

Teaching Oral-Systemic Health
(TOSH) Interprofessional
Simulation and Case Study
Experience

Erin Hartnett DNP, APRN-BC, CPNP
Judith Haber, PhD, APRN, BC, FAAN

TOSH
Interprofessional voice for oral health.

OHNEP
Oral Health Nursing
Education and Practice

Surgeon General (2000) and
IOM Reports (2011-13)

Oral Health in America:
A Report of the
Surgeon General

Advancing
Oral Health
in America

Improving Access to
Oral Health Care for
Vulnerable and
Underserved Populations

ORAL HEALTH
LITERACY

WORKSHOP SUMMARY

TOSH
Interprofessional voice for oral health.

OHNEP
Oral Health Nursing
Education and Practice

IPEC Competencies (2011)

Community and Population Oriented

Interpersonal Communication

Professionalism

Team and Interdisciplinary Collaboration

Patient and Family Centred

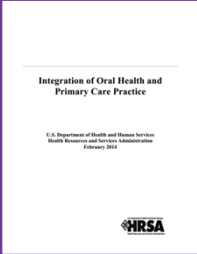
The Learning Continuum pre-licensure through practice trajectory

Core Competencies for
Interprofessional Collaborative Practice

TOSH
Interprofessional voice for oral health.

OHNEP
Oral Health Nursing
Education and Practice


HRSA Report (2014)




Integration of Oral Health and Primary Care Practice
U.S. Department of Health and Human Services
Health Resources and Services Administration
January 2014

HRSA

- **HEENOT**
- Health History
- Oral-Systemic Risk Assessment
- Physical Health Exam
- Action Plan (preventive interventions, management within scope of practice)
- Collaboration
- Referral





HEENOT Article




AMERICAN JOURNAL OF PUBLIC HEALTH
AMERICAN PUBLIC HEALTH ASSOCIATION

Haber, J., Hartnett, E., Allen, K., Hallas, D., Dorsen, C., Lange-Kessler, J., ... Wholihan, D. (2015). Putting the Mouth Back in the Head: HEENT to HEENOT. American Journal of Public Health, 105(3), 437–41.

<http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2014.302495>









Public Health Learning Modules

Using **Healthy People 2020** to Improve the Oral Health of Populations Across the Lifespan

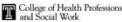
http://www.aptrweb.org/?PHLM_I5



Public Health Learning Modules
Using Healthy People 2020 to Improve Population Health



ADVANCED PROFESSIONAL TRAINING AND RESEARCH



COLLEGE OF HEALTH PROFESSIONS AND SOCIAL WORK
TAMPA UNIVERSITY



OHNEP
Oral Health Nursing
Education and Practice

Interprofessional
Oral Health
Faculty Toolkit

<http://www.ohnep.org/faculty-toolkit>

Interprofessional Oral-Systemic Health Experience at NYSIM

Aims:

- 1) Develop interprofessional oral health competencies by using simulation as a tool to bridge the education-to-practice gap
- 2) Produce a primary care workforce that is collaborative-practice ready




**IP Oral-Systemic
Standardized Patient Experience**

I. Team Huddle (5 min):

- I. Introductions
- II. Goals of IP experience
- III. Directions


II. History and physical exam (45 min)

III. Debriefing (10 min)






IP Oral-Systemic Case Study Discussion



I. Team Huddle (5 min)



I. Introductions

II. Goals of IP experience

III. Directions

II. Case Study Discussion (40 min)

III. Debriefing (15 min)

ICCAS - Interprofessional Collaborative Competencies Attainment PRE-Survey

Please answer the following questions by filling in the circle that most accurately reflects your opinion about the following interprofessional collaboration statements: 6 = strongly disagree; 5 = moderately disagree; 4 = slightly disagree; 3 = slightly agree; 2 = moderately agree; 1 = strongly agree (na = not applicable)

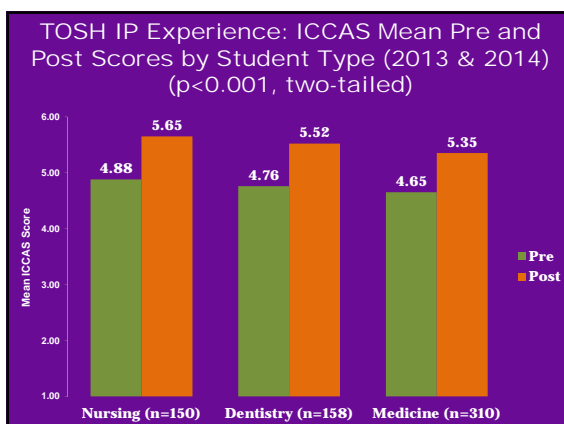
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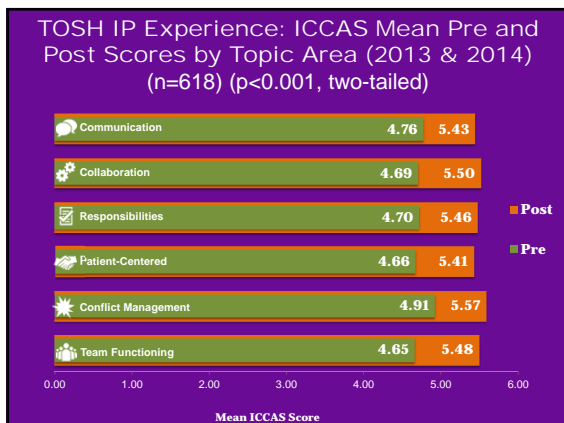
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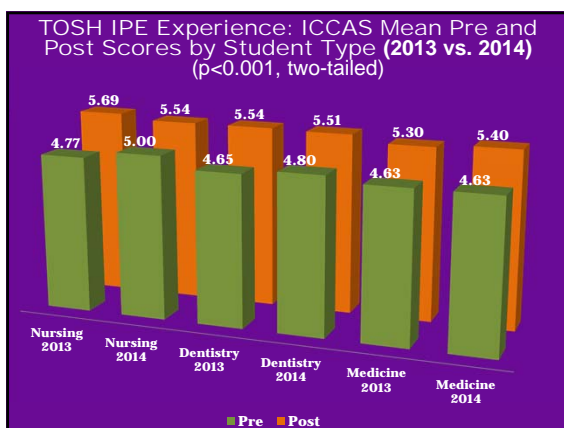
	1	2	3	4	5	6	na
Communication							
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Collaborates Patient/Family-Centered Approach							
13. Use an IP team approach with the patient** to assess the health situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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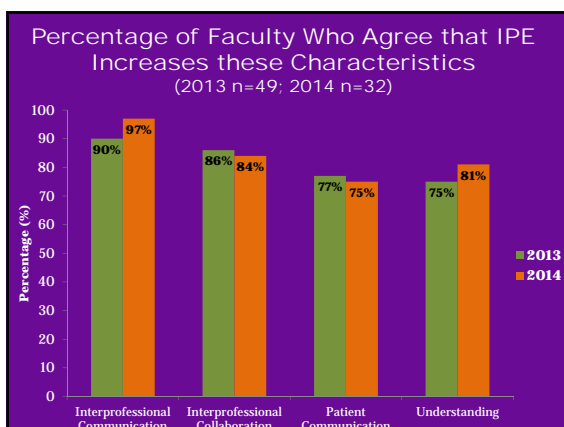
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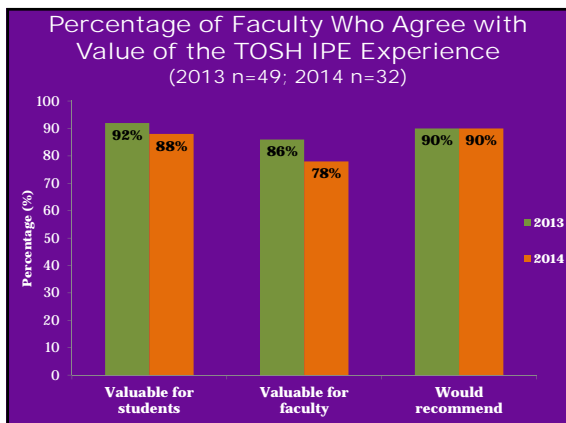
Adapted from MacDonald, Archibald, Trumpower, Jolley, Cragg, Casimiro, & Johnstone, 2009.











Tips for Building an IPE Program



- Create an interprofessional advisory council
- Establish formal communication mechanisms
- Involve external communities of interest
- Designate IPE champions
- Provide Incentives
- Measure outcomes

TOSH **OHNEP**

Interprofessional Education Curriculum Integration


- Collaborative courses
 - Content/Student/Faculty
- Workshops/Mini-courses
- Service Learning
 - Local/international
- Clinical experiences
 - Unfolding case studies
 - Standardized Patients
 - Virtual Cases
 - Simulation
 - Clinical rotations





TOSH **OHNEP**

The Role of the IPE Facilitator

- Ensure introductions
- Be professionally neutral
- Provide direction and focus towards the learning objectives without making decisions for the group
- Establish learning climate (including acceptance of limitations)
- Encourage interaction and collaboration
- Focus the group and address conflicts
- Give and receive feedback





(Freeman, Wright, & Lindqvist, 2010)
(University of Toronto, 2011)


CHALLENGES



- Obtaining "Buy-In"
- Scheduling
- Scope of Practice Myths
- Sustainable Resources
- Funding
- Evaluation

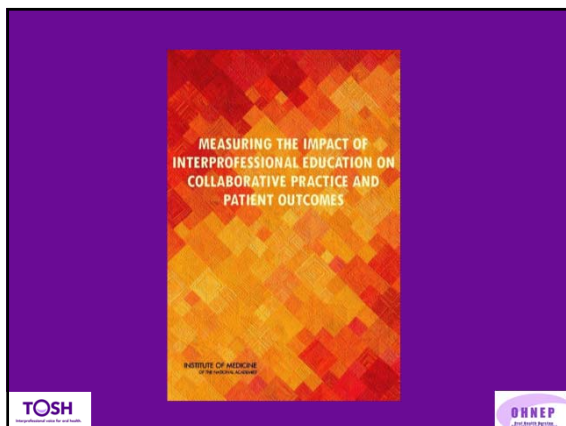



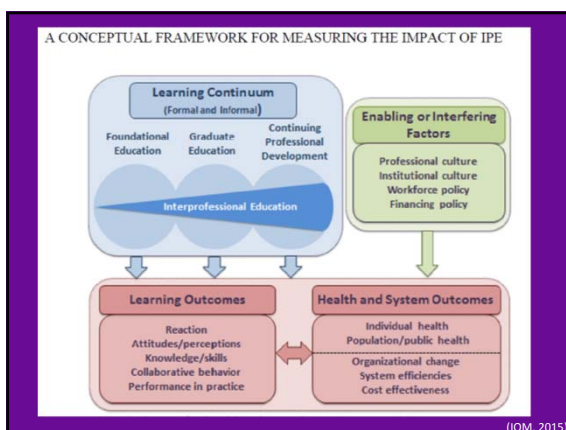
Evaluating IPE

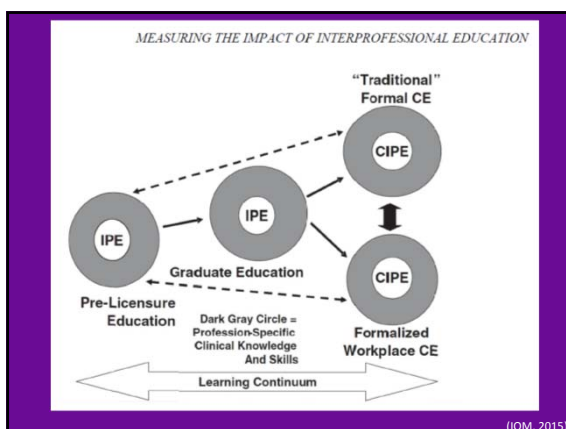
- Surveys
 - Attitudes
 - Behavior
 - Knowledge, Skills, Ability
 - Organizational Practice
 - Patient Satisfaction
 - Provider Satisfaction
 - Faculty Satisfaction
- Smiles for Life Utilization
- Graduate Follow-Up













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**Faculty Interprofessional
Education (IPE) Facilitation Guide:
Interprofessional Oral-Systemic Health
Simulation and Case Study Experience**

Teaching Oral-Systemic Health (TOSH) Program

New York University College of Nursing

Overview

GOALS:

1. Learn about **Oral Systemic Health** (oral exam and O-S links)
2. Participate in an IP team – learning *from, with* and *about* each other (IPEC competencies: values, roles, communication, teamwork)

Learning Objectives:

1. Practice oral health history and exam
2. Understand the roles and responsibilities of members of the team and their unique contributions to team based care.
3. Practice working with IP team to explore shared values.
4. Practice team communication to support a team approach to management of oral-systemic (o-s) health problems.
5. Practice utilizing IP resources to appropriately assess and address the health care needs of patients.
6. Develop a management plan to meet the patient's oral health and general healthcare needs in collaboration with other healthcare professionals.

WHAT: Interprofessional teams will collaborate in two experiences:

- perform a focused oral, cardiac and pulmonary exam on a standardized patient and
- participate in an oral systemic case study discussion group

WHO: 160 Medical students, 84 Dental students and 84 Nurse Practitioner students assigned to IP teams of 4 learners.

WHEN: Tuesday, Wednesday and Thursday, September 9, 10, 11 from 3PM – 6PM

WHERE: NYSIM Bellevue Hospital

NYSIM is located in Bellevue Hospital, on the 3rd Floor of the D Building. Enter from between 27th and 28th Streets on First Avenue. Go through the main entrance of Bellevue, walk towards the ER signs; turn right when the passage dead-ends. Now keep walking straight - past the old rotunda area to Elevator Bank D (on your right at the far end of the rotunda area). Take the elevator to the 3rd Floor - the doors will open at the reception desk.

FACULTY ROLES: 3-6PM

Please arrive @ 3PM to prepare for the experience.

Faculty are assigned to 2 sessions (3:30PM - 4:30PM and 4:45PM – 5:45PM) in one area – either exam room or case study discussion room.

Faculty Debrief 5:45 - 6PM

STUDENT ROLES:

Students will have both experiences – Half will have the SP exam experience from 3:30 - 4:30 followed by the case study discussion experience from 4:45 - 5:45. The other half will have the case study discussion room from 3:30 – 4:30 followed by the SP exam room from 4:45 -5:45.

A. SP Exam Room - Examination of a standardized patient (SP)

Each exam room will have either an NP or MD faculty facilitator. A DDS faculty will be facilitating two exam rooms. The NP and MD faculty member will be observing the students through a two way mirror and will guide the flow of the event, keep the event on time and provide consultation as needed. The DDS faculty will provide oral health consultation as needed. The faculty will facilitate a 5 minute huddle at the beginning of the SP experience and a 10 minute debrief at the end.

B. Case Study Discussion Room - Oral systemic case study discussion group

Each case discussion group will have an NP faculty facilitator. The faculty will facilitate a 5 minute huddle at the beginning of the case study discussion group, will discuss the case study, facilitate the full group discussions and a 10 minute debrief at the end.

COMPOSITION of STUDENT GROUPS

- Exam Room – 4 students:
 - 2 Second year Medical students
 - 1 Fourth year Dental student
 - 1 Second year NP student
- Case Study Discussion Group
 - 4 Second year Medical students
 - 2 Fourth year Dental students
 - 2 Second Year NP students

Facilitators Guide

Exam Room with Standardized Patient (60 min.)

1. Team Huddle (5 min.)

Faculty

a. Introductions:

- i. Introduce self
- ii. Ask team members to share:
 1. Name
 2. Program
 3. Where are you clinically right now
 4. What type of practice do you hope you'll do following graduation

b. State GOALS of IP experience

- i. Learn about **Oral Systemic Health** (oral exam and O-S links)
- ii. IP team – learning *from*, *with* and *about* each other (values, roles, communication, teamwork)

2. Give directions

a. Students will

- i. Gather *brief interval* oral-systemic health history
 1. Last dental visit, any recent or current oral health problems, chronic illness, medications
- ii. Have 45 min. to perform physical exam
 1. 15 min. for Dental students to demonstrate oral exam
 - a. NP and Medical students practice oral exam
 2. 15 min for Medical students demonstrate exam for heart sounds
 - a. NP and Dental students listen to heart sounds
 3. 15 min. for Nurse Practitioner students demonstrate pulmonary exam
 - a. Dental and Medical students practice pulmonary exam

3. Faculty will go into hall and observe students' performing history and physical through 2-way mirror. (45 min)

4. Debriefing (10 min) Faculty will enter room and facilitate debriefing in exam room focusing on IP competencies and o-s connections.

Case Study Discussion Room (60 min)

1. Team Huddle (5 min.)

Faculty

a. Introductions:

- i. Introduce self
- ii. Ask team members to share:
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2. Case Study Discussion (40 min)

a. Faculty distributes case study and facilitates discussion

b. A student will read the case study

- i. Students will develop an IP O-S Risk Assessment, Plan: Preventive Interventions, Interventions, IP Collaboration and Referrals
- ii. Encourage each student to verbalize how they as an NP, MD or DDS would manage this patient and then discuss as a group the best IP plan to care for the patient.

3. Debriefing (15 min) Faculty will conduct debriefing focusing on IP competencies and O-S connections.

10 TIPS for Facilitating Interprofessional Learning Groups

1. One student or group of students dominates the conversation:
"Let's hear thoughts on this from somebody from another profession"
2. Some learners are quiet or reluctant participants:
"Could you share what you are thinking is a priority to consider for this patient?"
3. Personal or war stories as distractions:
"I know we have each had individual experiences but today let's focus on the shared experience."
4. Challenging comments from a learner:
*"I believe there may be others who feel this way or feel differently."
"Let's see if anybody feels differently."*
5. Getting sidetracked by discussions about each other's profession:
"Why don't we turn back to our job as a team and continue to work on developing a management plan?"
6. Avoid digression:
"What is one thing you learned today that you plan to apply in your own work?"
7. Utilize general "good" facilitation skills
"You've all made important contributions, can we hear from the rest of the team?"
8. Be aware of language and terminology you use –
"I hear that you aren't familiar with the full scope of (NP, medical, dental) profession. What is one important thing you learned during our time together?"
9. Take advantage of your observations
"Did you notice that all of you immediately assumed that the medical student was in charge? Why do you think that is?"
10. Prep beforehand
Read this Faculty Guide!!

Communication Tips for Facilitating Debriefing Sessions (Adapted from NYSoM and NYSIM)

1. Introduction

Inform the learners of how you plan to conduct the debriefing:

"I would like to spend 10 minutes debriefing the case with you concentrating on the Oral –Systemic connection and the IP competencies: Values and Ethics, Roles and Responsibilities, Communication and Teamwork"

Phase 1: Reactions

- What prior experiences have you had working as part of an interprofessional team?
- Feelings: *"what are your initial reactions about working together?"*
- *"Any thoughts on this from the perspective of a medical/dental/NP student?"*
- Facts: *"Can somebody summarize the main points of the case?"*

Phase 2: Understanding

State your objective *"Let's talk about communicating as a team"*

- *"How was your experience working with this team of healthcare professional students?"*
- *"What strategies worked well?"*
- *"Did any member become the leader? How did that evolve?"*
- *"What challenges did your team encounter? Were there any disagreements? How were they handled?"*
- *"How effective was communication amongst your team?"*
- *"Can you give some examples of good communication within your team?"*
- *"What surprised you about the role of each team member? Their skills? What they contributed?"*
- *"What was consistent with your prior impression of each of the provider's role, skill, etc.?"*
- Explore trainee's perspective: *"I saw I think, I wonder"*
"I noticed that ... during the discussion about the exam How did you see it?"

Phase 3: Summary

- *"I'd like to move toward closing this debriefing. What are your take-aways?"*
- *"How do you think interprofessional learning experiences like this will prepare you as a future member of a health care team?"*
- *What did you enjoy most about the exercise? What worked well?*
- *How could this be improved?*