



2023 ADEA Diversity, Equity, Inclusion, and Belonging (DEIB) Workshop

Cultivating a Psychologically Safe Oral Health Environment

October 25, 2023

David L. Lawrence Convention Center
Pittsburgh, PA

Workshop Overview

The ADEA Diversity, Equity, Inclusion and Belonging (DEIB) Workshop provides dental education administrators, faculty, staff, residents, fellows and students with tools and strategies to promote and understand the important role that access, diversity, inclusion, belonging, equity and well-being play in promoting a humanistic environment within academic dentistry and society.

The ADEA DEIB Workshop is a one-day networking and learning symposium organized to help participants understand the scope of the diversity-related Commission on Dental Accreditation (CODA) standards and to assist them in developing mission-driven inclusion and belonging initiatives for their institutions. The small group workshop format affords participants the opportunity to engage in quality discussions, participate in collaborative planning activities and exchange ideas with other participants and presenters.

According to CODA Standard 1-4, a dental school must have policies and practices to:

- Achieve appropriate levels of diversity among its students, faculty and staff;
- Engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds; and
- Systematically evaluate comprehensive strategies to improve the institutional climate for diversity.

According to CODA Standard 1-2, a dental hygiene program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.

Consistent with the above CODA standards, the 2023 ADEA DEIB Workshop will focus on cultivating a psychologically safe and inclusive environment in both academic dentistry and patient care and will explore how employing structural competencies can enhance institutional efforts to cultivate a humanistic learning environment. While cultural awareness and respect for groups that differ from us are important, psychological safety impacts various aspects of the interactions among students, faculty, staff, residents and fellows. In this regard, campus policies, practices and strategies must support environments that encourage questioning, interpersonal risk-taking and innovation, all without the fear of reprisal. Programming that infuses structural competency with actionable steps creates an atmosphere in which students, faculty, staff, residents and fellows recognize, analyze and intervene in the structural factors that impact them and their patients.

Learning Objectives

At the end of the 2023 ADEA DEIB Workshop, participants will be able to:

- Describe implicit and explicit biases that produce systemic and structural inequities.
- Identify various forms of psychological safety.
- Recognize and employ power and privilege to create psychological safety.
- Develop and use empathy as a gateway to psychological safety.
- Create strategies for cultivating psychologically safe environments.

Preliminary Agenda

7:15 – 8:15 a.m.

Joint Networking Breakfast and Registration

8:15 – 8:30 a.m.

Welcome Remarks

Sonya G. Smith, Ed.D., J.D., M.Ed., M.A.

ADEA Chief of Staff; Acting ADEA Chief Diversity Officer

Ana N. Lopez-Fuentes, D.M.D., M.P.H.,

Former Dean and Professor, University of Puerto Rico School of Dental Medicine; Chair of the ADEA Board of Directors

Karen P. West, D.M.D., M.P.H.

ADEA President and CEO

8:30 – 10:30 a.m.

FACTUALITY The Game

Natalie Gillard, M.A.

Founder and Facilitator

FACTUALITY is a facilitated game that creates a comfortable environment for participants to engage in meaningful experiential learning and dialogue around structural inequity. Participants will simulate, discuss and unpack the structural limitations and advantages that coincide with various intersecting identities.

FACTUALITY is played with eight characters of varying intersecting identities and these characters encounter a series of fact-based advantages and limitations based on the intersection of their race, gender, sexual orientation, faith, class, age and ability.

Participants will select a character that differs from how they most closely identify and are then engaged in guided conversations that include, but are not limited to, topics such as (1) racial, gender, religious and sexual orientation discrimination; (2) gender and racial pay gaps; (3) redlining and gentrification; (4) (mental) health disparities; (5) prison disparities; (6) (dis)ability; (7) education inequity; (8) ageism; (5) environmental justice; and (10) intersectionality, all while focused on creating humanistic and psychologically safe academic environments.

Learning Objectives

- Identify the intricacies associated with structural inequality and the crippling cyclical nature of pervasive inequity within communal spaces.
- Analyze the various pre-conceived biases associated with historically excluded groups.
- Develop self-awareness and explore ways to incorporate inclusive rhetoric and language in the dissolution of structural inequality and inequity.

10:30 – 10:45 a.m.

Joint Networking Break

10:45 a.m. – noon

Elements of Psychological Safety

Facilitator

Shindale Seale, Ed.D.

CEO

SEADE Coaching & Consulting LLC

This session is comprised of the four elements of psychological safety—including, learning, contributing, and challenging. Students need to feel safe to engage in classroom interactions free from the fear of embarrassment or ridicule. To create this kind of environment, there must be the opportunity to be included, to learn, to contribute and to challenge within a nurturing atmosphere. Understanding each of these components sets the stage for student engagement and success. Throughout this session, attendees will engage in case studies, scenarios and role-play for each element:

Inclusion Safety: The need to feel part of a group.

Learner Safety: The need to feel safe to experiment and learn.

Contributor Safety: The need to feel safe to contribute to the team.

Challenger Safety: The need to feel safe to challenge the status quo without fear of being embarrassed, marginalized, or punished in some way.

Learning Objectives

- Describe the stages of psychological safety.
- Recognize the characteristics of each stage.
- Identify the signs of psychological safety within students.

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 – 2:45 p.m.

Leveraging Power and Privilege to Create Psychological Safety

This session explores how power and privilege can be employed to create a psychologically safe space for students' academic success. Some of us have unearned advantages and conferred dominance, but instead of denying these characteristics, let's use them. Participants will learn various strategies for becoming allies in the quest for cultivating safe spaces.

Learning Objectives

- Describe the elements of power and privilege.
- Recognize how power and privilege show up in our lives.
- Identify strategies for achieving psychological safety through power and privilege.

2:45 – 3:00 p.m.

Joint Networking Break

3:00 – 3:45 p.m.

Psychological Safety Through Empathy

This session explores how empathy can be employed to create a psychologically safe space for students' academic success. The ability to demonstrate that you recognize your students' perspectives, whether you agree or not, certainly contributes to connection, trustworthiness and psychological safety. Participants will learn various strategies for building empathy within themselves and using it as a gateway to create psychological safety in the classroom.

Learning Objectives

- Describe the elements of empathy.
- Explain how to develop empathy within yourself and your students.
- Identify best practices for using empathy to create psychologically safe academic environments.

3:45 – 4:45 p.m.

Mitigating Barriers to Dental Students' Success

This session provides participants with the opportunity to practice strategies for mitigating barriers that are specific to dental students' success. Through the framework of psychological safety, participants will engage in role play and scenario-based learning to emphasize growth and skills-building in students.

Learning Objectives

- Identify barriers that are specific to dental students' success.
- Learn strategies for mitigating the barriers.
- Craft guiding principles for a psychologically safe classroom.

4:45 – 5:00 p.m.

Closing Remarks and Adjourn to Poster Reception

Sonya G. Smith, Ed.D., J.D., M.Ed., M.A.
ADEA Chief of Staff; Acting ADEA Chief Diversity Officer

5:00 – 6:00 p.m.

Joint Networking Poster Reception

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