

# Best Practices: IPE Oral Health Success Stories

Erin Hartnett, DNP, APRN-BC, CPNP

Program Director

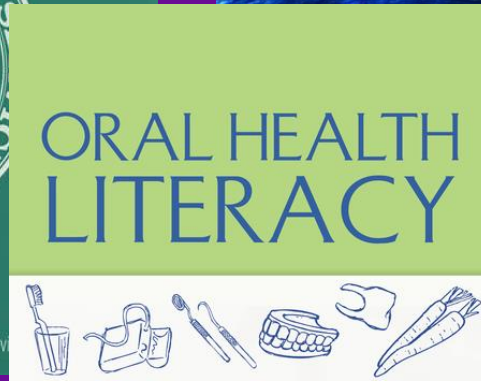
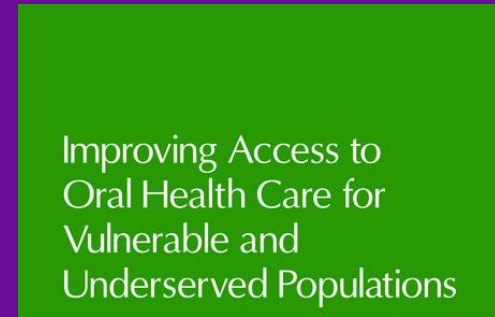
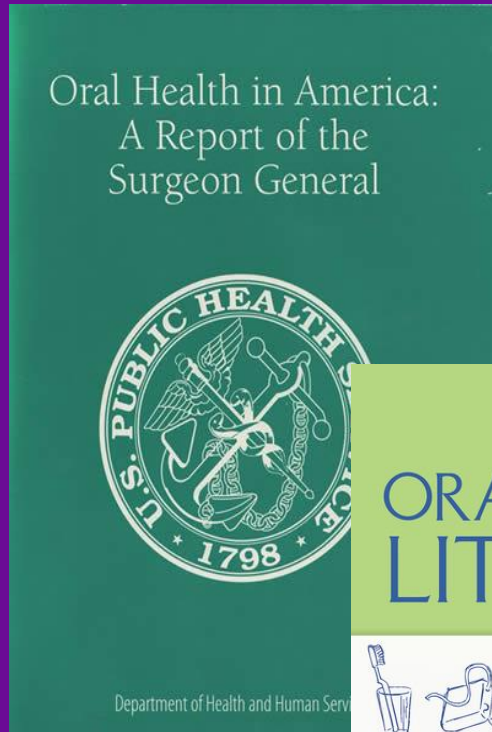
Oral Health Nursing Education and Practice Program  
(OHNEP)

Teaching Oral-Systemic Health (TOSH)

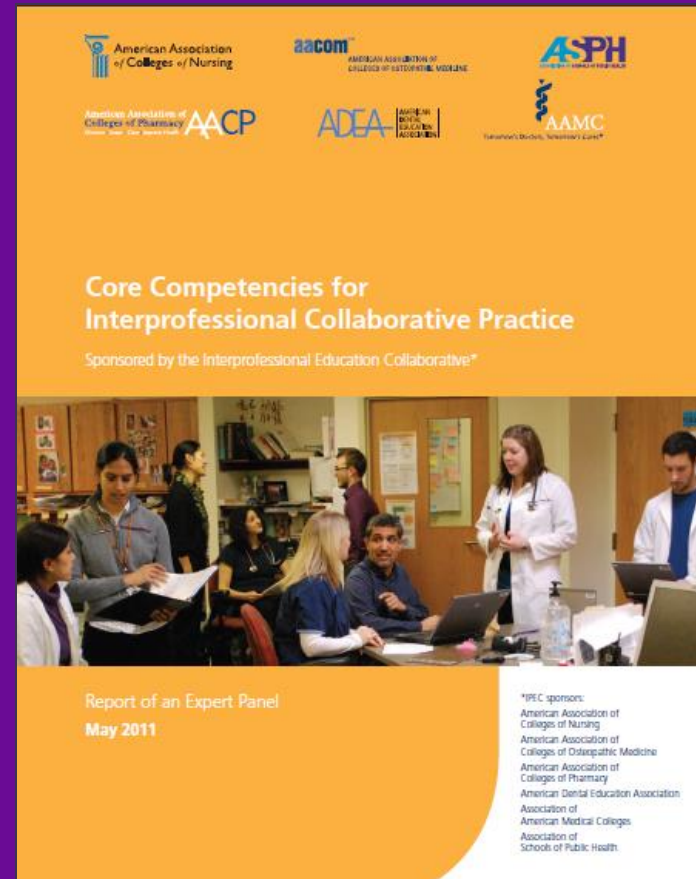
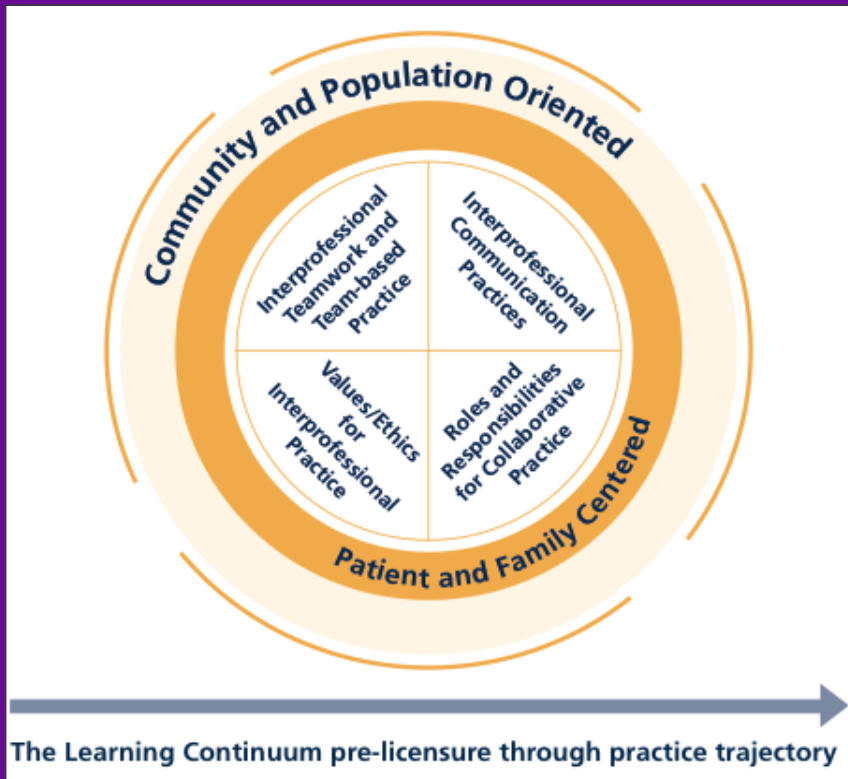
NYU College of Nursing



# Surgeon General (2000) and IOM Reports (2011-15)



# IPEC Competencies (2011)



# 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



## A User's Guide for Implementation of Interprofessional Oral Health Core Clinical Competencies: Results of a Pilot Project





# Oral Health Delivery Framework (2015)

## Oral Health: An Essential Component of Primary Care

### White Paper



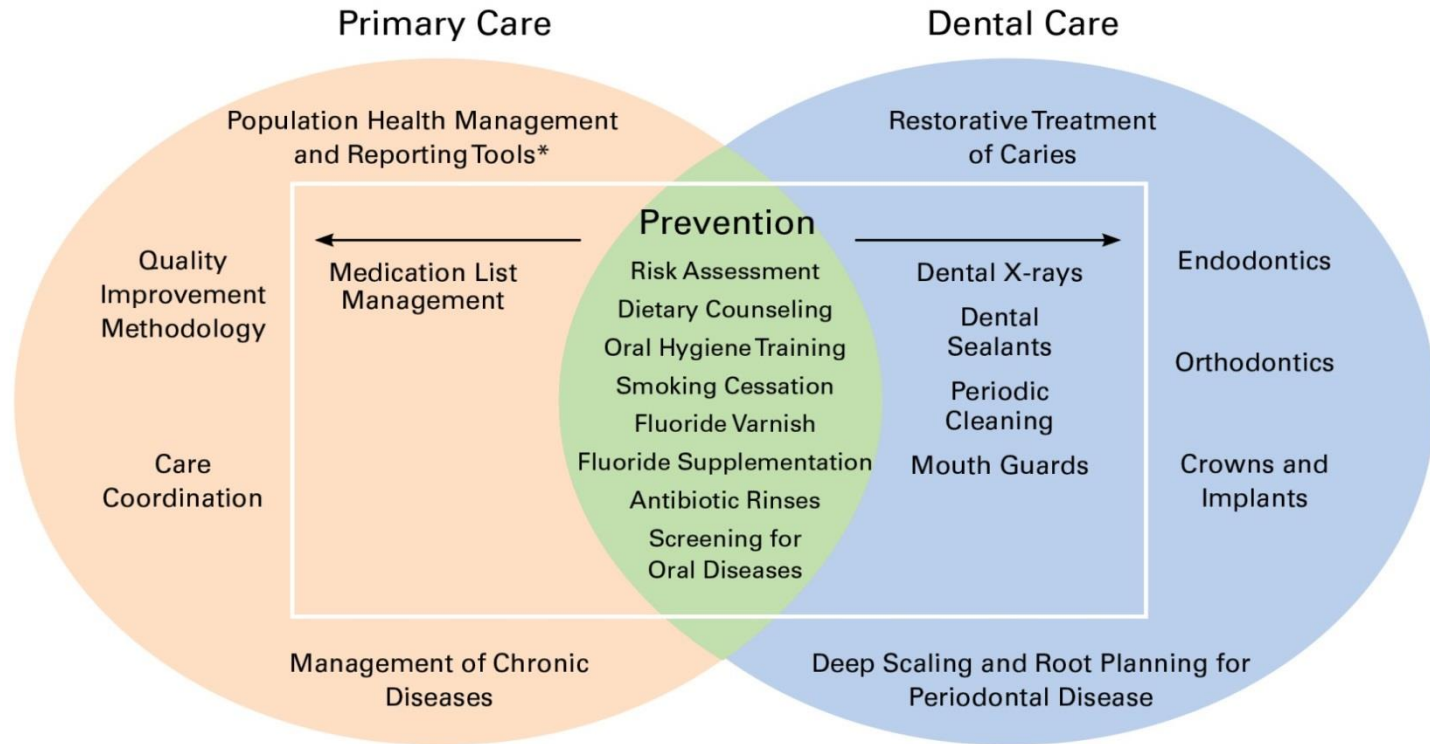
June 2015

### ENDORSERS:

American Academy of Nursing  
American Academy of Pediatrics  
American Association for Community Dental Programs  
American Association of Public Health Dentistry  
American College of Nurse Midwives  
American Public Health Association – Oral Health Section  
Association of Clinicians for the Underserved  
Association for State and Territorial Dental Directors  
Institute for Patient- and Family-Centered Care  
National Association of Pediatric Nurse Practitioners  
National Network for Oral Health Access  
National Organization of Nurse Practitioner Faculties  
National Rural Health Association  
Patient-Centered Primary Care Collaborative  
Physician Assistant Education Association

Available at: [www.QualisHealth.org/white-paper](http://www.QualisHealth.org/white-paper)

# PRIMARY CARE MEDICAL HOME (PCMH)



\*Including structured EHR data and diagnostic codes, disease registries, and other tools

# Interprofessional Oral Health Core Clinical Competencies

## ASK

- Brush?
- Smoke or chew tobacco?
- Dry mouth?
- Gums that bleed?
- High alcohol?

## LOOK

- At teeth and gums:
- White spots?
  - Cavities?
  - Inflamed gums?
  - Lesion under tongue?

## DECIDE

- Is this patient at risk?
- Already high risk?



## ACT

- Patient and family education
- Self management support
- Fluoride varnish
- Collaboration & Referral

## DOCUMENT

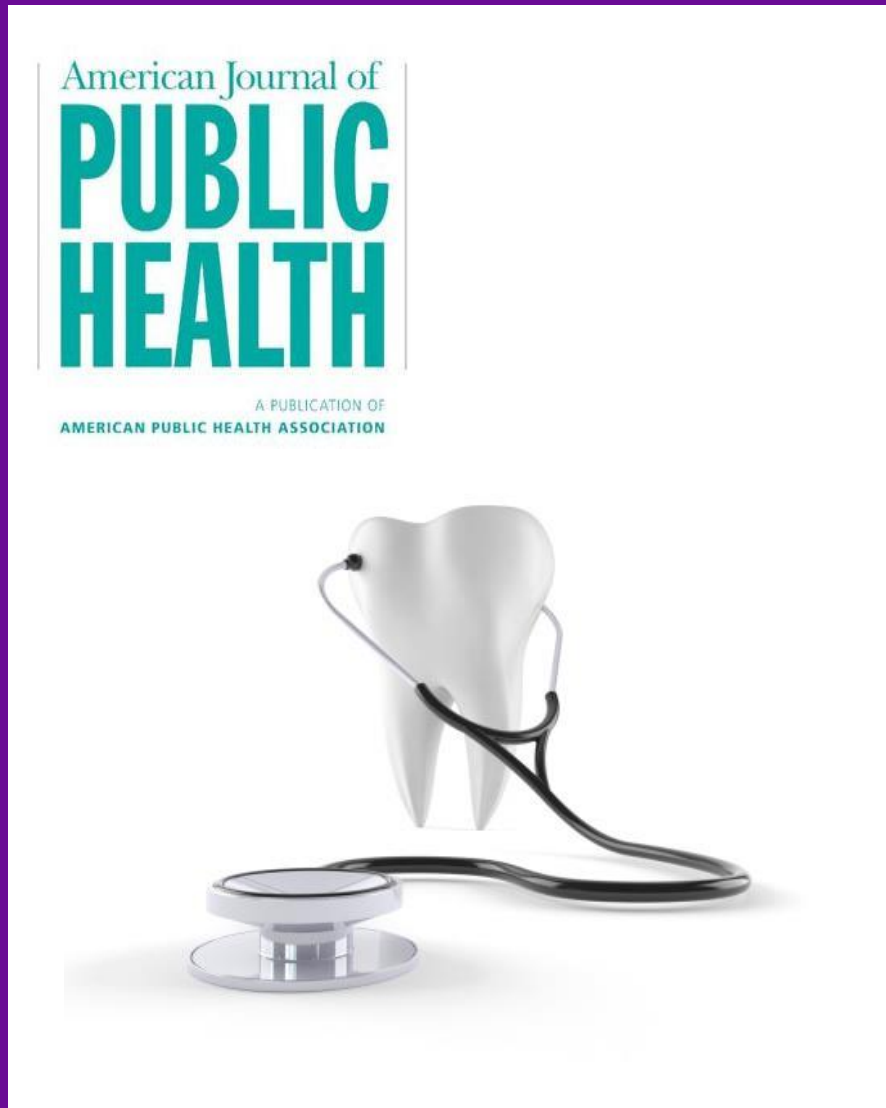


# Interprofessional Oral Health Care Model



Adapted from : World Health Organization (WHO). (2010). *Framework for Action on Interprofessional Education & Collaborative Practice*. Geneva: World Health Organization

# HEENOT Article



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.



# The Weave Approach

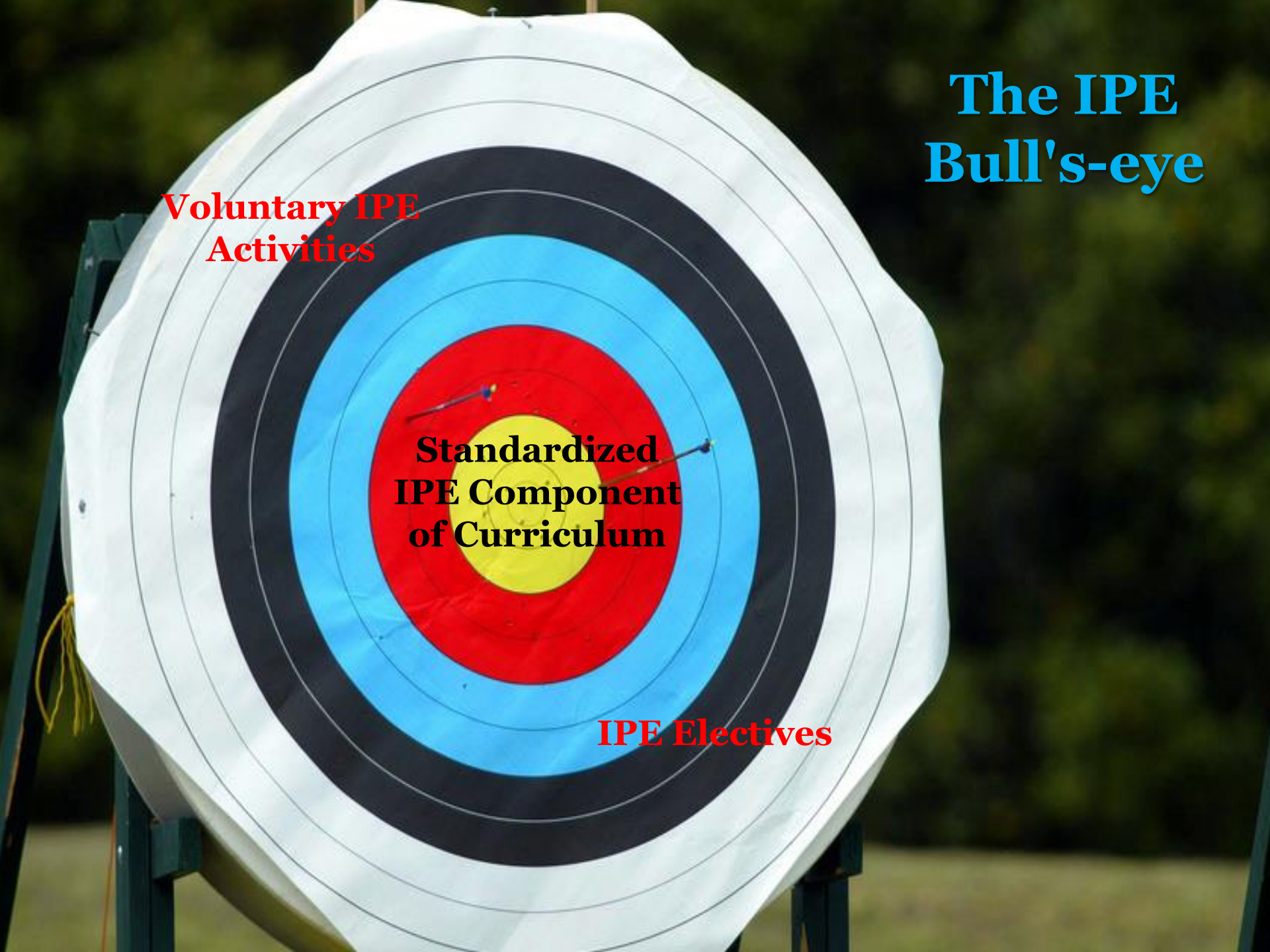


# The IPE Bull's-eye

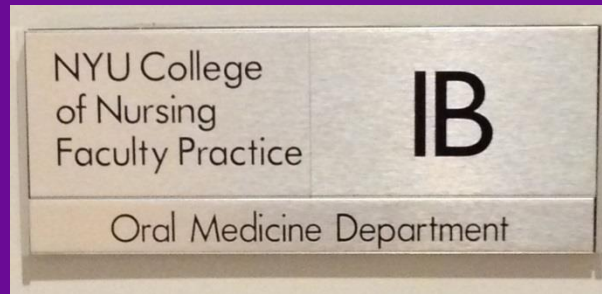
**Voluntary IPE  
Activities**

**Standardized  
IPE Component  
of Curriculum**

**IPE Electives**





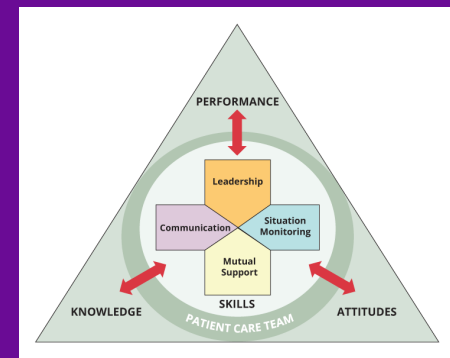


- To expand access to primary healthcare services/ improve the quality of life
- To become primary care providers for patients without access to health care or in need of regular health care.
- To test an innovative collaborative oral-systemic primary care delivery model



# Nursing Faculty Practice

# Interprofessional Faculty Development



# NYUCN Preceptor Workshop



## 65 preceptors

- Importance of oral health and nurses' role in oral health care
- IPE and collaborative practice as a framework for improving oral health outcomes
- Oral health competencies for pregnant woman, infant, child and adult
- Strategies aimed at facilitation the development of nurses' oral health competencies and implementation of best practices in oral health





# Interprofessional Curriculum Integration

- Collaborative courses
  - Content/Student/Faculty
- Workshops/Mini-courses
- Service Learning
  - Local/international
- Clinical experiences
  - Collaborative Case Conferences
  - Standardized Patients
  - Virtual Cases
  - Simulation
  - IP Clinical Rotations



# Smiles for Life: A National Oral Health Curriculum

## Smiles for Life

A national oral health curriculum



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[Welcome](#) [Steering Committee](#) [Endorsers](#) [Funders](#) [History](#) [Citation](#) [Sharing Our Websites](#) [FAQs](#) [Video](#)

### Smiles for Life: A National Oral Health Curriculum <sup>3rd edition</sup>

Smiles for Life produces educational resources to ensure the integration of oral health and primary care.

#### For Individual Clinicians



We've made it easy for individual physicians, physician assistants, nurse practitioners, students, and other clinicians to access the curriculum and learn on their own time and at their own pace. Each of the courses is available online. Free Continuing Education credit is available.

#### For Educators



This curriculum format can be easily implemented in an academic setting. Included is a comprehensive set of educational objectives based on the Accreditation Council for Graduate Medical Education (ACGME) competencies, test questions, resources for further learning, oral health web links, an implementation guide, and detailed module outlines.

#### Course Quick Links

	<b>Course 1:</b> The Relationship of Oral to Systemic Health
	<b>Course 2:</b> Child Oral Health
	<b>Course 3:</b> Adult Oral Health
	<b>Course 4:</b> Acute Dental Problems
	<b>Course 5:</b> Oral Health & the Pregnant Patient
	<b>Course 6:</b> Caries Risk Assessment, Fluoride Varnish & Counseling
	<b>Course 7:</b> The Oral Examination
	<b>Course 8:</b> Geriatric Oral Health

#### Answering the Call: Joining the Fight for Oral Health



Watch this informative and inspiring video which outlines both the challenge and progress in improving oral health as a vital component of effective primary care. Click the full screen icon in the bottom right hand corner of the video thumbnail to view it full-sized. This video is approximately seven minutes in length.

An [extended version](#) (21 minutes) of this documentary is also available.

**A Product of:**

**Endorsed by:**

**COURSES COMPLETED FOR CE CREDIT:** 75388



# Interprofessional Oral Health Faculty Toolkit



**TOSH**  
Interprofessional voice for oral health.

WHNP Curriculum Integration of Interprofessional Oral Health Competencies in Introduction to Reproductive Healthcare of Women				
<p><b>INTRODUCTION TO REPRODUCTIVE HEALTHCARE OF WOMEN</b></p> <p>1. History of WHNP 2. Role of WHNP 3. WHNP's role in the interprofessional team 4. WHNP's role in the community 5. WHNP's role in the workplace 6. WHNP's role in the home 7. WHNP's role in the school 8. WHNP's role in the workplace 9. WHNP's role in the home 10. WHNP's role in the school</p>	<p><b>1. EXPOSURE: INTRODUCTION</b></p> <p><b>KNOWLEDGE: RISK FACTORS FOR ORAL DISEASE IN WOMEN</b></p> <p>Goal: Describe oral disease risk factors for adolescent and adult women</p> <ul style="list-style-type: none"> <li>Review oral health risk factors for adolescent and adult women</li> <li>Review oral health risk factors for adolescent and adult women</li> <li>Review oral health risk factors for adolescent and adult women</li> </ul>	<p><b>2. IMMERSION</b></p> <p><b>SKILL-BUILDING</b></p> <p>Goal: Include oral health in history and physical examination (H&amp;P) in simulation lab</p> <ul style="list-style-type: none"> <li>Review American Dental Association Caries Risk Assessment tool, Age &gt; 6 (Appendix 1)</li> </ul>	<p><b>3. COMPETENCE</b></p> <p><b>SKILL-BUILDING</b></p> <p>Goal: Demonstrate competence in oral health history and risk assessment in gynecological, well-woman, and perimenopausal visits with a chief of staff</p> <ul style="list-style-type: none"> <li>Review oral health history and risk factors</li> <li>Review electronic health record</li> <li>Review oral health history and risk factors</li> <li>Review oral health history and risk factors</li> </ul>	<p><b>4. EVALUATION</b></p> <p><b>KNOWLEDGE: ORAL CARE IN WELL-WOMAN, &amp; PREMENOPAUSE VISITS</b></p> <p>Goal: Describe oral care of the adolescent and adult women</p> <ul style="list-style-type: none"> <li>Complete patient's oral care, including 1-2 (Appendix 2), 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 71</li></ul>

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**OHNEP**  
Oral Health Nursing  
Education and Practice

# NYU D4 Honors Rotation





# Collaborative Nursing/Dental Clinical Experience



- **Competencies for dental students:** DDS students complete a comprehensive approach to assessing patient general health needs; identify need for referral (primary care, dietary counseling, social work, etc.)
- **Competencies for nursing students:** recognize normal and pathological variations of oral structures; demonstrate head and neck and oral exams
- **Competencies for both:** establish the oral-systemic association in the context of diagnosis and treatment planning to address the patient's oral health needs; assess the role of nursing in dentistry in providing primary care
- **Who participates:** NP faculty, DDS faculty and DDS and NP students

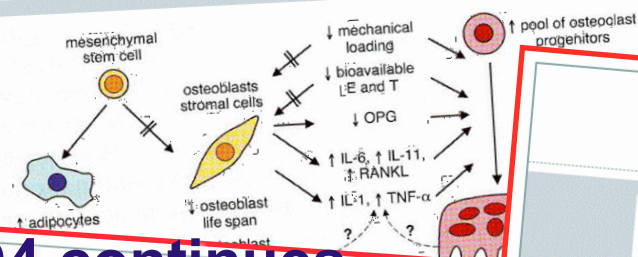
# Here is a typical case: D4 starts

## D1 steps in

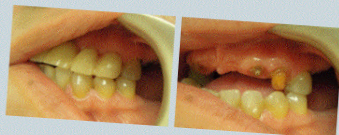
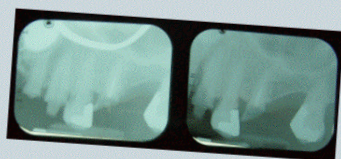
### Introduction Ms. JC

- 51 Year old female
- Chief complaint:**  
"I want something fixed for my upper front teeth"
- History of chief complaint:**  
She had been going to a private dentist and is wearing a provisional b...  
extending from Tooth no 6-11. She could not afford the treat...  
plan offered by the dentist. She had been told she had osteoporosis...

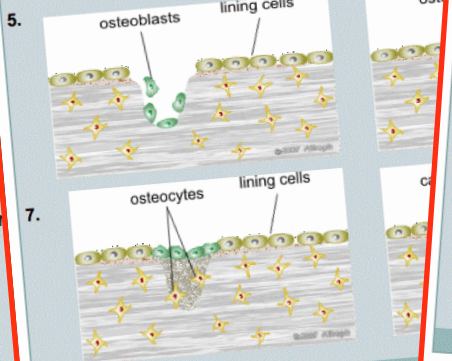
### Molecular Mechanism of Osteoporosis



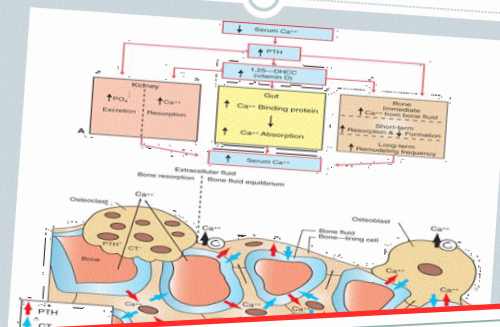
### Diagnosis and Treatment



### Healthy Bone Remodel



### Control of osteoblast and osteoclast activity



### D3- CONTRIBUTION PICO Question:

Hygiene contributes...  
D4 concludes with...

D3 asks a...

Nursing discusses patient management of systemic health problems



### Acceptable Treatment plan

- Phase 1**
- OH1 at every visit, Prevident, MI Paste
  - Adult Prophylaxis with selective scaling and root planing.
  - Restoration tooth no 5 (C)
  - Restoration tooth no 12 (DO)
  - Extraction tooth no 13
  - Extraction tooth no 28
  - Extraction tooth no 29
  - Re evaluate the extraction sites
- Phase 11**
- Fabricate the Maxillary immediate Transitional denture
  - Fabricate Mandibular cast partial denture.
  - Extractions tooth no 6
  - Extractions tooth no 7
  - Extractions tooth no 10
  - Extractions tooth no 11
  - Re evaluate the extraction sites
  - Insert Maxillary immediate Transitional denture
  - 4 months recall and evaluate the need for Maxillary Transitional Denture.



Integrated Case Presentation



# NYUCN Pediatric Nurse Practitioner Oral Health Outreach

- Who participates: Pediatric Nurse Practitioner students, dental students and Pediatric Dental Residents, NYUCD and NYUCN faculty
- Objective for DDS: Learn effective behavioral management of pediatric dental patients from PNPs
- Objective for Nursing: Learn to perform an oral exam and apply fluoride varnish from dental students



# Service Learning



- Objectives for DDS and Nursing: expand access to healthcare to children; joint public health venture; practicing as a team
- Who participates: DDS, PG, BS, NP-Nursing students, and CoN/CoD faculty

# **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 Brief (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 Brief (5 min)
  - I. Introductions
  - II. Goals of IP experience
  - III. Directions
- II. Case Study Discussion (40 min)
- III. Debriefing (15 min)

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
<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"/>

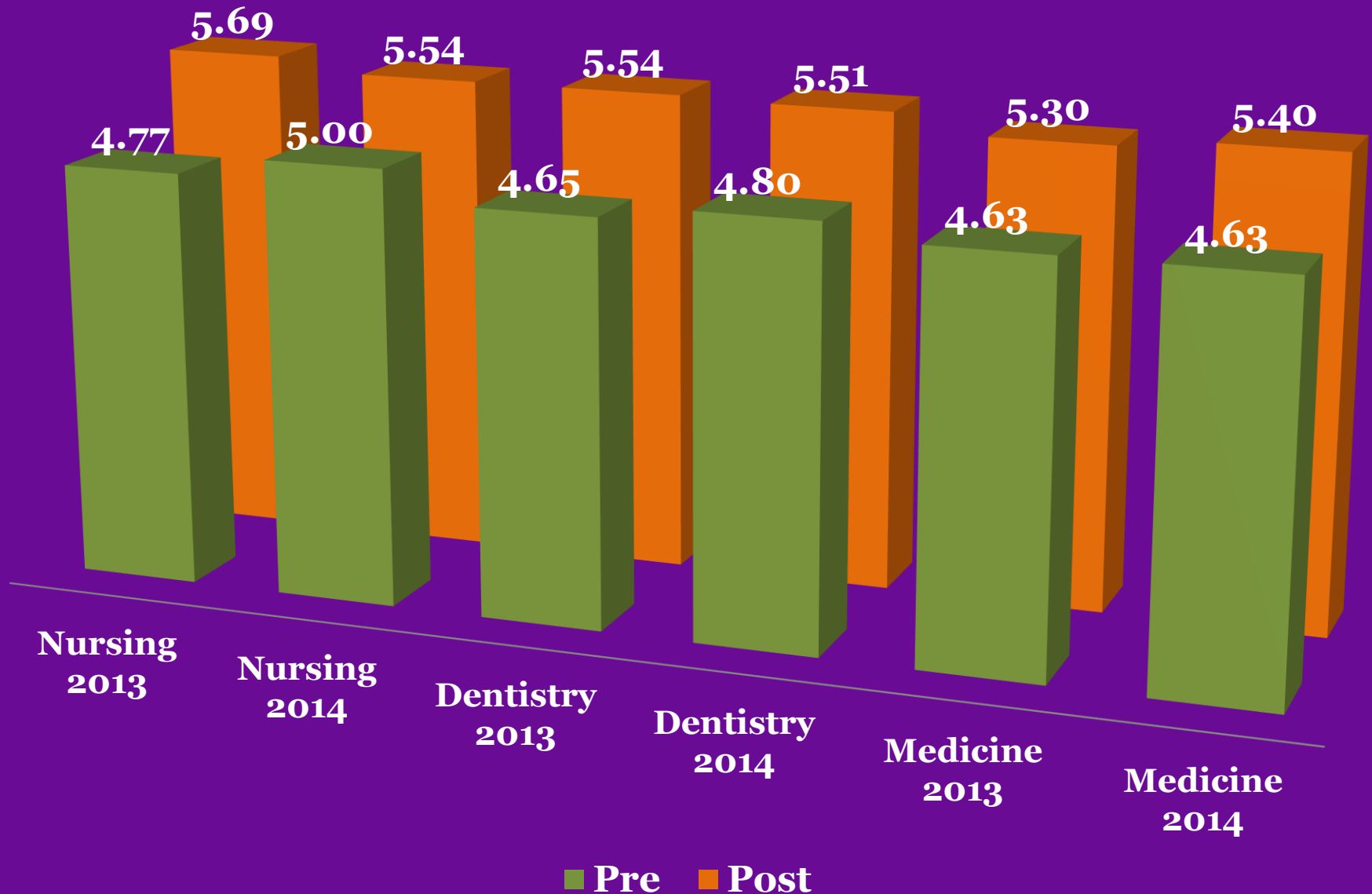
\*The patient's family or significant other, when appropriate, are part of the IP team.

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

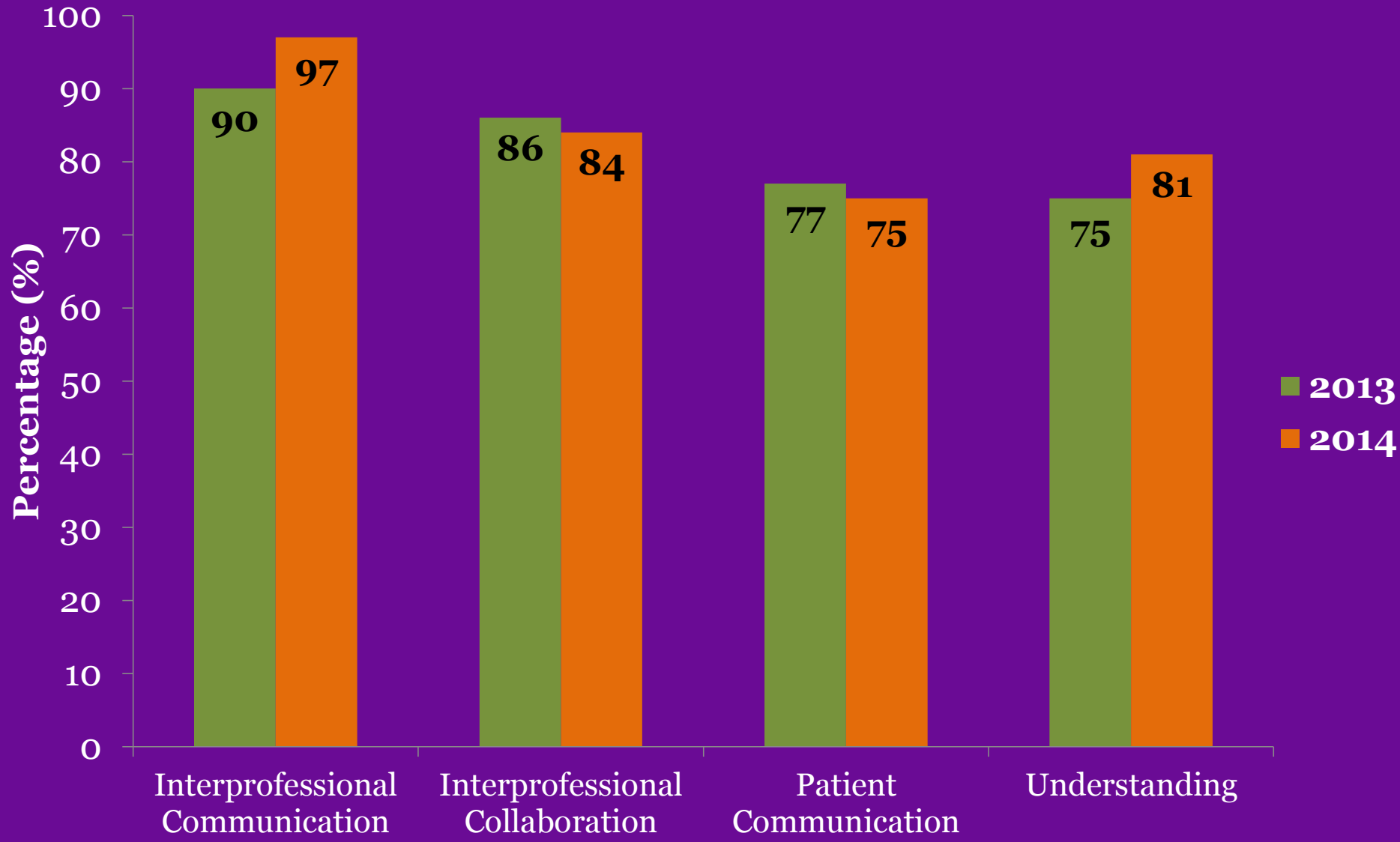
\*\*\*The term "care" includes intervention, treatment, therapy, evaluation, etc.

# **TOSH IPE Experience: ICCAS Mean Pre and Post Scores by Student Type (2013 & 2014)**

( $p < 0.001$ , two-tailed)



# Percentage of Faculty Who Agree that IPE Increases these Characteristics (2013 n=49; 2014 n=32)





# Pediatric IPE Clerkship



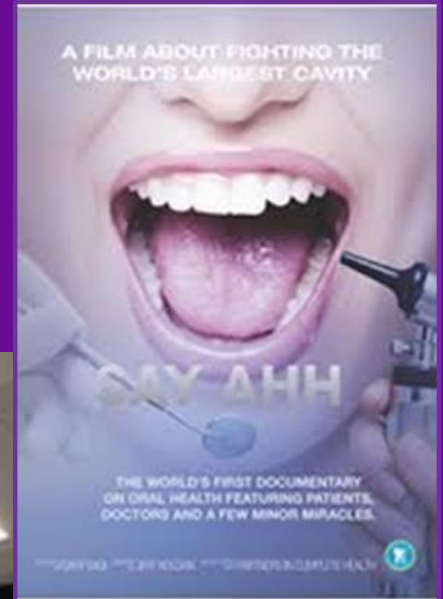


# Pediatric IP Clerkship Protocol

Patient 1	Patient 2	Patient 3
NP reviews chart	MD reviews chart	DDS reviews chart
NP takes history	MD takes history	DDS takes history
DDS does HEENOT exam and FV	NP does HEENOT exam and FV	MD does HEENOT exam and FV
HUDDLE	HUDDLE	HUDDLE
MD gives education prevention, anticipatory guidance, handouts, referral and follow-up	DDS gives education prevention, anticipatory guidance, handouts, referral and follow-up	NP gives education prevention, anticipatory guidance, handouts, referral and follow-up

# IPEG

Interprofessional Education Group



# NYC Department of Health Collaboration

- Bureau of Maternal and Infant Reproductive Health
- Nurse Family Partnership
- Education Program on Oral Health on Pregnancy and Early Childhood
- 120 Nurses and Staff



Erin Hartnett, DNP, APRN  
BC, CPNP  
Director, OHNEP and  
TOSH



Julia Lange-Kessler, MS,  
CM, RN, IBCLC Clinical  
Instructor  
Coordinator, Nurse  
Midwifery Program



Donna Hallas,  
PhD, RN, PNP-BC,  
CPNP, FAANP  
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Coordinator, Advanced  
Practice



Amr M. Moursi,  
D.D.S., Ph.D.  
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and Chairman  
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Jill B Fernandez,  
RDH, MPH  
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Professor  
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Neal G Herman, D.D.S.,  
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Clinical Professor  
Pediatric Dentistry



Mark Wolff, D.D.S.,  
Ph.D., Professor  
Cariology and  
Comprehensive Care

# Nurse-Family Partnership







# ACNM Annual Meeting: The Midwifery Profession as Frontline Promoters of Oral Health for Women & Newborns





# Expand Engagement of Nursing Stakeholders in Advancing Oral Health Policy



Judith Haber, PhD, APRN-BC, FAAN



Donna Hallas, PhD, RN, PNP-BC, CPNP, PMHS, FAANP



Marguerite Di Marco, PhD, RN, CPNP



Erin Hartnett, DNP, APRN-BC, CPNP



# Engage Nursing and Interprofessional Stakeholders in Oral Health Curriculum and Practice Integration



# University of Vermont Avatar Virtual Clinic



# National Nursing Oral Health Workgroup







# Interprofessional Oral Health Webinars

**NYU | NURSING** **NYU | DENTISTRY**

## Oral Health Challenges in Pregnancy and Childhood

NONPF Webinar  
February 26, 2015  
12:30-2:00 EST

**NICHE Online Connect** **OHNEP** **HARTFORD INSTITUTE FOR GERIATRIC NURSING**  
NICHE Webinars Oral Health Nursing Education and Practice NEW YORK UNIVERSITY COLLEGE OF NURSING

NICHE Oral Health Series



### "Oral Health: Overview of Older Adults"

**NICHE Online Connect** **OHNEP** **HARTFORD INSTITUTE FOR GERIATRIC NURSING**  
NICHE Webinars Oral Health Nursing Education and Practice NEW YORK UNIVERSITY COLLEGE OF NURSING

NICHE Oral Health Series



### "Oral Health: Dementia"

**NICHE Online Connect** **OHNEP** **HARTFORD INSTITUTE FOR GERIATRIC NURSING**  
NICHE Webinars Oral Health Nursing Education and Practice NEW YORK UNIVERSITY COLLEGE OF NURSING

NICHE Oral Health Series



### "Oral Health in Older Adults in Acute Care Settings"

**NICHE Online Connect** **OHNEP** **HARTFORD INSTITUTE FOR GERIATRIC NURSING**  
NICHE Webinars Oral Health Nursing Education and Practice NEW YORK UNIVERSITY COLLEGE OF NURSING

NICHE Oral Health Series



### "Oral Health: LTC"

## Integrating Oral-Systemic Health in Graduate Nursing Programs: A Faculty Tool Kit

Judith Haber, PhD, APRN, BC, FAAN  
Associate Dean of Graduate Programs  
The Ursula Springer Leadership Professor in Nursing  
New York University College of Nursing

Caroline G. Dorsen, MSN, FNP-BC  
Coordinator, Family Nurse Practitioner Program  
Clinical Instructor of Nursing  
New York University College of Nursing

Donna Hallas PhD, RN, PNP-BC, CPNP, PMHS, FAANP  
Clinical Professor  
Pediatric Nurse Practitioner Program Coordinator  
Certified Pediatric Nurse Practitioner  
Certified Pediatric Primary Care Mental Health Specialist  
New York University College of Nursing

Rita A. Jablonski, PhD, RN, ANP-BC  
Associate Professor  
School of Nursing, University of Alabama at Birmingham

# Chemotherapy without Cavities





# Public Health Learning Modules

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

[http://www.aptrweb.org/?PHLM\\_I5](http://www.aptrweb.org/?PHLM_I5)



**Public Health**  
Learning Modules

Using **Healthy People 2020**  
to Improve Population Health



**APTR**

ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH



College of Health Professions  
and Social Work  
TEMPLE UNIVERSITY\*



## A photograph of two healthcare professionals in a clinical setting. A woman with blonde hair, wearing a light-colored scrub top, is seated in the foreground. Standing behind her is a woman with dark curly hair, wearing a white lab coat over a dark blue shirt. They are positioned in front of a large window that offers a view of a green landscape. To the left, a medical device, possibly a ventilator, is partially visible. The image is framed by a purple border at the top and bottom.

By Judith Haber, APEN-BC, PhD, FAAR, Sheryl Strassman, PhD, Madeleine Unger, APEN-BC, MS, PhD, Caroline Derran, APEN-BC, MSW, PhD, Rose Knapp, APEN-BC, APN, ACNP, MS, PhD, Carolyn Amabile, APEN-BC, APN, CNP, Ed. FAAR, Robert Kennedy, ME, MSN, Carolyn Amabile, APEN-BC, APN, CNP, Ed. FAAR, DK, PhD, SRAN

www.elsevier.com/locate/jmb

**Background**  
The Institute of Medicine's (IO) Quality Changers: A New Health & Deliberated national dilemma to learn in the United States. The d

- reengineering care processes
- integrating effective information
- breaking knowledge and w
- fostering interdisciplinary
- rethinking care coordination services, and then of care

**Background**  
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- rethinking care coordination services, and then of care

Erin Hartnett, DNP, APRN-BC, CPNP—Associate Editor

## Erin Hartnett, DNP, APRN-BC, CPNP

### At a Glance

- The head, eyes, ears, nose, oral cavity, and throat, or HEENOT, approach integrates oral care into patients' history taking, physical examination, and plan of cancer care.

**Key words:** oral health; mucositis; oral-systemic health; chemotherapy

Digital Object Identifier: 10.1188/15.CJON.615-619

In a survey of oral health supportive services in National Cancer Institute (NCI)-designated comprehensive cancer centers, 56% ( $n = 9$ ) of the 16 responding centers (out of 39) indicated they did not have a dental department (Epstein et al., 2007). None of the responding centers had standard protocols in place for oral preventive care or for supportive services for oral complications during or after

The lack of oral health knowledge and skills in medical and nursing education is implicated in this problem. About 70% of medical schools have less than five hours of oral health in their curriculum, and 10% include no oral health education (Ferullo, Silk, & Savageau, 2011). Although the nursing profession is beginning to integrate the Health Resources and Service Administration's (HHS/RS's, 2014) oral health core clinical competencies into nurse practitioner (NP) and nurse midwifery (NM) programs, oral health content and clinical competencies are not a standardized component of undergraduate or graduate curricula (Doole, 2014; Haber et al., 2015; Jablonik, 2010; National Organization of Nurse Practitioner Faculties, 2012, 2013; South-

A review of the literature reveals a paucity of information about integrating oral health into the treatment of patients with cancer, with the exception of patients with head and neck cancer or childhood leukemia or who are undergoing intensive chemotherapy. However, more than one-third of people treated for cancer develop complications that affect the mouth (National Comprehensive Cancer Network, 2015). In a systematic

# OHEP: An Oral Health Education Program for Mothers of Newborns

Don-

PNP-BC, CPNP, PMHS, FAANP,  
DH, MPH, Lily J. Lim, DMD, Peter Catapano, DDS,  
Dickson, BS, RN, Kathryn R. Blouin, MS, RN, CPNP,  
RN-BC, CPN, CPNP, Rafael Acal-Jimenez, MS, RN,  
P. Keila E. Figueroa, BS, RDH, Neha M. Jiواني, BDS,  
DDS

were to determine new nurses on oral health) the effective, provided to mothers, spartan unit, embryos on a tent or control they to assess be treatment by an inter-

professional team of nurse practitioners and dental faculty to educate the mothers on oral health care for their newborns.

The control intervention was a DVD on newborn nutrition. All participants received routine newborn nursing discharge instructions by the postpartum nurses and physicians.

Follow-up appointments were scheduled 6 and 12 months later for administration of the posttest by the mothers and dental faculty assessments of the posttest at 6 and 12 months.

Results: Pretest questionnaires revealed that the mothers lacked knowledge about oral health care for infants and young children, especially concerning vertical

Karla E. Figueroa, Registered Dental Hygienist  
University College of Dentistry, Nova Scotia  
Neha M. Jiwani, PhD  
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Neha M. Jiwani, Pediatric Dental Resident, New York University College of Dentistry, New York, NY.  
Aashu Sharma, Pediatric Dental Resident, New York University College of Dentistry, New York, NY.  
This study was supported by a \$2,000 grant from the Dental Association, the Samuel D. ...  
Conflicts of interest: none.

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Nurse Practitioner

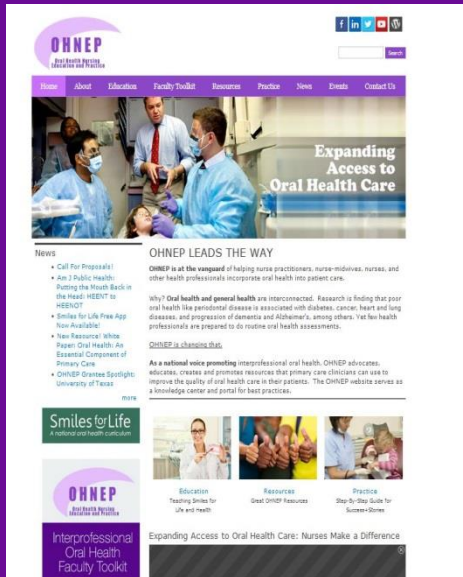
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online December 26, 2014.  
<http://dx.doi.org/10.1016/j.pedhc.2014.11.004>

March/April 2015



# OHNEP Social Networking for Oral Health

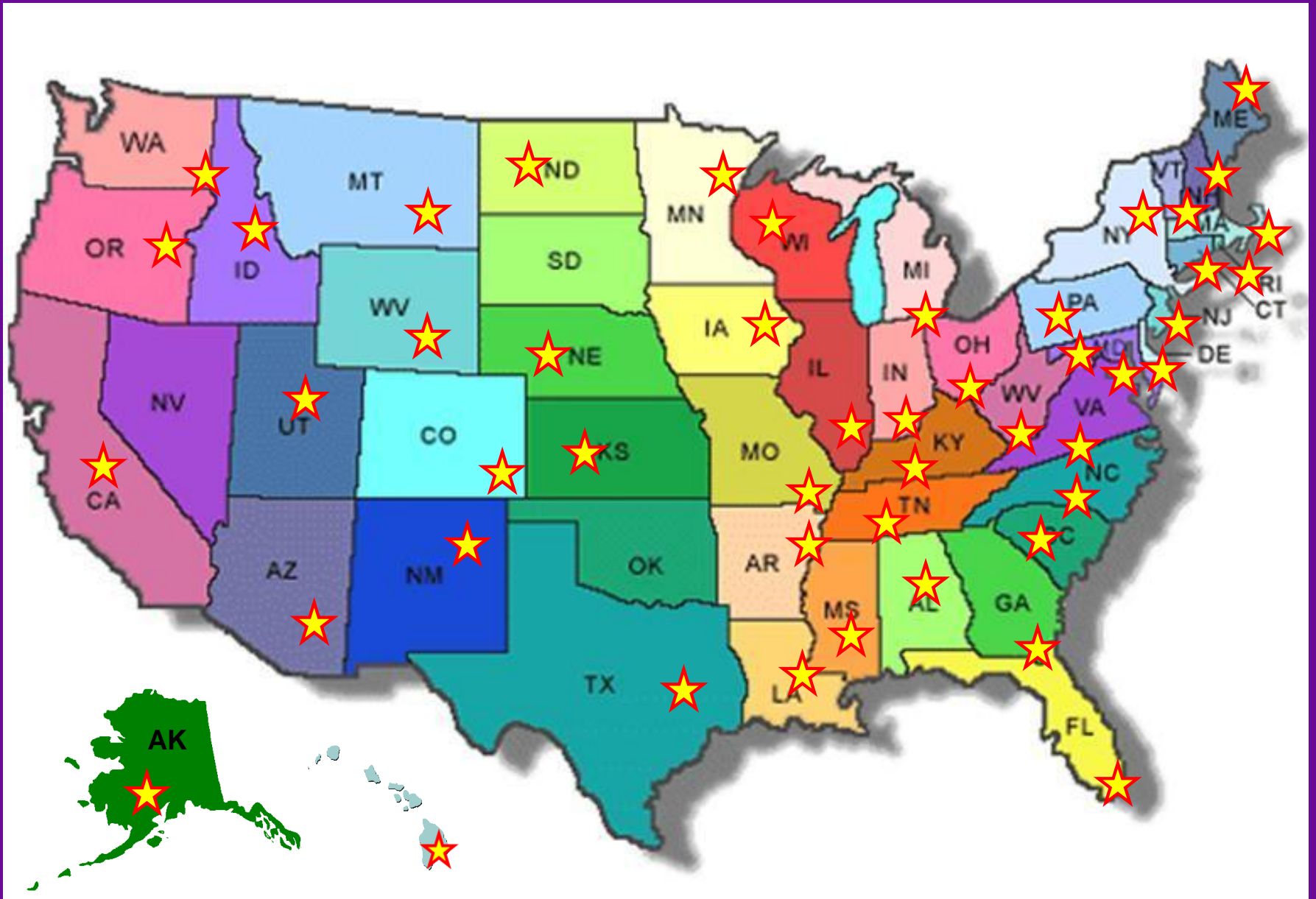


[www.OHNEP.org](http://www.OHNEP.org)



[www.TOSHteam.org](http://www.TOSHteam.org)

# Collective Impact: Interprofessional Oral Health Initiatives (47 states)



# CHALLENGES



Obtaining “buy-in”



Scheduling



Scope of Practice Myths



Sustainable Resources



Funding



Evaluation

# 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





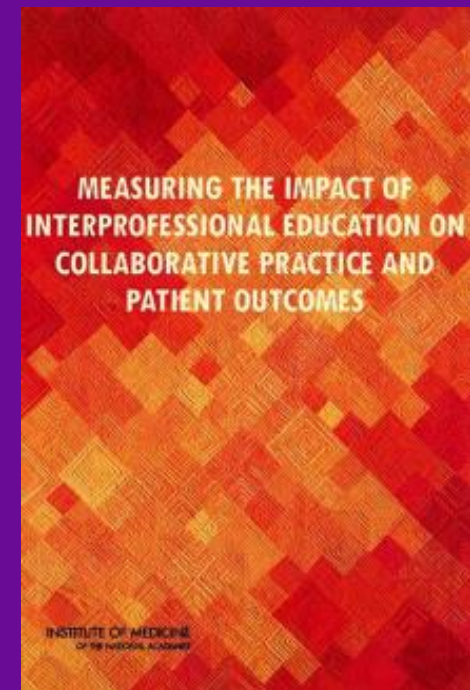
# Evaluating IPE

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

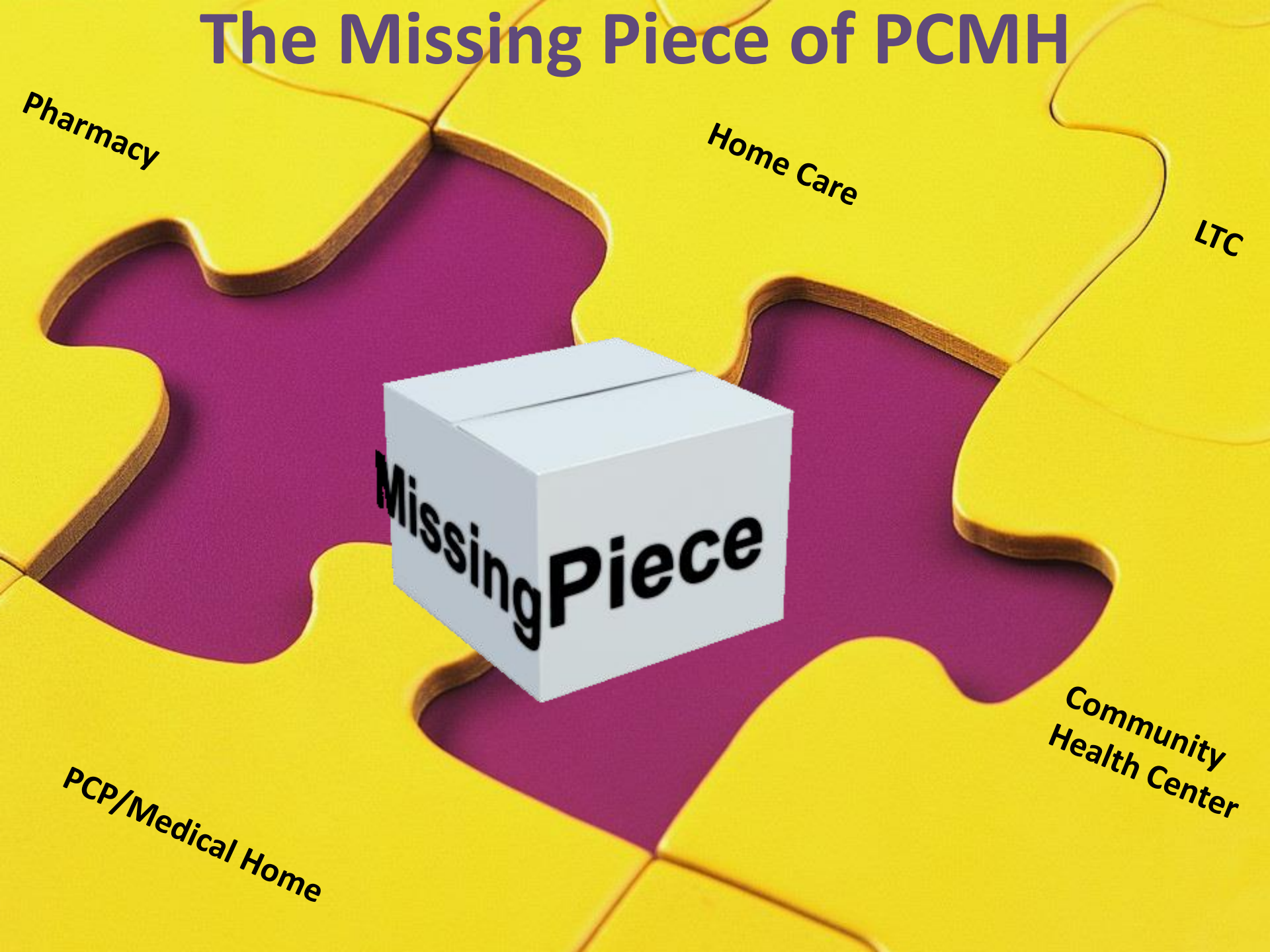
National Center for



Interprofessional  
Practice and  
Education



# The Missing Piece of PCMH



Pharmacy

Home Care

LTC

Missing Piece

Community  
Health Center

PCP/Medical Home



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

# Knowledge, Trust, Respect, Collaboration

