

Session # C5

### Diversifying the Integrated Care Workforce: A Call to Action

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CFHA Annual Conference  
October 17-19, 2019 • Denver, Colorado



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Faculty Disclosure

The presenters of this session have **NOT** had any relevant financial relationships during the past 12 months.



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Conference Resources

Slides and handouts shared by our conference presenters are available on the CFHA website at [https://www.cfha.net/page/Resources\\_2019](https://www.cfha.net/page/Resources_2019) and on the conference mobile app.





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## Learning Objectives

At the conclusion of this session, the participant will be able to:

- Describe benefits associated with a more diverse healthcare workforce.
- List strategies associated with increased recruitment and retention of underrepresented minorities in health professions.
- Apply strategies to recruit, retain and support underrepresented minority providers in integrated care settings.



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## Bibliography / Reference

1. Buche, J., Beck, A. J., & Singer, P. M. (2017). Factors Impacting the Development of a Diverse Behavioral Health Workforce. [http://www.behavioralhealthworkforce.org/wp-content/uploads/2017/05/FA2P1\\_WorkforceDiversity\\_Final-Report.pdf](http://www.behavioralhealthworkforce.org/wp-content/uploads/2017/05/FA2P1_WorkforceDiversity_Final-Report.pdf)
2. Human Resource & Services Administration (2016). Supporting Diversity in the Health Professions. Rockville, MD: U.S. Department of Health and Human Services. <https://www.hrsa.gov/advisorycommittees/bhpradvisory/cogme/Publications/diversityresourcepaper.pdf>
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5. McDougle, L., Way, D. R., Lee, W. K., Morfin, J. A., Mavis, B. E., Matthews, D., ... Clinchot, D. M. (2015). A national long-term outcomes evaluation of US premedical postbaccalaureate programs designed to promote health care access and workforce diversity. *Journal of Health Care for the Poor and Underserved*, 26(3), 631–647. doi:10.1353/hpu.2015.0088
6. U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis (2017). *Sex, Race, and Ethnic Diversity of U.S. Health Occupations (2011-2015)*. Rockville, Maryland.
7. Callahan, J.L., Smotherman, J.M., Dziszynski, K.E., Love, P.K., Kilmer, E.D., Niemann, Y.F., & Ruggero, C.J. (2018). Diversity in the professional psychology training-workforce-pipeline: Results from doctoral psychology student population data. *Training and Education in Professional Psychology*, 12(4), 273-285.



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## Learning Assessment

- A learning assessment is required for CE credit.
- A question and answer period will be conducted at the end of this presentation.



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Session Ground Rules

- Respect confidentiality of others
- Listen actively and respectfully
- Speak from your own experience
- Avoid generalizations and assumptions
- Any other suggestions?

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Pair & Share

What about the session topic made you want to learn more or connect with others?



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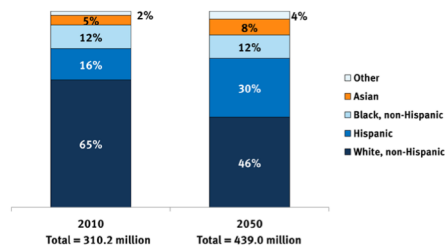
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Distribution of U.S. Population by Race/Ethnicity, 2010 and 2050



NOTES: All racial groups non-Hispanic. Other includes Native Hawaiians and Pacific Islanders, Native Americans/Alaska Natives, and individuals with two or more races. Data do not include residents of Puerto Rico, Guam, the U.S. Virgin Islands, or the Northern Mariana Islands.  
SOURCE: U.S. Census Bureau, 2008, Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States July 1, 2000 to July 1, 2050. <https://www.census.gov/prod/2008pubs/c2k8br01-02a.pdf>

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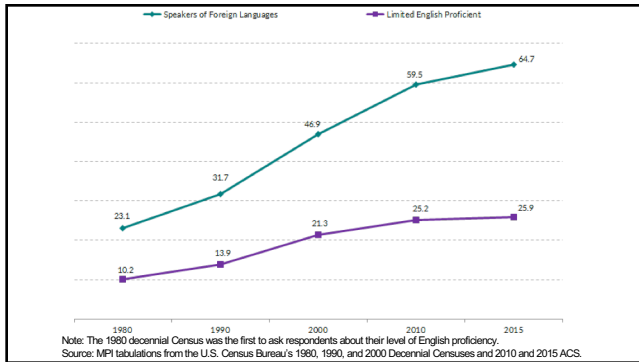
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Rank	Languages Spoken at Home	Total	Bilingual Share (%)	LEP Share (%)
	<b>Total</b>	<b>64,716,000</b>	<b>60.0</b>	<b>40.0</b>
1	Spanish or Spanish Creole	40,046,000	59.0	41.0
2	Chinese	3,334,000	44.3	55.7
3	Tagalog	1,737,000	67.6	32.4
4	Vietnamese	1,468,000	41.1	58.9
5	French	1,266,000	79.9	20.1
6	Arabic	1,157,000	62.8	37.2
7	Korean	1,109,000	46.8	53.2
8	German	933,000	85.1	14.9
9	Russian	905,000	56.0	44.0
10	French Creole	863,000	58.8	41.2

Notes: Chinese includes Chinese, Mandarin, and Cantonese; French includes Patois and Cajun; German includes Pennsylvania Dutch.  
Source: Migration Policy Institute (MPI) tabulation of data from the U.S. Census Bureau 2015 American Community Survey (ACS).

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### Health Disparities

Health disparities continue to disproportionately impact minority communities:

- Higher infant mortality rates
- Lower life expectancy
- Higher age-adjusted mortality rates
- Higher rates of chronic illnesses

National Academies of Sciences, Engineering, and Medicine. 2017. Communities in action: Pathways to health equity. Washington, DC: The National Academies Press. doi: 10.17226/24624.

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Mental Health Disparities

Compared with the majority population, members of racial and ethnic minority groups are:

- **Less likely** to have access to mental health services
- **Less likely** to use community mental health services
- **More likely** to use inpatient hospitalization and emergency rooms
- **More likely** to receive lower quality care.

(Wang, et al., 2005; Samnaliev, et al., 2009; Alegria, et al., 2008)

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Workforce Development

Two identified solutions:

1. Increase training in cultural and linguistic competencies for the existing workforce.
2. Increase efforts to diversify the workforce by addressing the training-to-workforce pipeline.
  - Racial and ethnic diversity among health professionals is associated with better access to healthcare and improved healthcare quality for underserved populations (Human Resource & Services Administration (2016).
  - Healthcare professionals who identify as part of a minority group are more likely to practice in underserved communities with higher service needs (Buche, Beck & Singer, 2017).

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Table 1. Example of Underrepresentation in the Health Professions.

Profession	Race/Ethnicity	Percentage in the Healthcare Workforce %	Percentage in the U.S. Population %	Considered Underrepresented?
Physicians	Hispanic (all races)	6.0	16.6	Yes
	Non-Hispanic Black or African American	5.3	12.3	Yes
	Non-Hispanic Asian	20.0	4.8	No
	Non-Hispanic American Indian or Alaska Native	0.2	0.7	Yes
	Non-Hispanic Native Hawaiian	0.03	0.2	Yes
	Non-Hispanic White	72.2	63.2	No
	Multiple races	1.4	2.2	Yes
Registered nurses	Hispanic (all races)	5.4	16.6	Yes
	Non-Hispanic Black or African American	10.7	12.3	No
	Non-Hispanic Asian	8.8	4.8	No
	Non-Hispanic American Indian or Alaska Native	0.4	0.7	Yes
	Non-Hispanic Native Hawaiian	0.1	0.2	Yes
	Non-Hispanic White	78.6	63.2	No
	Multiple races	2.2	2.2	No

Source: U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. Sex, Race, and Ethnic Diversity of U.S. Health Occupations (2010-2013). Rockville, Maryland: 2014.

Published in: Camacho, A., Zangaro, G., & White, K.M., 2015.

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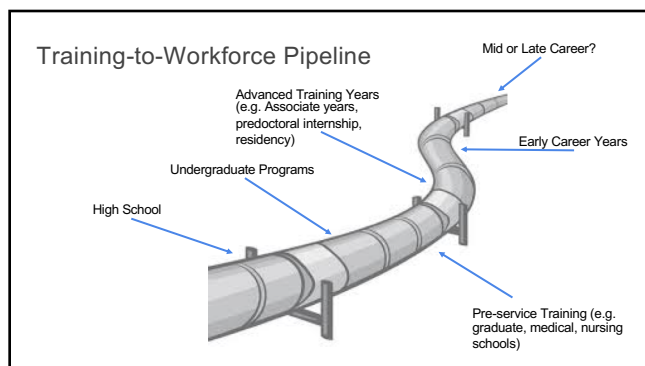
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Table 2. Behavioral Health Occupations by Race/Ethnicity, 2011-2015				
Race/Ethnicity	U.S. Population (%) <sup>1</sup>	Counselors (%) <sup>2</sup>	Social Workers (%) <sup>2</sup>	Psychologists (%) <sup>2</sup>
Non-Hispanic White	62.3	64.6	60.6	83.6
Hispanic/Latinx	17.1	10.7	12.0	5.0
Black	12.6	18.8	21.5	5.3
Asian	5.1	2.8	3.0	4.3
American Indian/ Alaskan Native	0.8	0.8	0.8	0.2
Native Hawaiian and Other Pacific Islander	0.2	0.1	0.1	0.0
Multiple/ Other Race	3.0	2.2	2.0	1.6

Sources: <sup>1</sup>U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates; <sup>2</sup>U.S. Department of Health and Human Services (2017), Callahan et al. (2018).

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Potential Strategies
<ul style="list-style-type: none"> <li>- <a href="#">High school outreach</a></li> <li>- Targeted outreach and recruitment at <a href="#">Minority Serving Institutions</a> (e.g. HSIs, HBCUs) and <a href="#">BA/BS to MD pipeline programs</a></li> <li>- Holistic admissions, including discussion about <a href="#">racial/ethnic biases in tests</a> like GRE</li> <li>- Increased financial assistance</li> <li>- Meaningful mentorship</li> <li>- Diversification of faculty</li> <li>- Social support efforts (e.g. community building)</li> <li>- Curriculum changes (e.g. courses about working with underserved communities, health disparities)</li> <li>- <a href="#">Diversity Plans</a> or Statements</li> </ul>

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Complexity of being an “Ally”

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Funding Opportunities

[Federal Grants](#) and [School-based Loans and Scholarship Programs](#)

State Healthcare Workforce Efforts (e.g. [California](#), [California Wellness Foundation](#), [Rural Health](#))

Professional Organization or Discipline-Specific Funding (e.g. [MET](#), [Social Work](#), [Psychology](#), [Medical Education](#))

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Activity

What questions could you ask at your home institution to better understand the culture around diversity, inclusion, and equity?

What suggestions could you make to improve the diversity of your faculty, staff, students/trainees?

What resources do you have access to that you could leverage to start promoting (small) institutional change?

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Questions?



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Session Survey

Use the CFHA mobile app to complete the survey/evaluation for this session.



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Join us next year in Philadelphia, Pennsylvania! Thank you!

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