

Oral Health Literacy and Practice in US Dental Hygiene Programs: A National Survey

Q1 Thank you for your participation in my research! The purpose of this survey to explore oral health literacy education in US dental hygiene education programs and to identify what barriers may prevent the incorporation of oral health literacy education into program curriculum. This research could help to inform current practices in the education and training of dental hygienists on topics related to oral health literacy.

Participation is voluntary and all responses will be confidential. This survey consists of 23 questions and will take approximately 10-15 minutes of your time. The U-M Institutional Review Board for Health and Behavioral Sciences (IRB) deemed this study exempt from oversight (HUM00189411). Results from this study may be published outside of the University of Michigan. For any questions or concerns, please contact me at lawlerh@umich.edu.

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Start of Block: Default Question Block

Q2 Please select the role that best describes your current position in your dental hygiene program.

- Program administrator (1)
 - Course director (2)
 - Clinical faculty (3)
 - Other, please describe (5) _____
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Q3 What is the terminal degree offered by your dental hygiene program?

- Certificate (1)
 - Associate (2)
 - Bachelor (3)
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Q4 In what state is your program located?

Q5 The ADA defines oral health literacy as the degree to which individuals have the capacity to obtain, process and understand basic health information needed to make appropriate oral health decisions.

How confident are you in your own knowledge of oral health literacy?

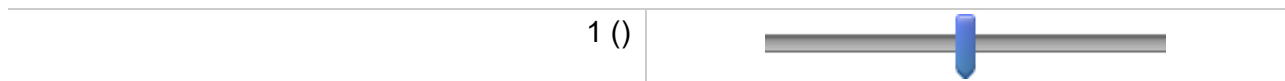
- Not at all confident (1)
- Somewhat confident (2)
- Confident (3)
- Very confident (4)
- Completely confident (5)

Q6 Where did you receive information on oral health literacy? (Select all that apply)

- Graduate program (1)
 - Bachelor program (2)
 - Associate program (3)
 - Professional development (4)
 - Continuing education course (5)
 - Dental profession magazine (6)
 - I have received no information (11)
 - Other, please explain (8)
-

Q7 Please provide your best estimate of the percentage of patients in your clinic who are low oral health literate.

0 10 20 30 40 50 60 70 80 90 100



Q8 In relation to the other curricular requirements for your dental hygiene students, how important is oral health literacy?

- Not at all important (1)
 - Somewhat important (2)
 - Important (3)
 - Very important (4)
 - Extremely important (5)
-

Q9 Is the topic of oral health literacy included in your program's curriculum?

- Yes (4)
 - No (5)
-

Q10 Which aspects of oral health literacy are included into your dental hygiene program's curriculum? (Select all that apply)

- Identification of low oral health literacy (1)
 - Communication strategies to mitigate negative effects of low oral health literacy (2)
 - Outcomes of low oral health literacy (3)
 - Differentiate the types of oral health literacy (functional, interactive, and critical health literacy) (4)
 - Measures of reading level and oral health literacy (5)
 - Oral health literacy is not included in our curriculum (6)
 - Other (7)
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Q11 In which subject areas do you include oral health literacy? (Select all that apply)

- Cultural competency (1)
 - Communication (2)
 - Community Health (3)
 - Clinical (4)
 - Special needs (5)
 - Service learning (6)
 - Motivational interviewing (7)
 - None (8)
 - Other, please explain (9)
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Q12 In your program, do you specifically link low oral health literacy to oral health outcomes?

- Yes (1)
 - No (2)
-

Q13 Are your students taught to assess patients for low oral health literacy?

- Yes (1)
 - No (2)
-

Q14 Do students use formal tests or measures of health literacy or oral health literacy?

Yes (1)

No (2)

Skip To: Q15 If Do students use formal tests or measures of health literacy or oral health literacy? = Yes

Q15 Which measures of health literacy or oral health literacy do you use? (Select all that apply)

Rapid Estimate of Adult Literacy in Medicine (REALM) (1)

Test of Functional Health Literacy in Adults (TOHFLA) (2)

Oral Health Literacy Assessment in English (OHLA-E) (3)

Oral Health Literacy Test in Spanish (OHLA-S) (4)

Comprehensive Measure of Oral Health Knowledge (CMOHK) (5)

Newest Vital Sign (NVS) (6)

Schwartz-Woloshin Numeracy Test (7)

Wide Range Achievement Exam (8)

None (10)

Other, please explain (9)

Q16 Which forms of communication are dental hygiene students taught to use with patients?
(Select all that apply)

- Oral (1)
 - Written (2)
 - Models and illustrations (3)
 - Videos (4)
 - Interpreter services (5)
 - None (6)
 - Other, please explain (7)
-

Q17 Which communication strategies are the dental hygiene students taught to use with patients? (Select all that apply)

- Limit concepts presented (1)
 - Use illustrations or models (2)
 - Provide educational brochures (3)
 - Ask if a family member or caregiver needed (4)
 - Provide language appropriate written materials (5)
 - Use plain language (6)
 - Underline key points on the print material (7)
 - Complete with a follow-up call (8)
 - Read instructions out loud (9)
 - Write out verbal instructions (10)
 - Use the teach-back method (11)
 - None (12)
 - Other, please explain (13)
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Skip To: Q18 If Which communication strategies are the dental hygiene students taught to use with patients? (Sele... = Limit concepts presented

Q18 Are students taught to assess patient forms or health education materials for reading level?

Yes (1)

No (2)

Q19 How do students communicate with a patient that has limited or no English-speaking skills?
(Select all that apply)

A faculty or student who speaks the language (1)

Printed literature in the patient's native language (2)

A patient's child (3)

Other family member, caregiver, or friend who accompanied the patient (4)

A phone call to a relative or friend or the patient who speaks English (5)

A professional translating services (6)

Make the best of it by pointing and using illustrations and models (7)

None (8)

Other, please explain. (9)

Q20 Which of the following barriers to oral health literacy are addressed in your dental hygiene curriculum? (Select all that apply)

- Level of educational (1)
 - Immigration status (2)
 - Physical or cognitive disabilities (3)
 - Cultural factors (4)
 - Limited English (5)
 - Reading skills (6)
 - Oral and aural ability (7)
 - Numeracy ability (8)
 - Health system (9)
 - Health care provider (10)
 - None of these (11)
 - Other (12)
-

Q21 Health literacy is composed of three distinct types.

Functional literacy consists of attaining factual knowledge, such as understanding directions on a prescription, and the ability to apply that knowledge to health-related activities.

Interactive health literacy concerns the ability to obtain health knowledge from a variety of different media, to apply that knowledge, and to interact with others in order to make health care decisions.

Critical health literacy pertains to the ability to critically evaluate health information and the

ability to use the information to gain greater control over health and health care decisions.

Which type(s) of health literacy do you address in your curriculum? (Select all that apply)

- Functional health literacy (1)
 - Interactive health literacy (2)
 - Critical health literacy (3)
 - Do not make these distinctions (4)
 - None (5)
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Q22 For the following skills, please rate the level of competency that you feel a typical graduate of your program has, from 1=Novice to 5=Expert.

	Novice (1)	Advanced Beginner (2)	Competent (3)	Proficient (4)	Expert (5)
Identify low oral health literacy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use communication strategies for low oral health literacy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiate between functional, interactive and critical (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess reading level (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure oral health literacy (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Link oral health literacy to oral health outcomes (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand language as a determinant of oral health literacy (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 Please rank the following challenges you face in teaching oral health literacy in your curriculum. (Drag and drop responses with 1 being the most important and 8 the least important.

- _____ Lack a clear understanding of oral health literacy (1)
 - _____ Lack assessment instruments (2)
 - _____ Not a priority (3)
 - _____ Not a need for the community where this program operates (4)
 - _____ Lack of concrete activities to incorporate (5)
 - _____ Difficult to implement oral health literacy concepts (6)
 - _____ Faculty/Instructors resistant to change (7)
 - _____ The topic does not clearly fit into any single course (8)
 - _____ Other, please explain. (9)
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Q24 We invite you to provide any additional information or insights that you have concerning implementation or barriers to oral health literacy education in dental hygiene programs not covered in this survey.

End of Block: Default Question Block
