Integration of Systemic-Oral Health into Academia and Interprofessional Education

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Why Systemic-Oral Health and IPE?

* Systemic-Oral Health (SOH) is an important part of overall health and well-being
* Health care systems are not providing what we need and deserve – access to oral health care and optimal patient outcomes
* IPE is considered one mechanism to accomplish this goal

National Reports and Initiatives

* A call to action for all health professions to play a role in reducing the burden of oral disease in America
* A decade later the IOM Committee's (2011) vision reinforced the importance of oral health, outlined the vision everyone in the U.S. to have access to quality oral health care across the life cycle, and recommended an investment in "workforce innovations to improve oral health that focus on core competency development, education and training, to allow for the use of all health care professionals in oral health care."
  [Advancing the Nation's Oral Health: Adding Years of Healthy Life](https://www.ncbi.nlm.nih.gov/books/NBK155519/)

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National Reports and Initiatives

• National Interprofessional Initiative on Oral Health (NIOH) is a national effort to increase oral health in education and practice of primary care clinicians
  - Jointly funded by the David J. Satcher Foundation, Northeast Ohio Medical University, and the CDHOH Foundation

• The NYU College of Nursing’s Oral Health Nursing Education and Practice (CHINEP) initiative
  - An interprofessional initiative that promotes education and interprofessional collaboration, allowing the opportunity for the nursing profession to lead in oral health and to work alongside other health care professionals.
Oral-Systemic (OHS) Health Curricular Innovation Award

- Funded project by OHNEP
- The aims of this innovative teaching project are to:
  - Bring undergraduate nursing and health sciences students together for shared oral-systemic health learning through curricula and clinical simulation experiences.
  - Develop simulation resources for use in IPE between nursing and allied health science programs.
  - Implemented in phases via a guiding framework; currently focused on feasibility

Phase 1: Conceptualize, Operationalize, and Integrate

- Track trends, priorities and changes related to research, practice guidelines, national health care agendas (i.e., oral-systemic health), higher education (i.e., IPE), strategic plans (i.e., university and college mission) community stakeholders, and health care workforce development.
- Predict, project or anticipate current or future needs.
- Choose or develop a structured planning method to evaluate need or feasibility of IPE.
- Choose a framework to guide how the IPE will be implemented.

Phase 1: OSH Integration

- IOM (2011) committee's vision for everyone to have access to quality oral health care across the life cycle by capitalizing on workforce innovations via oral health IPE and to allow for the use of all health care professionals in oral health care.
- IPE and training among dental and nondental health care professionals will be important for a work-ready collaborative practice team (IPEC, 2016).
Phase 1: OSH Integration

- National Interprofessional Initiative on Oral Health (NIOH)
- NYU’s Oral Health Nursing Education Program (OHNEP)

Phase 1: OSH Integration

- Support for allied health professionals to be involved with the delivery of health or related services pertaining to the identification, evaluation and prevention of diseases and disorders; health systems delivery and management, dietary and nutrition services; and rehabilitation among other (Association of Schools of Allied Health Professions, 2017).

Phase 1: OSH Integration

- Primary focus on nursing education related to oral health is primary care, long term care and ICU focused
- Nursing and allied health work professionals together in health care delivery systems but generally not educated together for team based care
- Changing and emerging roles for baccalaureate prepared health science professionals; stakeholder needs for prepared workforce in complex systems
- Historically health science students did not participate in IPE or simulated learning activities
Griffith University Framework

- The chosen framework is a programmatic approach and supports the pedagogical application of contextualized and experiential learning to improve clinical reasoning and critical thinking, synthesis and application of knowledge, and immersive, interactive and collaborative engagement of students (McCulloch, Kermack, 2006).

3-phase pedagogy

- Phase I: Higher Education
- Phase II: Clinical Contact
- Phase III: Professional Program

Health professional program

S\nStrengths
- Knowledge and skill in synthesis and apply
- Personal and interpersonal skills
- Professional and clinical skills
- Interdisciplinary and transdisciplinary
- Innovative and creative
- Independent and self-directed
- Collaborative and reflective
- Professional and ethical
- Demonstrate commitment, responsibility

W\nWeaknesses
- Lack of knowledge and skills
- Lack of support and guidance
- Lack of resources and materials
- Lack of feedback and assessment
- Lack of integration and synthesis

O\nOpportunities
- Enhanced understanding and application
- Increased capacity and capability
- New perspectives and insights
- New technologies and tools
- New educational and research

T\nThreats
- Increased competition for staff and resources
- Increased costs and expenses
- Increased demands and expectations
- Decreased funding and support

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Phase 2: Establish OSH Literacy among the Health Professions

- Develop or implement activities seek to establish health professions and oral-systemic health literacy
- This is defined as an understanding of the roles and contributions of the major health professions including the participant's own profession. By such an approach professional stereo-types are challenged at an early stage.
- Weave OSH into existing curriculum or develop a stand alone interprofessional course

Phase 2: Establish OSH Literacy

- Smiles for Life Interprofessional Comprehensive Oral Health (SLICOHC) was used as anchor content and woven into specified nursing and health science curriculum and learning activities
- Students view power point modules on The Role of Allied Health Professionals in Oral Health Care Delivery and The Nursing Profession and Improving Oral Health Outcomes.

Phase 2: OSH Establish Literacy

Nursing curriculum: Year 2; semester 5

Learning activities
NURS 4470 nursing students will:
- Complete IPE knowledge pre-test
- Complete the following modules from the SLICOHC to a standardized learning experience in a simulated acute care setting with health science students:
  - Module 1-The relationship of Oral to Systemic Health
  - Module 3-Adult Oral Health
  - Module 4-Acute Dental Problems
Phase 2: OSH Establish Literacy

Health Science curriculum: Year 2; semester varies

Learning activities

HILSC 4660 health science practicum students will:

- Complete IPE knowledge p-e test
- Complete the following modules from the SLUHC to a standardized learning experience in a simulated acute care setting with nursing students.
  - Module 1: The relationship of Oral to Systemic Health
  - Module 3: Adult Oral Health
  - Module 4: Acute Dental Problems

Phase 3: Integration of OSH into Learning Activities

- Suggested student pre-activity preparation, communication skills workshops, and multi-patient simulation by means of clinical learning through extended immersion in multi-method simulation and should build on the foundations laid in phase 2.
- IPE didactic course
- IPE embedded throughout program
- IPE seminar
- IPE Introduction day or workshop
- IPE simulated clinical experience

Phase 3: OSH Learning Activities

IPE Introduction Day and Workshop

- Meet with mentors and set up IPE parameters and expectations
- Complete required Island Regional Hospital (IRH) forms
- Study medical history and details of assigned patients
- Prepare patient oral health education script, materials and teaching aids
- Study quality measures and prepare for quality assessment activities
Phase 3: OSH Learning Activities

Attend IRH Orientation Day (1/3 day)
Participate in Multi Patient Simulated Clinical Experiences and Activities (1-2 days)

- Nursing students: plan and implement care for an oral health or dental problem using the nursing process, make appropriate referrals and discharge teaching during in collaboration with health science students upon patient discharge to an outpatient, ambulatory, or community setting.
- HSC students: conduct systematic oral health education and prepare patients for discharge in collaboration with nursing students and quality assessment activities.
- Keep notes and take photos of activities.
- Participate in interprofessional debriefing at IRH.
- Complete quality data from the assessment activities.
- Complete IPE knowledge post-test.
- Complete SWOT analysis and reflective journaling of the IPE experience.
Phase 4: Apply principles of OSH IPE in Real Patient-Care Settings

- Ideally, this would involve interprofessional student service teams
- Difficult to implement and maintain on a larger scale
- Many challenges and barriers to implementing SOH IPE; particularly for colleges not in health science centers
  - Psychosocial
  - Cultural
  - Logistical
  - Structural
Project Status

This project is in-progress. Preliminary data reports are positive. To date students (N = 33) have completed post experience evaluations and have participated in an oral debriefing.

"I never knew the importance of oral health for hospital patients" - NURS
"I never realized nursing students did all this for patients" - HSC
"Having other students (HSC) here gave the patients better care" - NURS
"It was different teaching around dental medications; I now realize how important it is" - HSC

Summary and Future Endeavors

- Understanding the role of the allied health professional and participating in shared activities around oral health allow nurses and allied health professionals to contribute to team-based care and further the goal of incorporating systemic oral health care into overall care.
- Future plans include a larger sample of students, expanded simulation scenarios, and inclusion of undergraduate nursing and health science students using telehealth and EMT approaches.

Questions and comments?
Thank you!

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