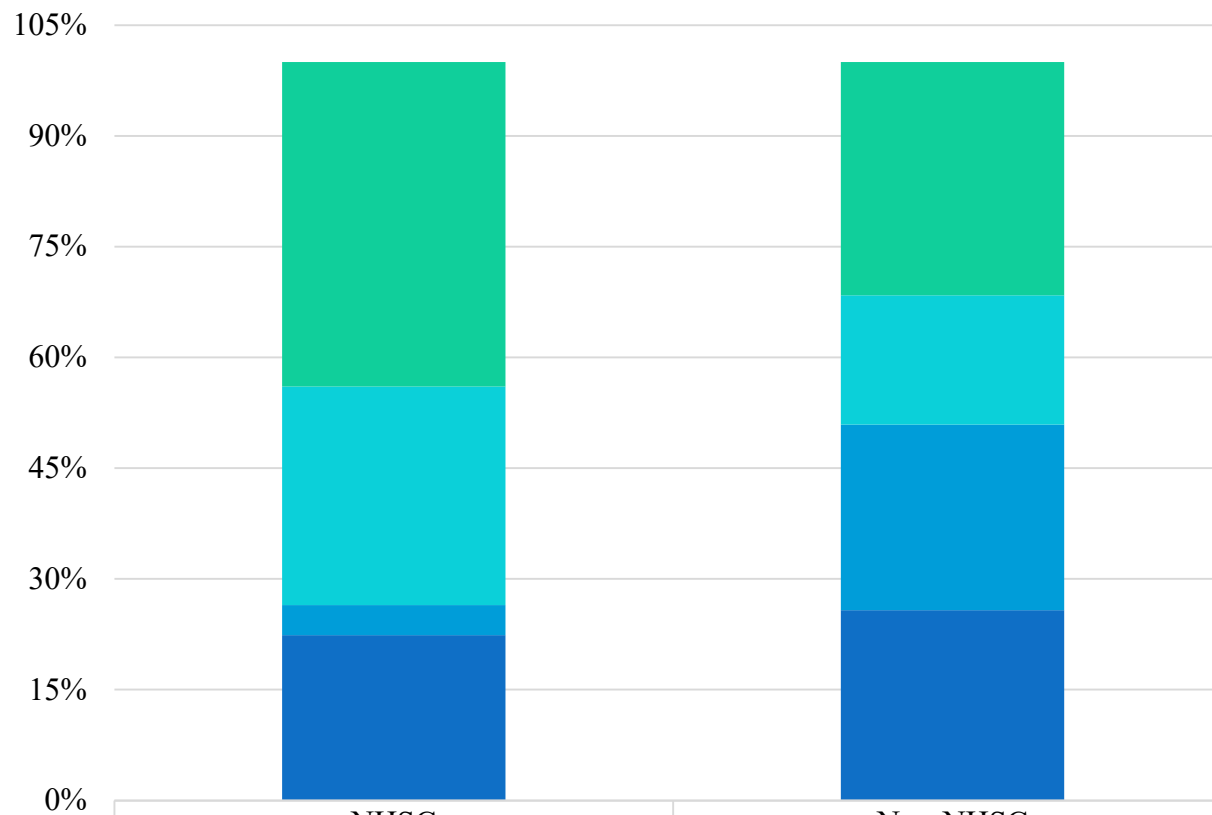


**Diverse Workforce**

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**Training to address  
societal needs**

## Primary Care Provider Configurations in Geographic and Population Health Professional Shortage Areas in 2016, by Profession and NHSC Status

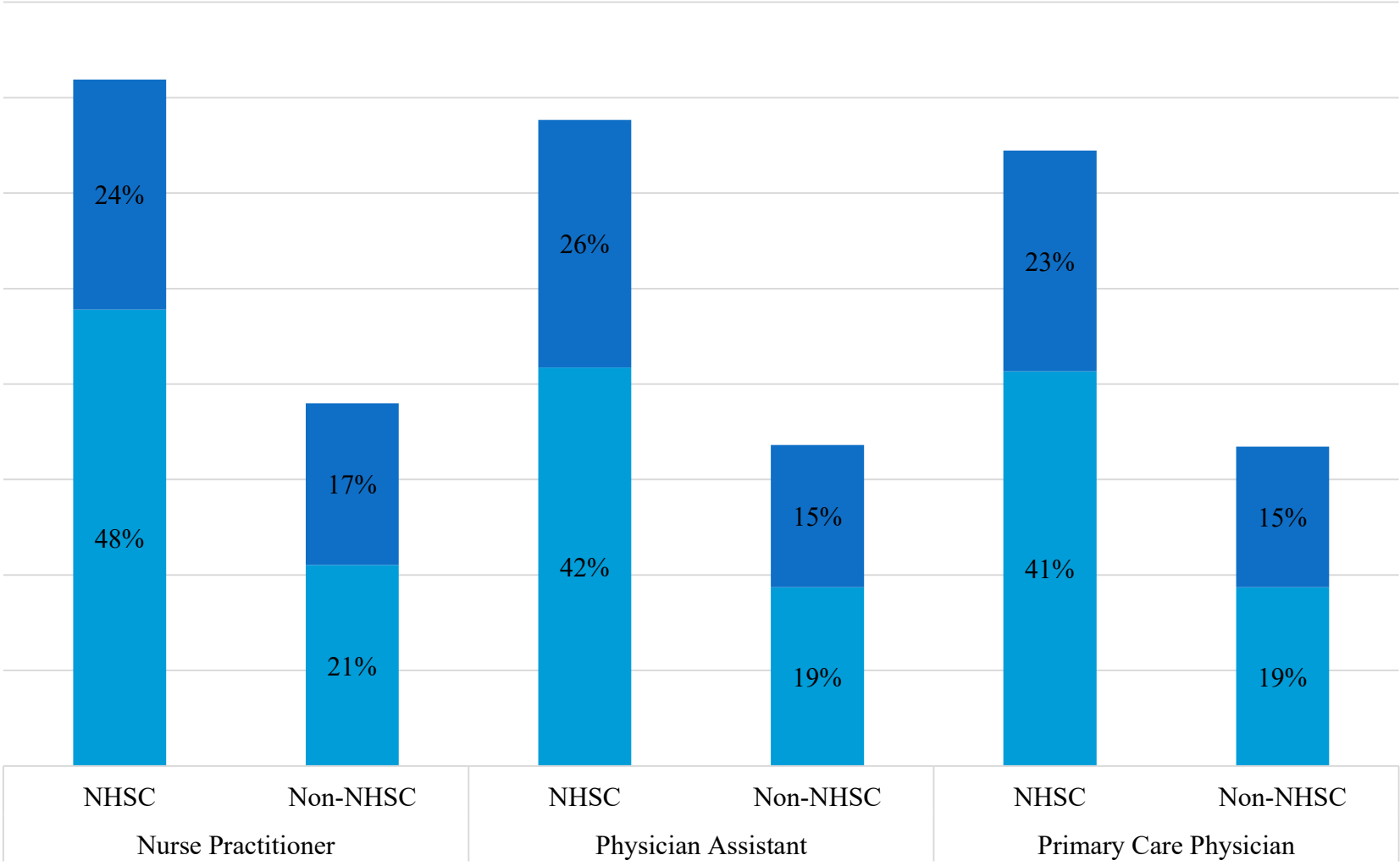


	NHSC	Non-NHSC
Physician Assistant	2,331	51,090
Nurse Practitioner	1,571	28,327
Internist	216	40,634
Family Physician	1,187	41,645



# Percent of Primary Care Providers Practicing in Geographic and Population HPSAs in 2016, by Profession and NHSC Status

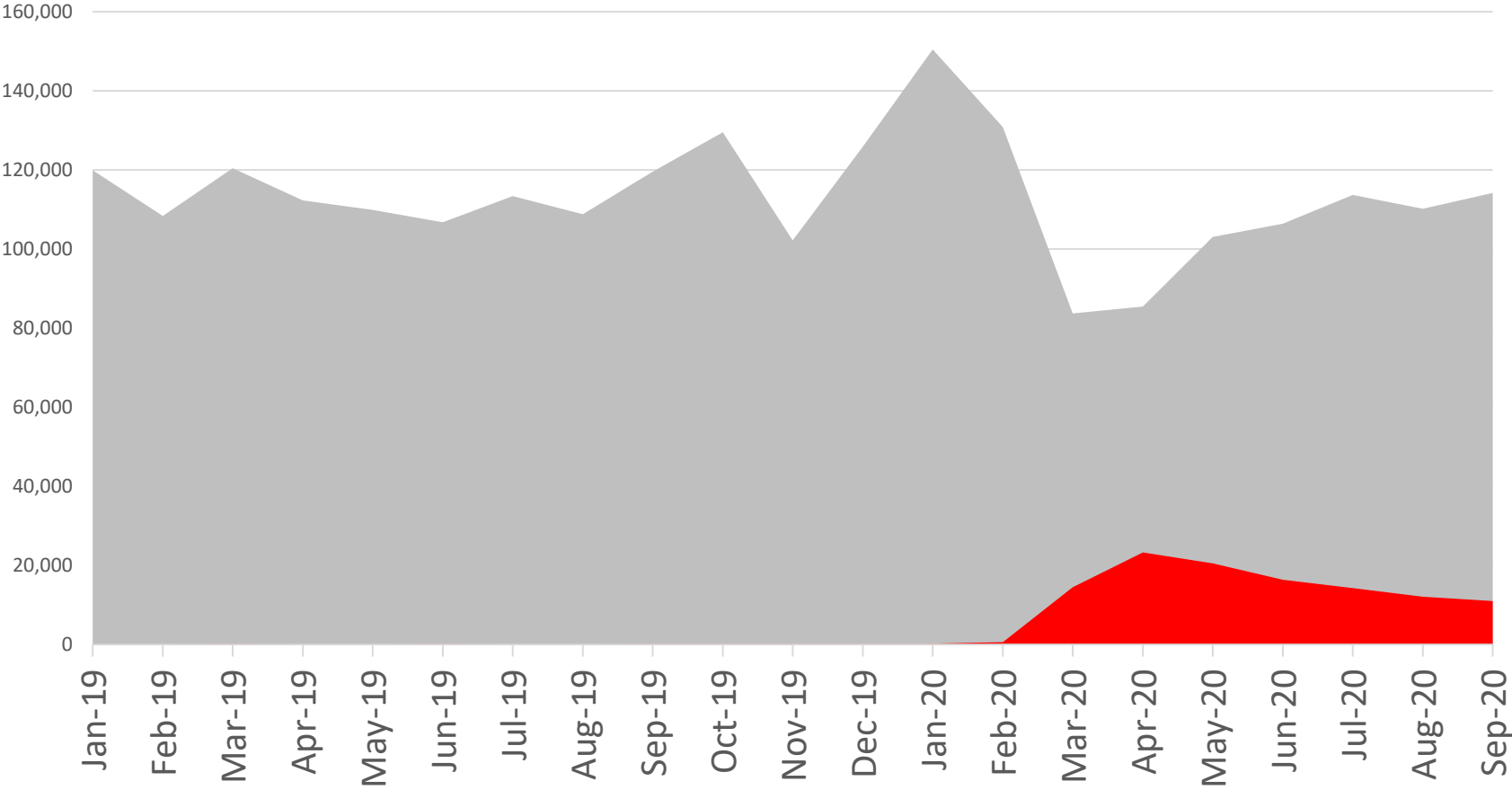
■ High-Need HPSAs ■ Low-Need HPSAs



Sources: Medicare Part D PUF, 2016; NHSC participant roster



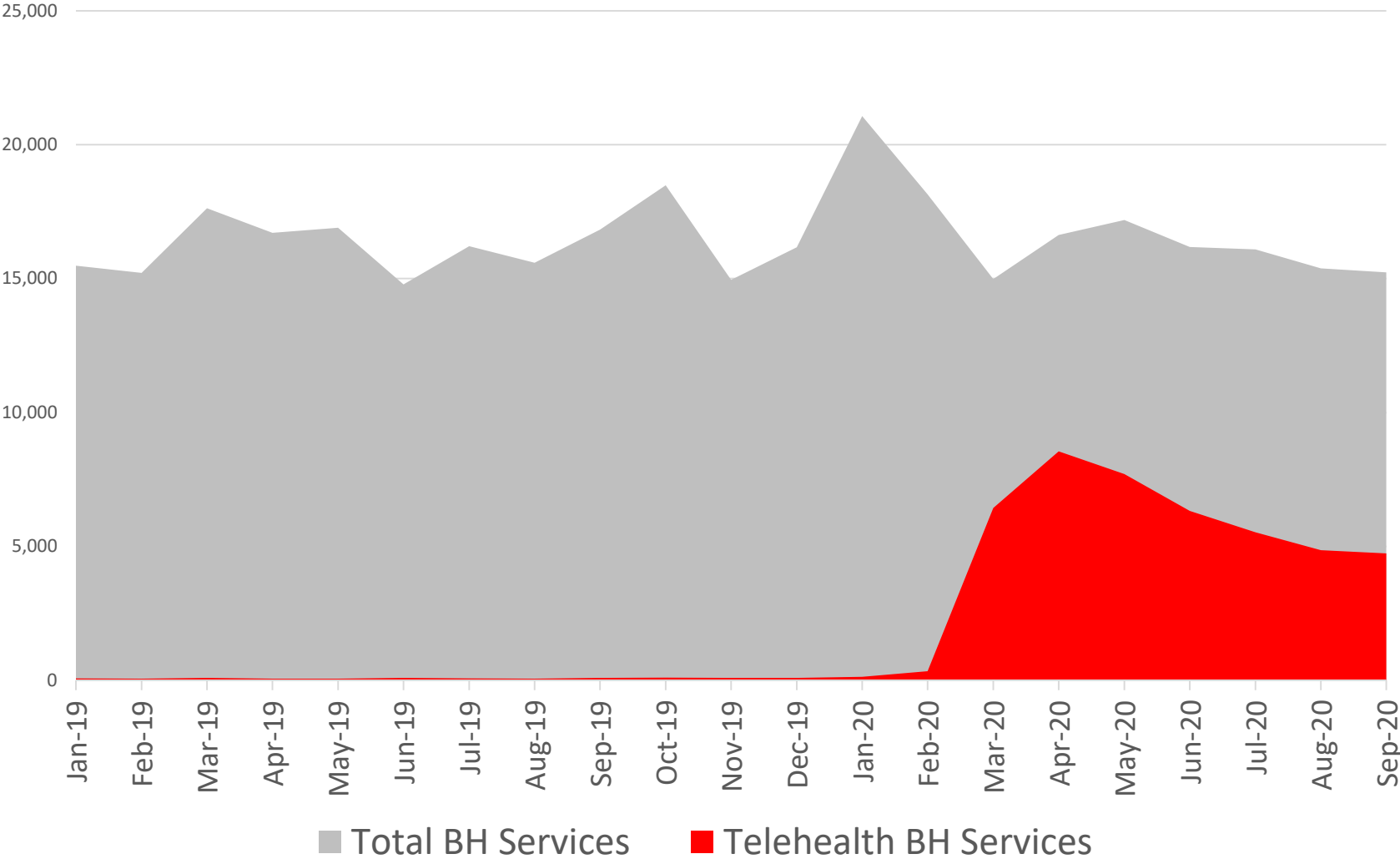
# Medical Services at Community Health Centers (CHCs)



■ Total Medical Services ■ Telehealth Medical Services

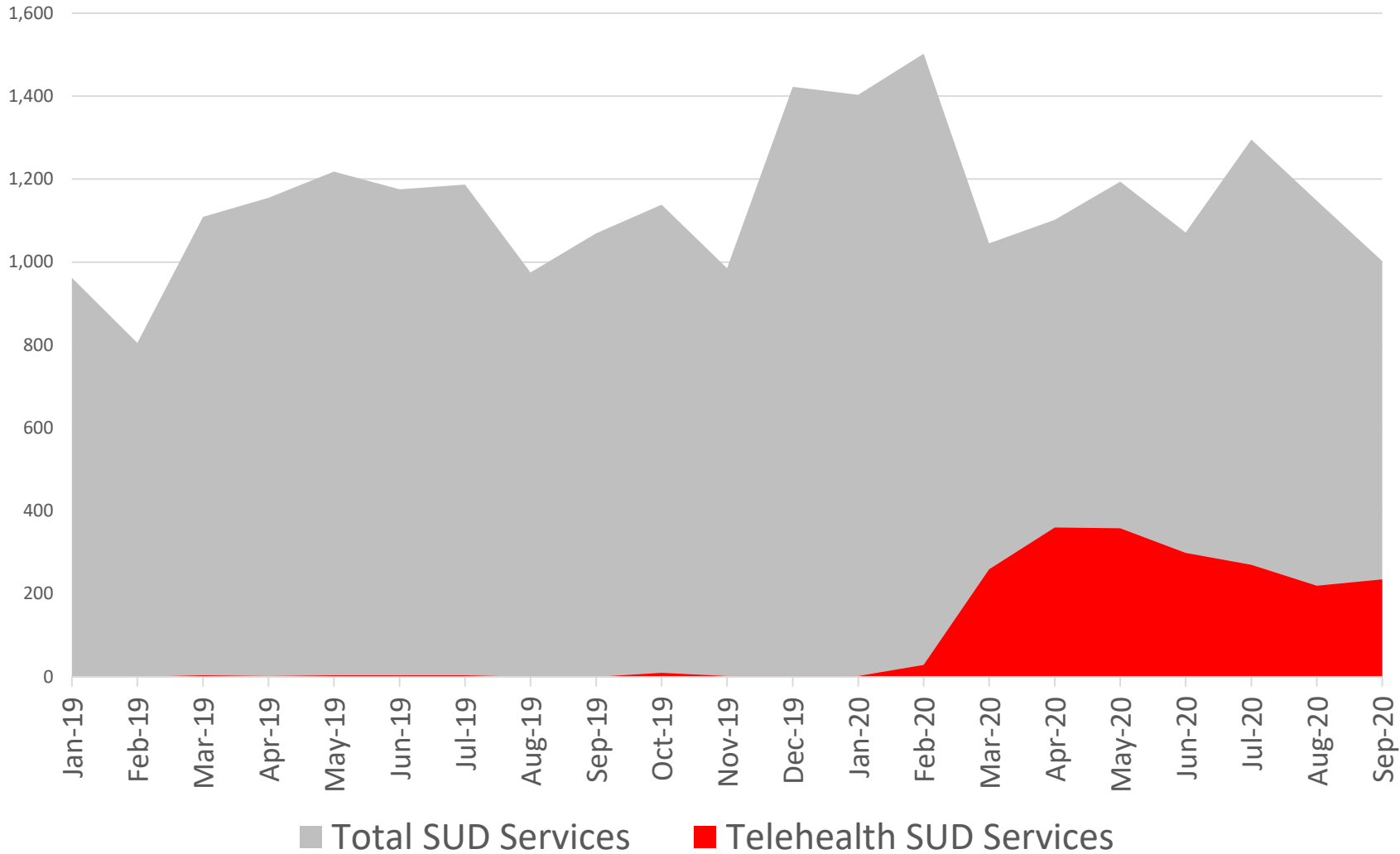
# Telehealth

## Behavioral Health Services at CHCs



# Telehealth

## SUD Services



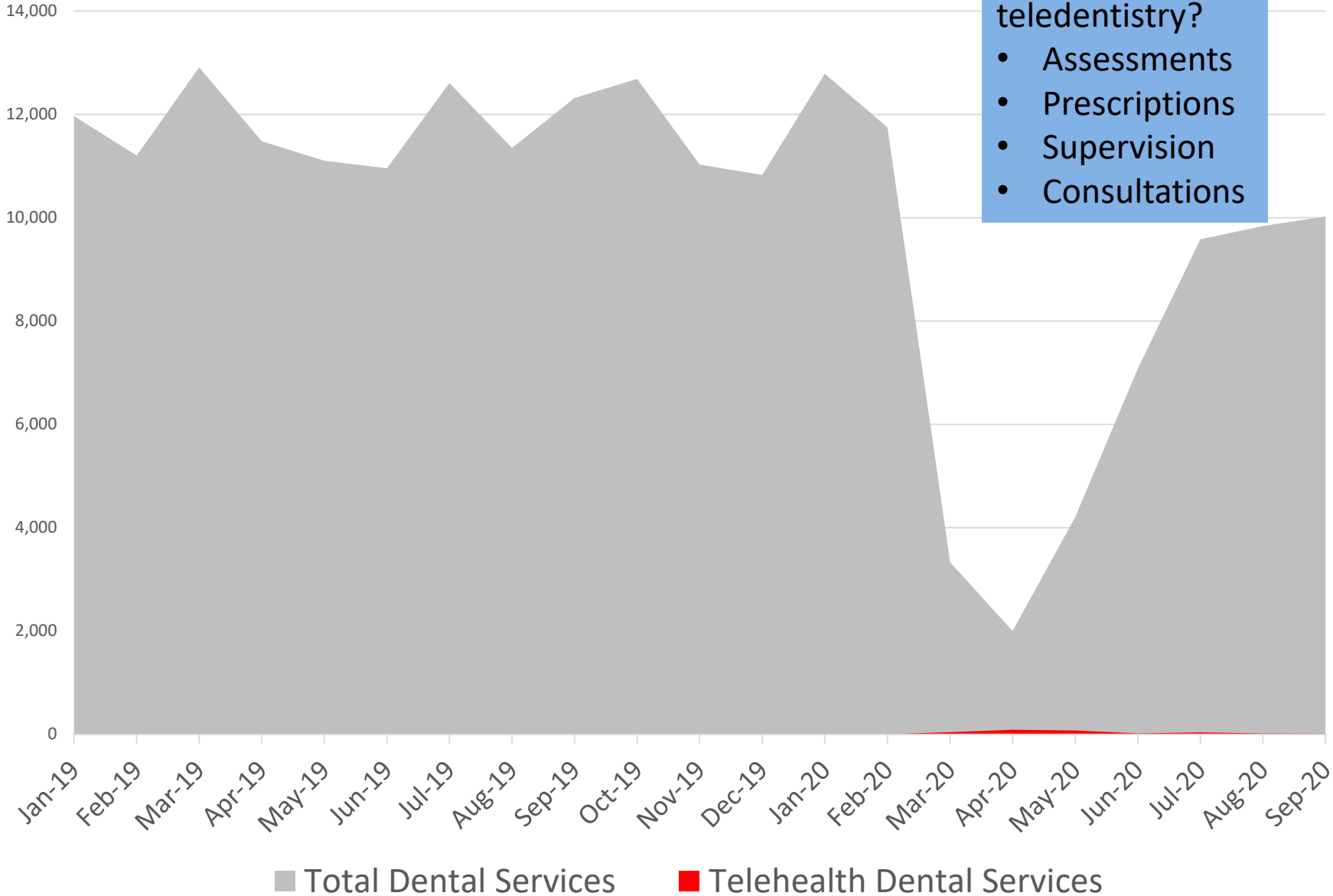


# Telehealth

## Dental Services

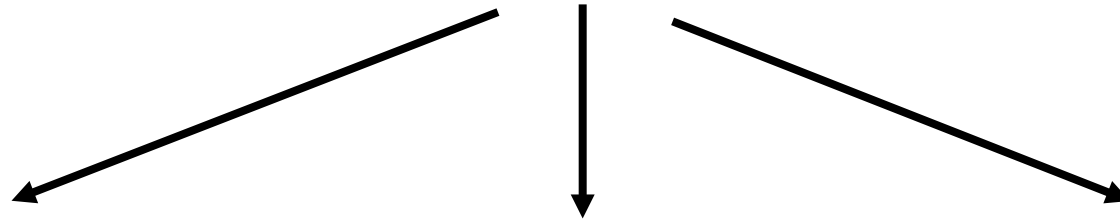
What is teledentistry?

- Assessments
- Prescriptions
- Supervision
- Consultations



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## IPE offerings vary

- Study in progress shows IPE curriculum at new MD/DO schools varies widely (e.g. some schools just offer pre-clinical years, some just during clinical and less than half longitudinal)
- FIU is an experiential model built into family medicine clerkship
- Interprofessional student hotspotting learning collaborative

## Why Accreditation Matters

- The accreditation process improves the quality of health professions education
- Ensures institutional compliance with established “standards”
- Updates to standards have been associated with changes in programs, policies, and outcomes
  
- Key Example: Interprofessional Education



# Social Mission Areas

Area 1 – Curriculum

Area 2 – Extracurricular Activities

Area 3 – Targeted Education

Area 4 – Global Health

Area 5 – School Mission

Area 6 – Curriculum and Community  
Needs

Area 7 – Community Collaborations

Area 8 – Student Diversity

Area 9 – Faculty Diversity

Area 10 – Academic Leadership Diversity

Area 11 – Pipeline Programs

Area 12 – Student Training

Area 13 – Faculty Training

Area 14 – Student-Run Clinics

Area 15 – Student Activism

Area 16 – Faculty Activism

Area 17 – Primary Care

Area 18 – Research Focus

# Sample Standards: Curriculum (Area 1)

## ACEN

4.6: The curriculum and instructional processes reflect educational theory, [interprofessional collaboration](#), research, and current standards of practice.

## ACPE

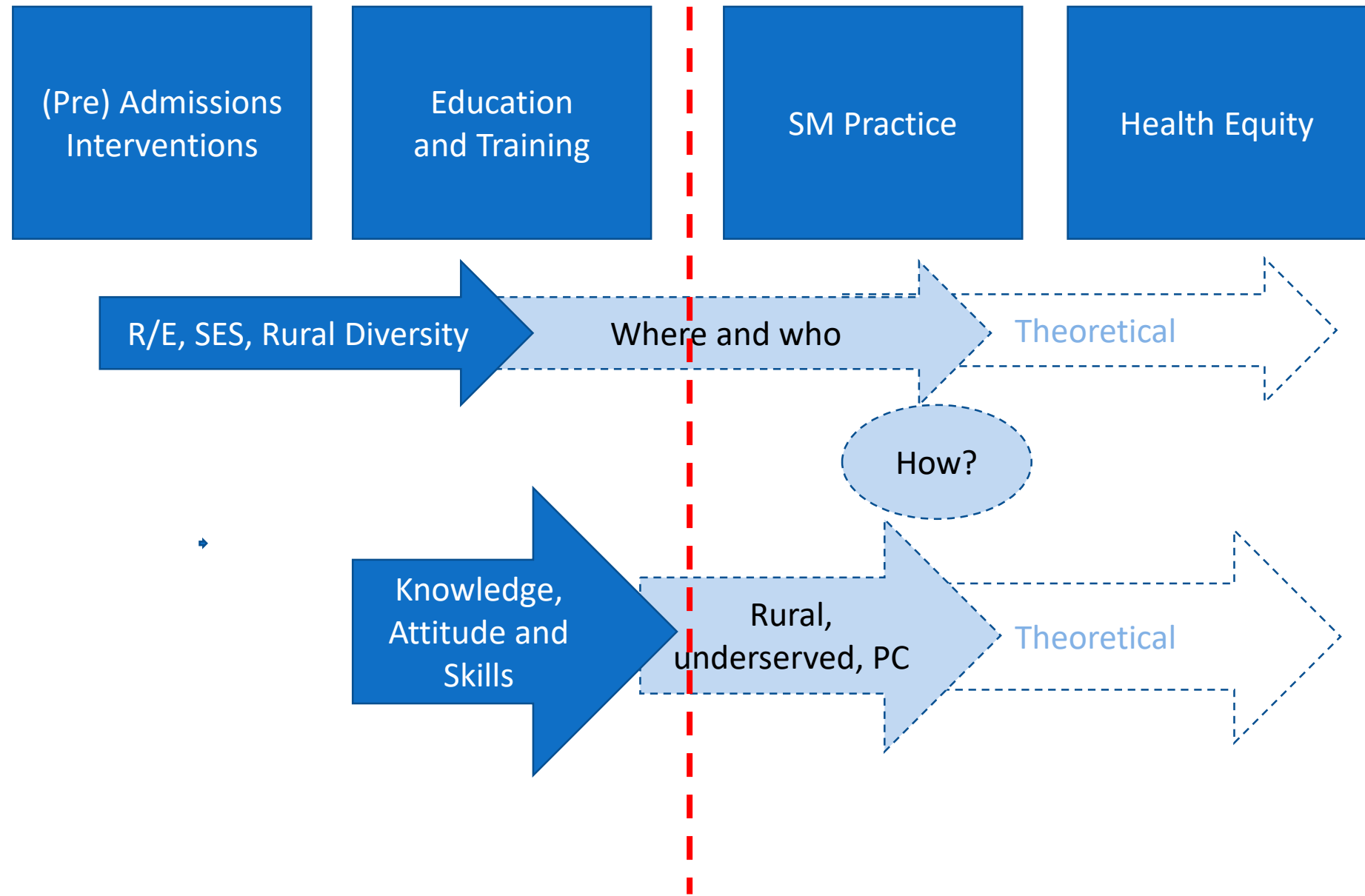
11.2: Interprofessional team education – To advance collaboration and quality of patient care, the [didactic and experiential curricula](#) include opportunities for students to learn about, from, and with other members of the [interprofessional healthcare team](#). [Through interprofessional education activities](#), students gain an understanding of the abilities, competencies, and scope of practice of team members. Some, but not all, of these educational activities may be simulations.

## Sample Standards: Mission (Area 5)

### CACMS

1.1.1: A medical school is committed to address the priority health concerns of the populations it has a **responsibility to serve**. The medical school's **social accountability** is: a) **articulated in its mission statement**; b) fulfilled in its educational program through admissions, curricular content, and types and locations of educational experiences; c) evidenced by specific outcome measures.

# Social Mission Research





*“Health workforce policy is increasingly a health equity battlefield.” – Fitzhugh Mullan*

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