Interprofessional Oral-Systemic Health Standardized Patient and Case Study Experience

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Program Director
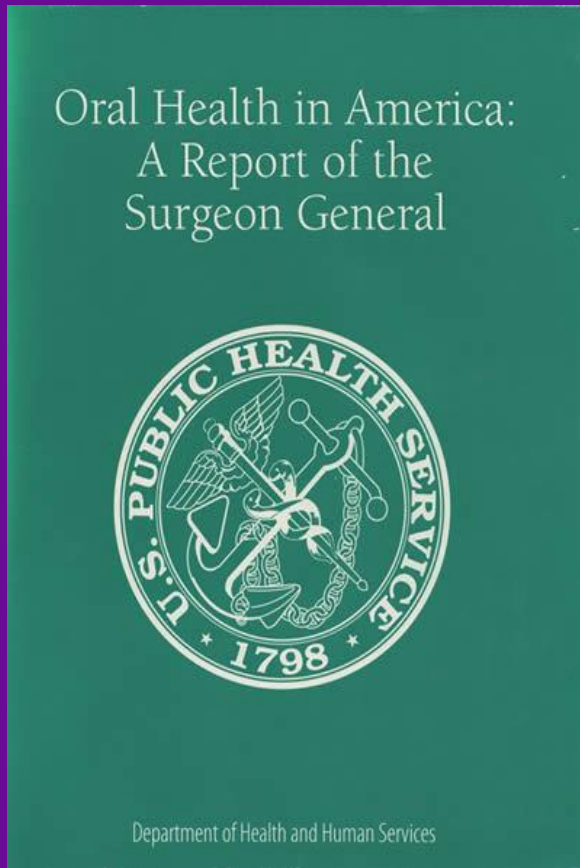
Oral Health Nursing Education and Practice (OHNEP)
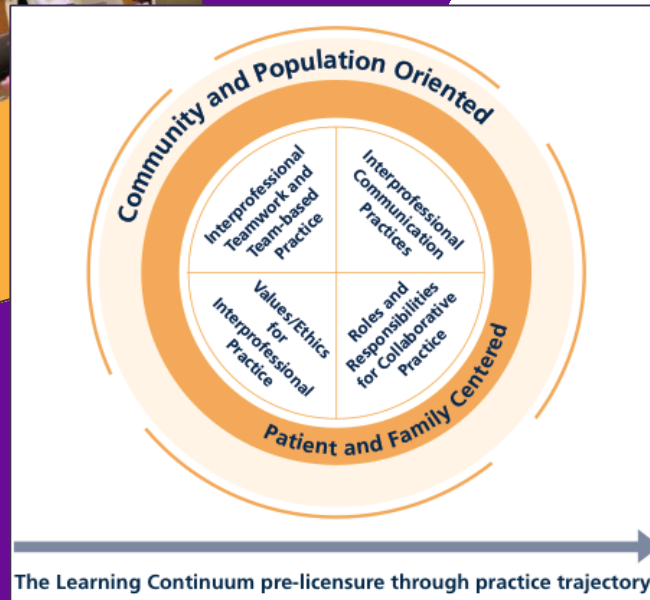
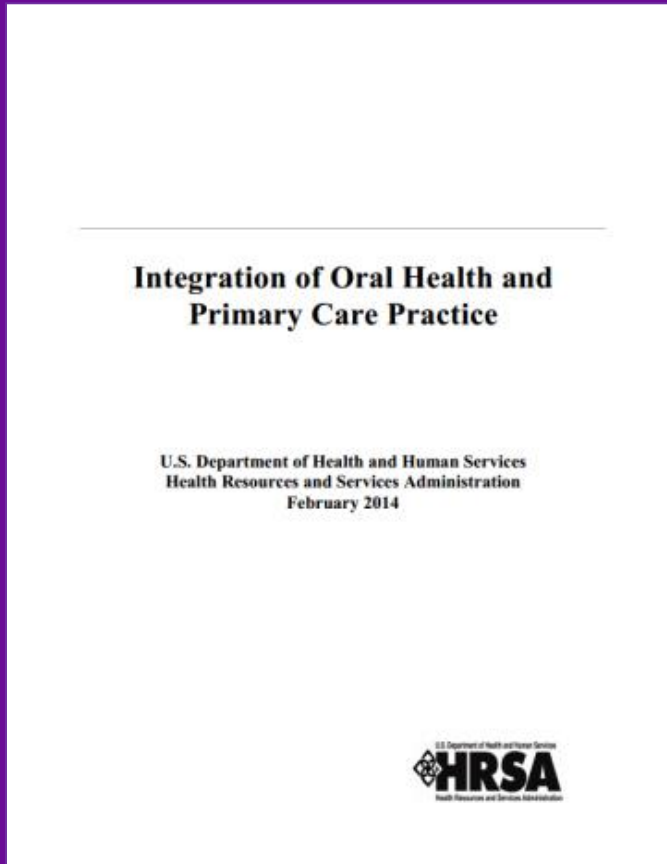Teaching Oral-Systemic Health (TOSH)

NYU Rory Meyers College of Nursing

TOSH
Interprofessional voice for oral health.

NYU | MEYERS

OHNEP
Oral Health Nursing Education and Practice

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

IPEC Competencies (2011-16)

HRSA Report (2014)

Integration of Oral Health and Primary Care Practice

U.S. Department of Health and Human Services
Health Resources and Services Administration
February 2014

HRSA
Health Resources and Services Administration

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

TOSH
Interprofessional voice for oral health.

OHNEP
Oral Health Nursing
Education and Practice

HEENOT Article

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

TOSH
Teaching
Oral
Systemic
Health

OHNEP
Oral Health Nursing
Education and Practice

Smiles for Life: A National Oral Health Curriculum
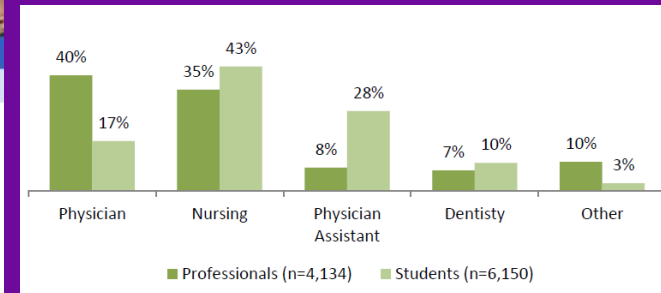
www.smilesforlifeoralhealth.org

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 oral health workforce that is collaborative-practice ready

IP Oral-Systemic Standardized Patient Experience

I. Brief (5 min):
  I. Introductions
  II. Goals of IP experience
  III. Directions

II. History and physical exam (45 min)

III. Debriefing (10 min)

TOSH
Interprofessional voice for oral health.

IP Oral-Systemic
Case Study Discussion

I.   Brief (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: 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:

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

*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.

TOSH IP Experience: ICCAS Mean Pre and Post Scores by Student Type (2013-2015) (p<0.001, two-tailed)

Mean ICCAS Score

Student Type	Pre	Post
Nursing (n=225)	4.91	5.62
Dentistry (n=233)	4.71	5.51
Medicine (n=445)	4.56	5.34
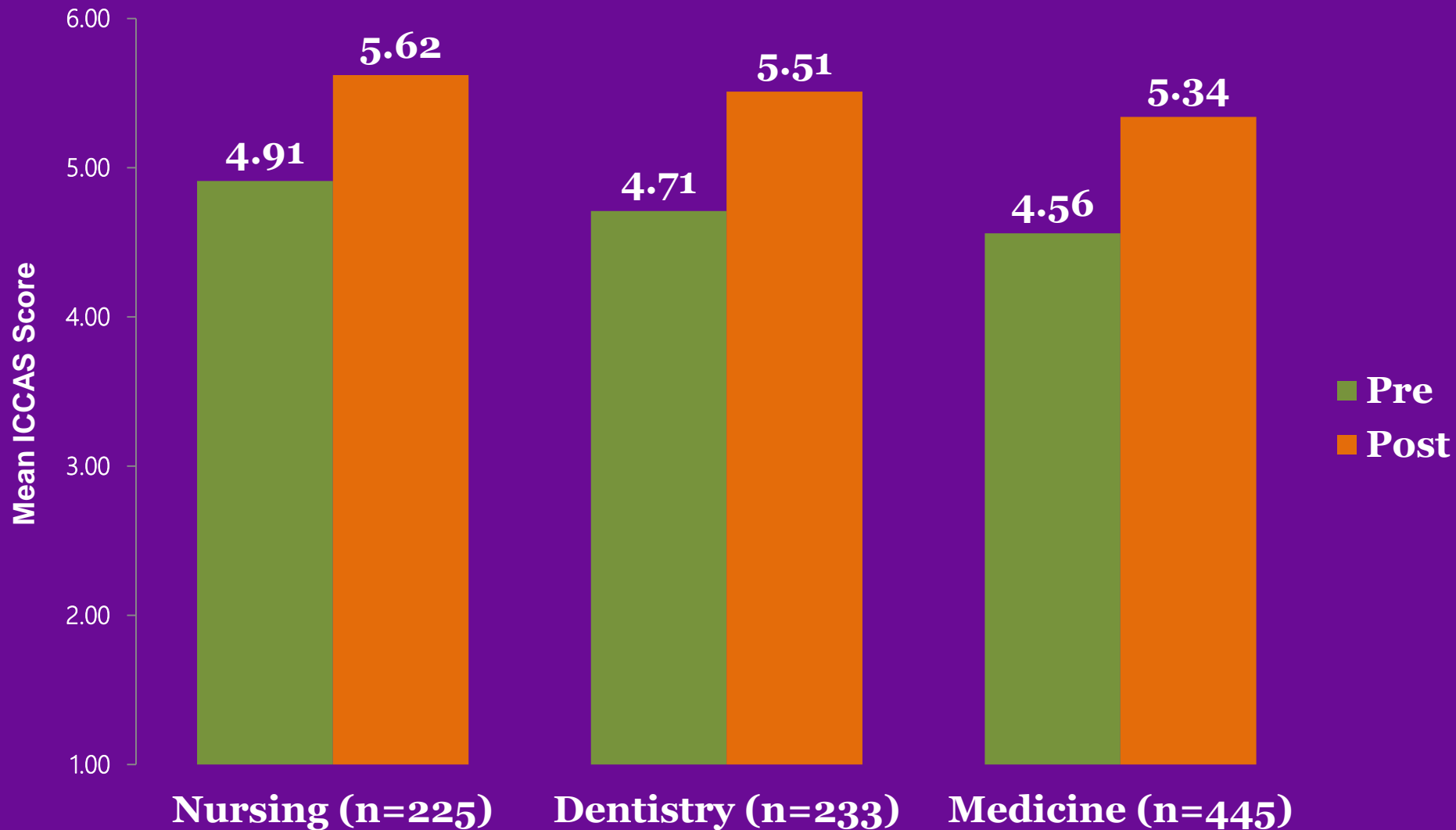
TOSH IP Experience: ICCAS Mean Pre and Post Scores by Topic Area (2013-2015)
(n=874-898) (p<0.001, two-tailed)

Topic Area	Pre	Post
Communication	4.71	5.42
Collaboration	4.63	5.49
Responsibilities	4.65	5.45
Patient-Centered	4.61	5.41
Conflict Management	4.87	5.54
Team Functioning	4.58	5.46

Mean ICCAS Score
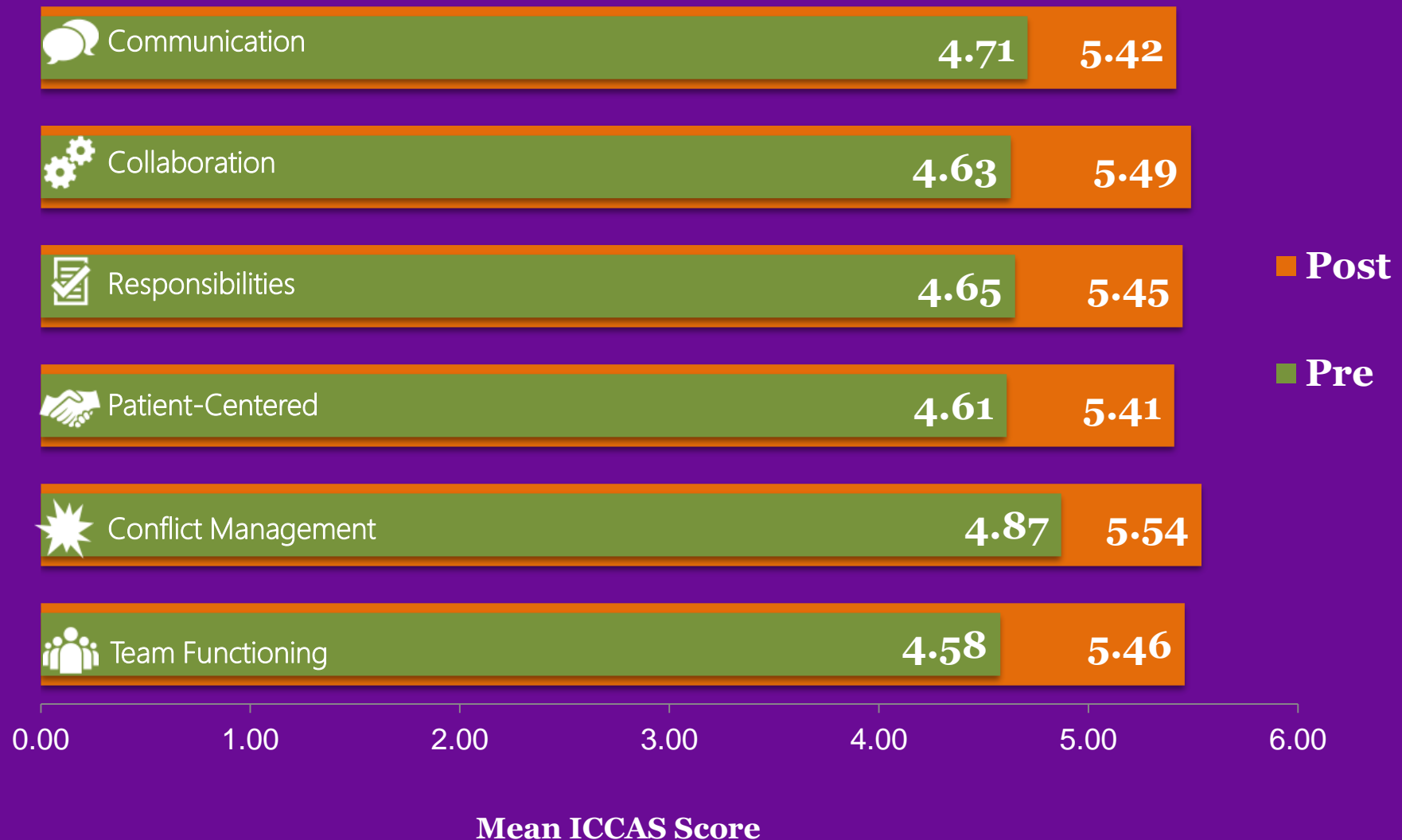
**Percentage of Faculty Who Agree
IPE Increases these Characteristics
(2013 n=49; 2014 n=32; 2015=24)**
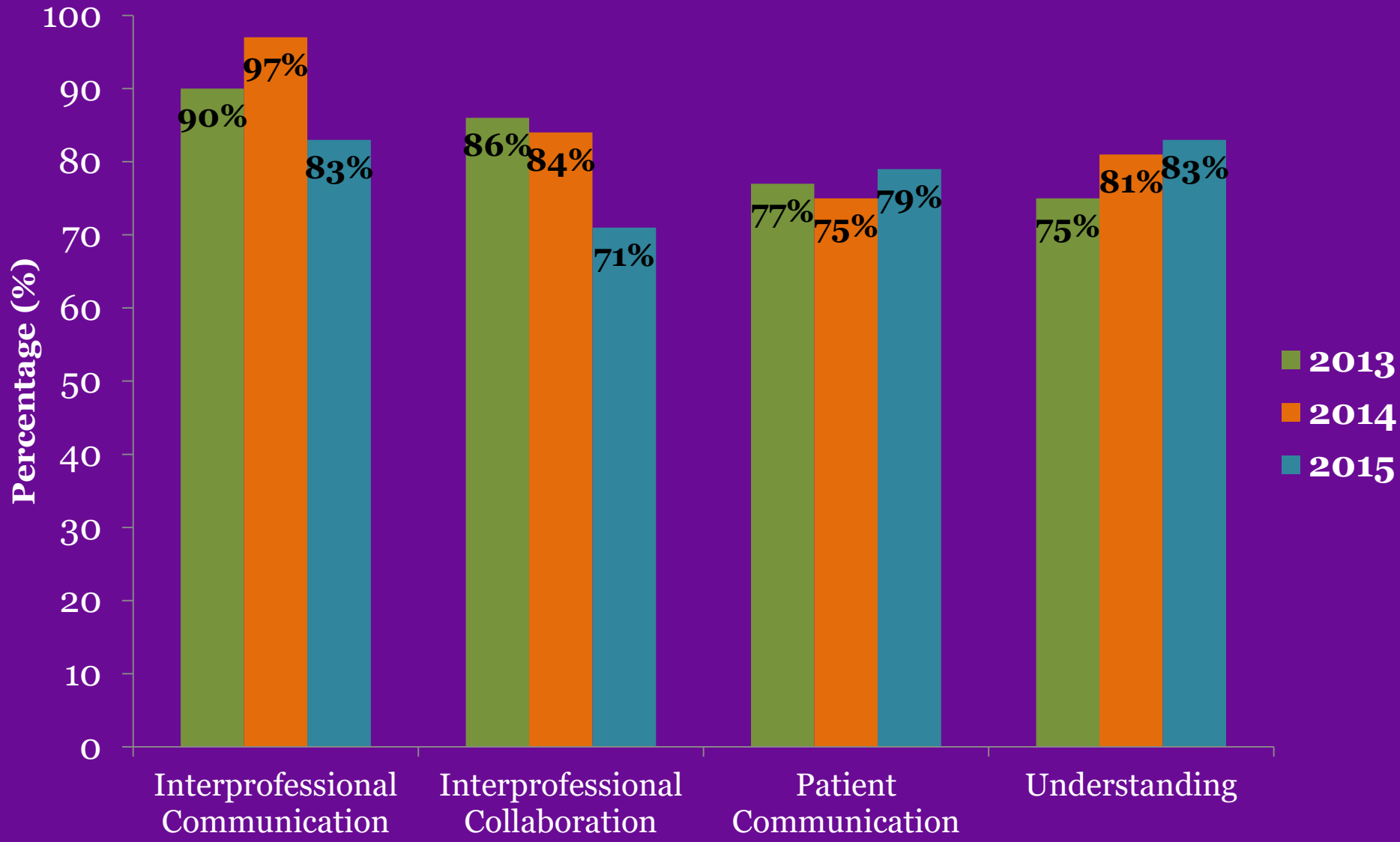
Percentage of Faculty Who Agree on Value of the TOSH IPE Experience (2013 n=49; 2014 n=32; 2015 n=22-24)
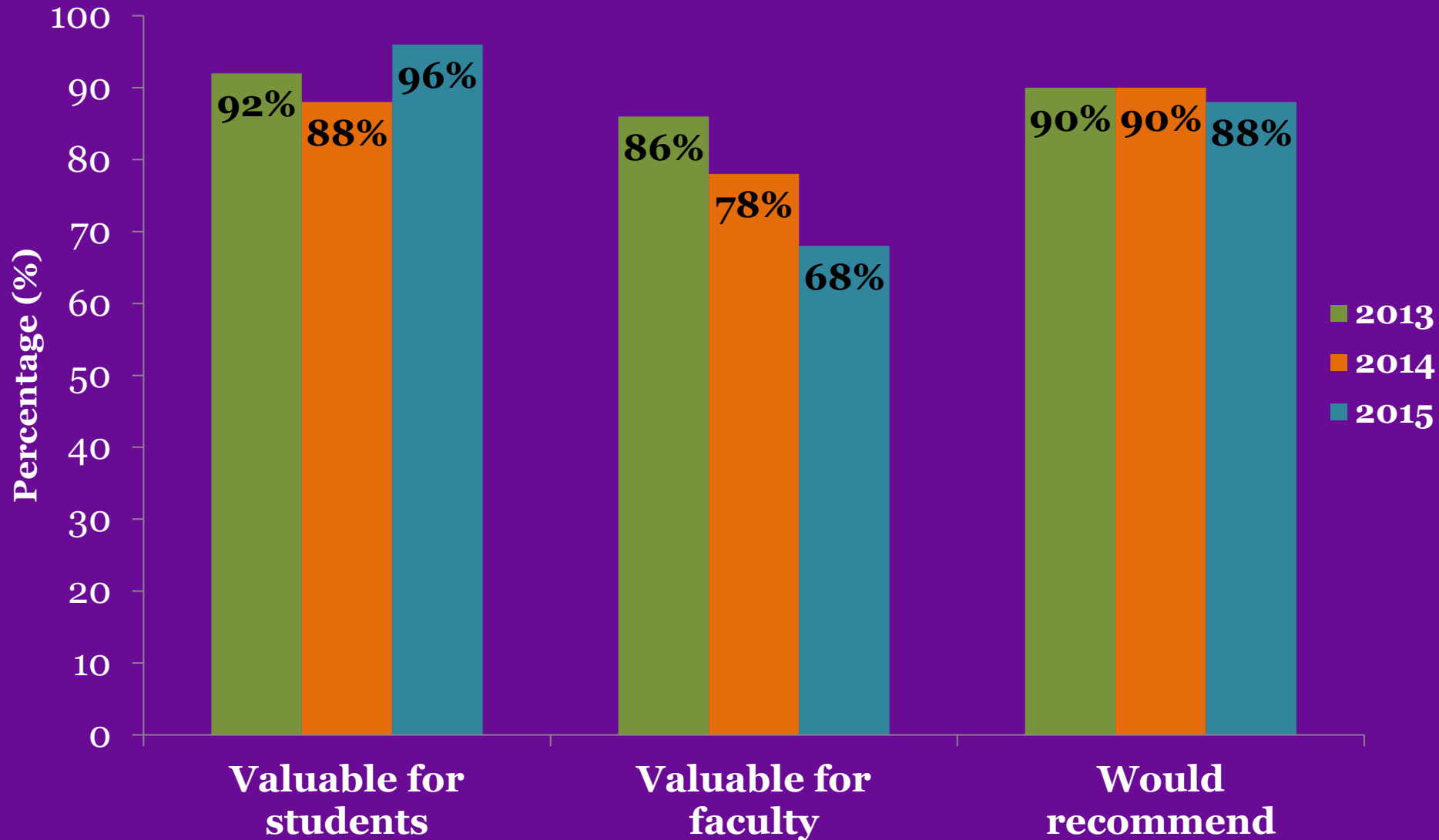
Interprofessional Oral Health Clinical Curriculum Integration

- IP Clinical Rotations
  - Nursing/Dental
  - Nursing/Dental/Medical
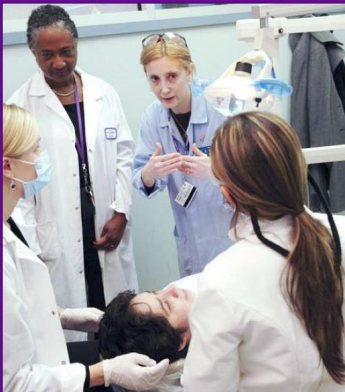
- Collaborative courses
- Service Learning
- Simulation
- Virtual Cases

OHNEP
Oral Health Nursing
Education and Practice

The Role of the IPE Facilitator

- Ensure introductions

- Be professionally neutral

- Provide direction and focus

- Establish learning climate

- Encourage collaboration

- Focus the group

- Address conflicts

- Give and receive feedback

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

Tips for Building an IPE Program

- Create an interprofessional advisory council

- Establish formal communication mechanisms

- Involve external communities of interest

- Designate IPE champions

- Measure outcomes
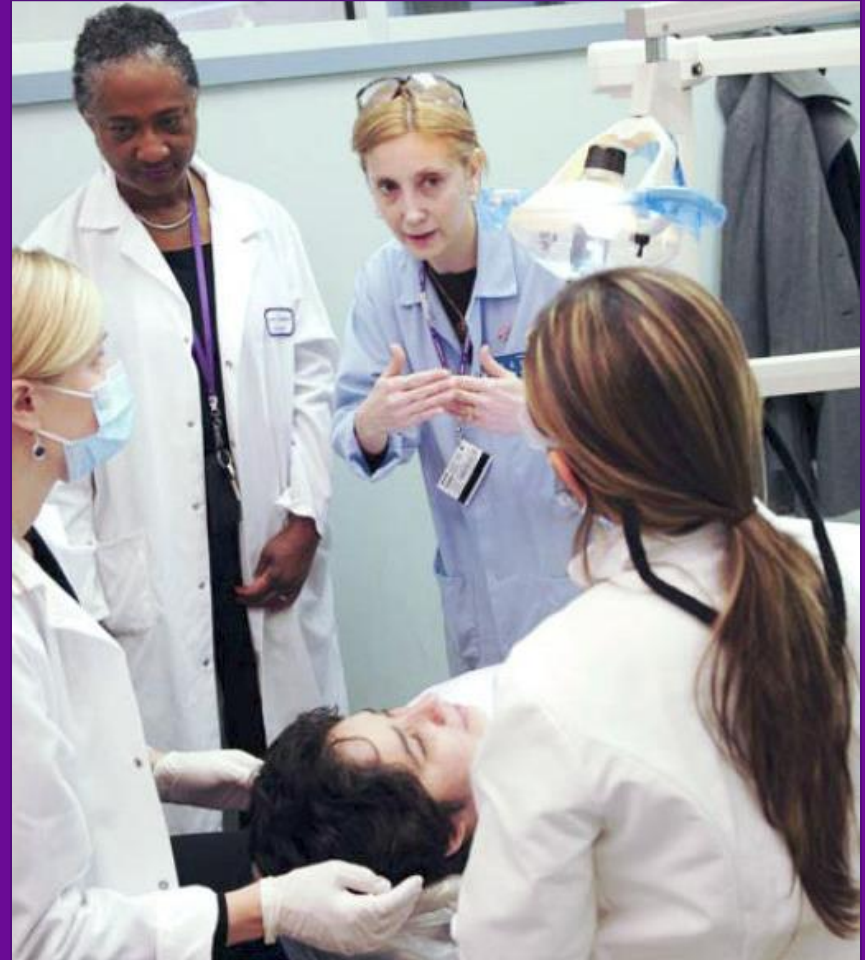
CHALLENGES

Obtaining "Buy-In"

Scheduling

Scope of Practice Myths

Sustainable Resources

Funding

Evaluation

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Evaluating IPE

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

National Center for
Interprofessional Practice and Education

MEASURING THE IMPACT OF INTERPROFESSIONAL EDUCATION ON COLLABORATIVE PRACTICE AND PATIENT OUTCOMES

INSTITUTE OF MEDICINE
OF THE NATIONAL ACADEMIES

How can they work together
if they don't learn together?

Knowledge, Trust, Respect, Collaboration