

## Student Pediatric Oral Health IPE Clerkship Protocol—

- Program objectives: (1) apply pediatric oral health assessment (health history, risk assessment, exam, prevention, education and referral), (2) identify the pediatric oral-systemic connection, (3) develop interprofessional competencies: values, roles, communication and teamwork
- Students will meet the dental resident in Bellevue Pediatric Dental Clinic conference room (3rd Floor, B Building) at 8:30am (Monday) or 12:30pm (Friday)

Resident will conduct pre and post conference as below:

Competencies	Pre-Conference	Post-Conference
<b>Roles and Responsibilities</b>	How are roles of DDS/NP/MD similar/different? Have they worked together before?	How did the different roles of DDS NP/MD compliment/overlap or conflict with each other
<b>Communication</b>	Different professions have different terms – students should ask if they don’t know when a term is used (ex. terms on dentagram)	How did the team members communicate with each other – examples of what was helpful or not helpful
<b>Teamwork</b>	Each patient has a team – each has different tasks	How did we work as a team – was this helpful
<b>Values and Ethics</b>	Values and ethics may be different or same	Were the values/ethics same? any problems /

After the preconference, the resident will assign each student to review one patient’s chart

Patient 1	Patient 2	Patient 3
<b>NP</b> reviews chart Include: Medical diagnoses, Allergies, Current Medications, Behavior/developmental history, Family medical/dental/diet history, Patient dental history	<b>MD</b> reviews chart Include: Medical diagnoses, Allergies, Current Medications, Behavior/developmental history, Family medical/dental/diet history, Patient dental history	<b>DDS</b> reviews chart Include: Medical diagnoses, Allergies, Current Medications, Behavior/developmental history, Family medical/dental/diet history, Patient dental history
<b>NP</b> takes history – (include diet and food sharing)	<b>MD</b> takes history (include diet and food sharing)	<b>DDS</b> takes history include diet and food sharing
<b>DDS</b> does HEENOT exam and FV	<b>NP</b> does HEENOT exam and FV	<b>MD</b> does HEENOT exam and FV
<b>All</b> collaborate for plan	<b>All</b> collaborate for plan	<b>All</b> collaborate for plan
<b>MD</b> gives patient education, prevention, anticipatory guidance, handouts, referral and follow-up	<b>DDS</b> gives patient education, prevention, anticipatory guidance, handouts, referral and follow-up	<b>NP</b> gives patient education, prevention, anticipatory guidance, handouts, referral and follow-up

**ICCAS - Interprofessional Collaborative Competencies Attainment PRE-Survey**

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

**Please rate your ability for each of the following statements:**

**Before** participating in the learning activities I was able to:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>na</b>
<b>Communication</b>							
1. Promote effective communication among members of an interprofessional (IP) team*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Actively listen to IP team members' ideas and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Express my ideas and concerns without being judgmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Provide constructive feedback to IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Express my ideas and concerns in a clear, concise manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Collaboration</b>							
6. Seek out IP team members to address issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Work effectively with IP team members to enhance care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Learn with, from and about IP team members to enhance care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Roles and Responsibilities</b>							
9. Identify and describe my abilities and contributions to the IP team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Be accountable for my contributions to the IP team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Understand the abilities and contributions of IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Recognize how others' skills and knowledge complement and overlap with my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Collaborative Patient/Family-Centered Approach</b>							
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"/>
14. Use an IP team approach with the patient to provide whole person care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Include the patient/family in decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Conflict Management/Resolution</b>							
16. Actively listen to the perspectives of IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Take into account the ideas of IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Address team conflict in a respectful manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Team Functioning</b>							
19. Develop an effective care*** plan with IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Negotiate responsibilities within overlapping scopes of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*The patient's family or significant other, when appropriate, are part of the IP team.

\*\*The word "patient" has been employed to represent client, resident, and service users.

\*\*\*The term "care" includes intervention, treatment, therapy, evaluation, etc.

Adapted from MacDonald, Archibald, Trumpower, Jelley, Cragg, Casimiro, & Johnstone, 2009.

**ICCAS - Interprofessional Collaborative Competencies Attainment POST-Survey**

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

**Please rate your ability for each of the following statements:**

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<b>Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>na</b>
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