



COLUMBIA UNIVERSITY

*College of Dental Medicine*

# *Preparing for Population Oral Health Practice (P-OHP)*

June Levine, MS, RD, CDN, CDE

Columbia University College of Dental Medicine

Section of Population Oral Health

# Section of Population Oral Health



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**EDUCATION**

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UNIVERSITY  
COLLEGE OF  
DENTAL  
MEDICINE**



**RESEARCH**

# POPULATION ORAL HEALTH:

**IMPROVING  
ORAL HEALTH  
OUTCOMES  
FOR  
EVERYONE**

**SERVICE**

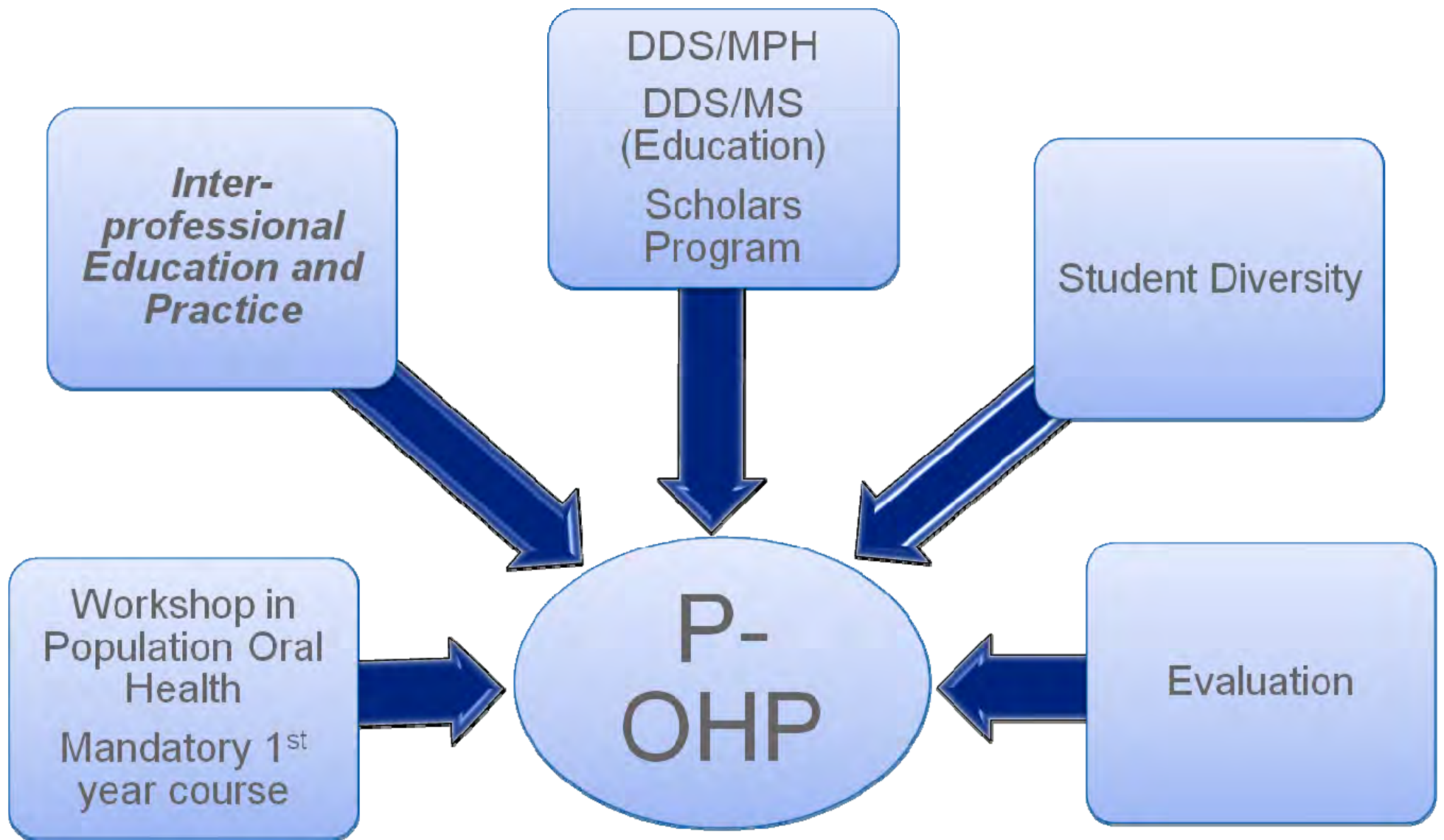


**POLICY**



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# Inter-professional Education & Practice Objective

- Bring inter-professional experiential learning to scale in pre-doctoral clinical education
  - “Over five years, annually expand existing clinical inter-professional primary practice experience in CDM 3<sup>rd</sup> year dental clinics for dental students with nursing, social work and nutrition students.”



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# Building on prior HRSA funded IPE endeavors

**match** multidisciplinary approaches  
to children's oral health

**UNCHARTED**  
DENTAL EDUCATION



These self-paced, online modules include activities, videos and case studies which:

- Highlight non-dental professions that can impact children's oral health
- Suggest ways pediatric dentists can partner with them most effectively to enhance practice success
- Present examples of successful pediatric dentists who enhance their patient care through partnerships with these professions



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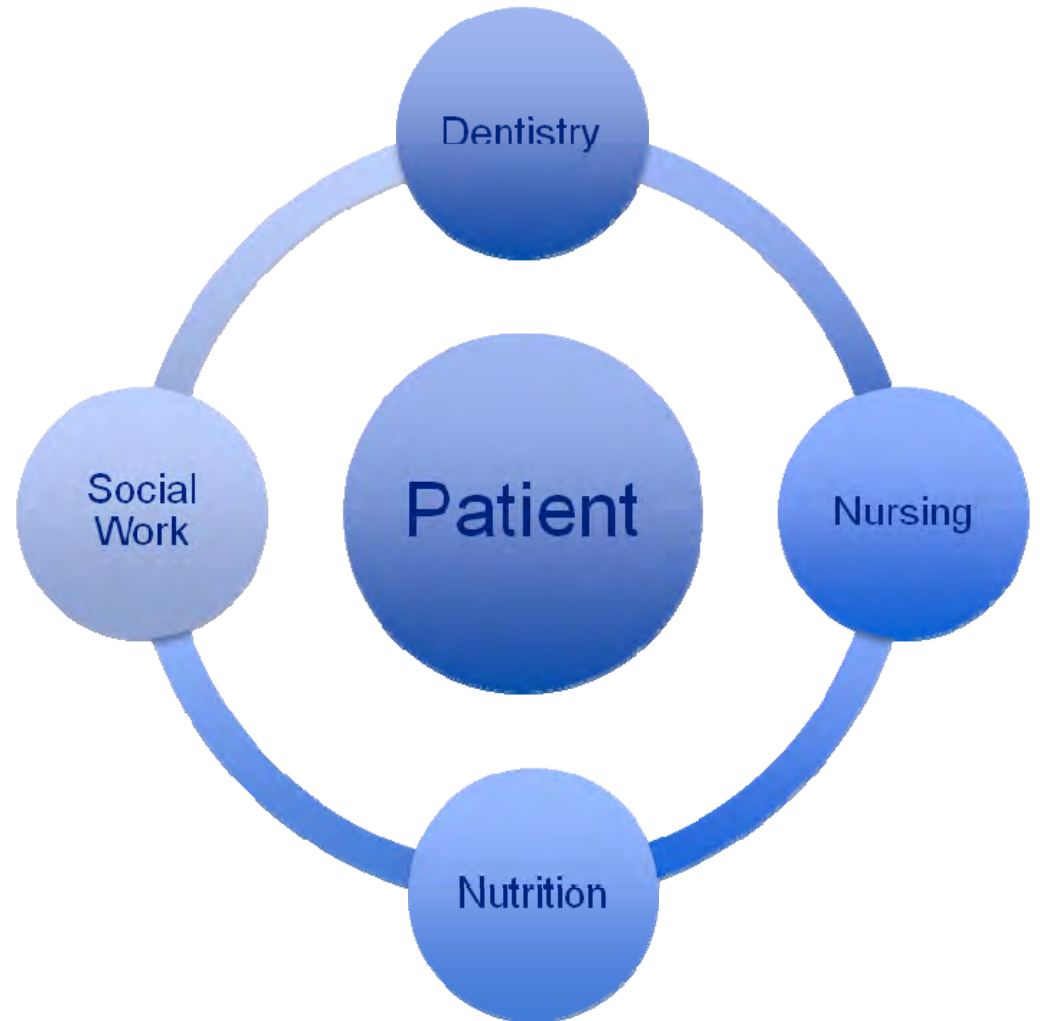
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# Holistic Oral Health Care Team Model

Healthcare financing strategies are moving from pay-for-volume to pay-for-value

This model promotes patient centered health care through:

- ✓ Collaboration among dentistry and allied health care professions
- ✓ Addressing the Social/Behavioral/Environmental determinants of oral health
- ✓ Health promotion and disease prevention including disease management



## Year 1: Planning

Refined plan for institutionalizing nursing, social work, & nutrition students in CDM clinics

## Years 2-5: Implementation

Initiate, evaluate, and refine experiential IPE/IPP learning through placement of nursing, social work, and behavioral nutrition in CDM clinics







## Year 1: Planning

1. Reviewed the current curriculum and Inter-professional programming at CDM
2. Identified a 3<sup>rd</sup> year dental course that was an ideal fit to incorporate this IPE objective

- Primary Care Medicine Clinical Rounds (PMCR)
  - Objective: Incorporate health promotion, disease prevention, & medical screening into care management in the 3<sup>rd</sup> year clinic
  - Method:
    - Students select a patient and utilize a detailed medical history to perform appropriate medical screenings and plan interventions
    - Students are required to perform an inter-professional collaboration
      - Had previously been limited to the patient's primary physician
  - Students then present their case outcomes in a weekly grand rounds class



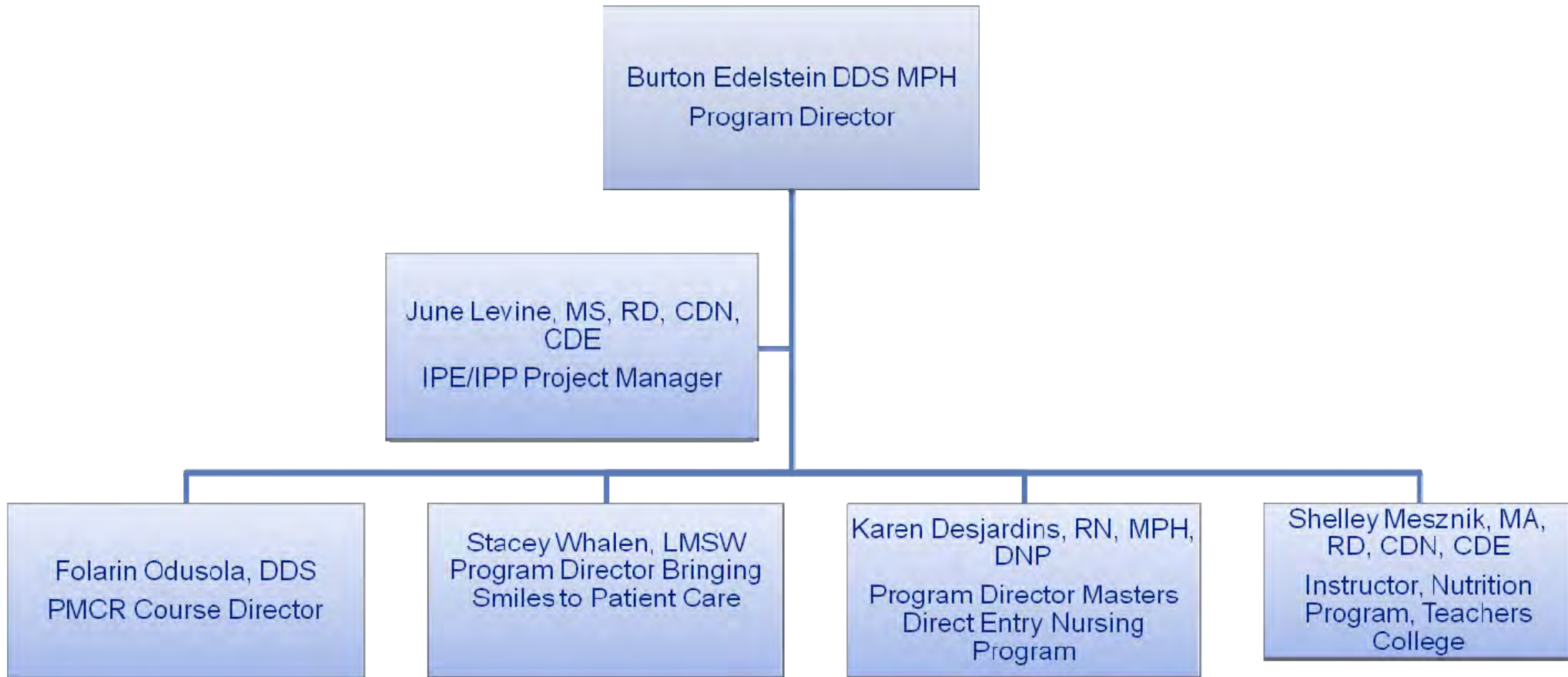


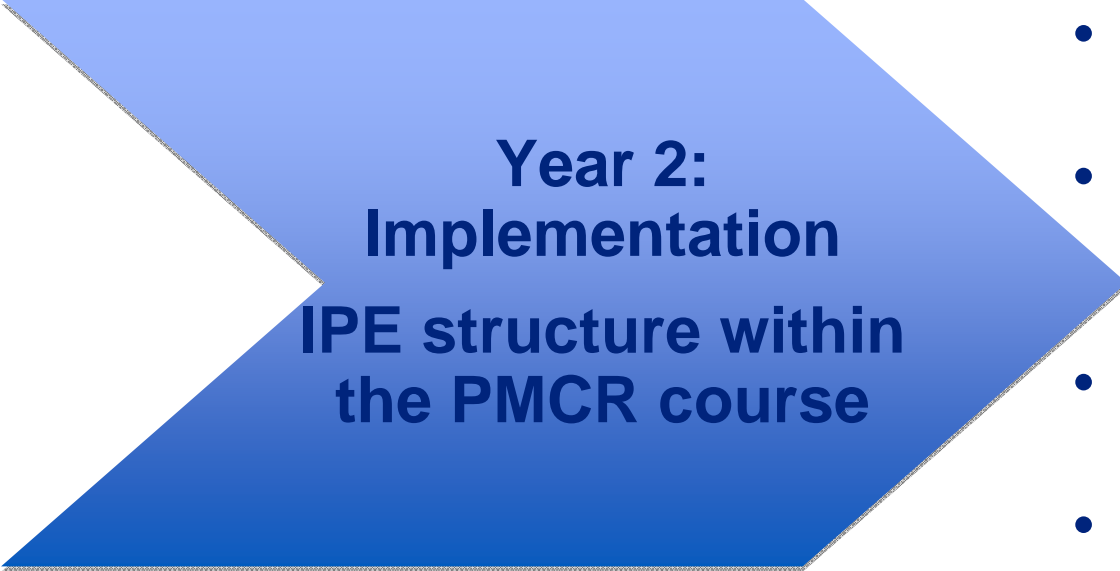
## Year 1: Planning

- By incorporating our objective into an established course framework
  - ✓ We leveraged existing resources within CDM
  - ✓ Expanded the pre-existing inter-professional component of the course
  - ✓ Secured a recruitment base for participating dental students
- In year 1 we continued to refine our work plan for Inter-professional student engagement within PMCR
  - ✓ Engaged and collaborated with dental, nursing, social work, and health education faculty
  - ✓ Refined the syllabus, learning objectives, procedures, rubric, and course resources
  - ✓ Developed a course orientation presentation
  - ✓ Devised a student recruitment plan
  - ✓ Constructed a program evaluation plan



# IPE/IPP Project Team






**Year 2:  
Implementation  
IPE structure within  
the PMCR course**

- IPE objective is introduced during the course orientation in September
- A subset of enrolled 3<sup>rd</sup> year dental students opt into the enhanced IPE collaborative project
- Potential for honors status is offered as incentive
- Participating dental students request to be paired up with either a nursing, social work, or nutrition student







## Year 2: Implementation Project Requirements

- Student pairs attend two small group meetings with Dr. Odusola and an allied health faculty project advisor (more as needed per student or faculty request)
- Students, under faculty direction, work together to provide medical screenings and interventions for a clinic patient
- 60 minute, joint case presentations are given in the PMCR course throughout the Spring semester



## Year 2: Implementation

- Student teams
  - 3 dental-nutrition teams; 3 dental-nursing teams; 2 dental-social work teams
- Presentations are scheduled throughout the Spring semester (January- May 2017)
- PMCR students not participating in the IPE project are required to attend at least one presentation from each discipline



# Barriers & Resolutions

- **Scheduling**
  - Coordinating student, patient and faculty schedules
- **Participation incentive for allied health care students**
  - Finding ways for this objective to fit within the nursing, social work and nutrition curriculums
  - Limited amount of allied health care students to work with all 80 third year dental students
- **Space limitations for counseling**
- **Flexibility in scheduling is essential for continued student and patient involvement**
  - Clinic faculty was very supportive in finding additional chair time for flexibility in patient appointments
- **We developed a rapid cycle quality improvement plan to address this incentive barrier**
  - Continue to work closely with faculty from the partnering schools so allied health care students receive credit within their programs for this work
- **We are now able to now use social work office space on the clinic floor**



# Evaluation



- Project evaluation lead: Mari Millery, PhD
- IRB approved pre and post survey for all 80 third year dental students
- Qualtrics survey queries students on their thoughts about IPE/IPP
  - Based on the Readiness for Interprofessional Learning Scale (RIPLS) survey
  - Additional post survey questions about their experience
- Students are sent the pre-survey prior to PMCR course orientation and will be given the post-survey at the end of the semester
- Students include project outcomes/lessons learned in their case presentations





# Student Feedback



*“We’re learning to see patients as people.”*

*“This was an experience I will never forget.”*

*“Quality interactions can result in significant changes in patient behavior.”*

*“The nursing student was able to find out medical information from the patient that I never would have through my interviewing style”*

*“Through this IPE project my patient now understands that the dental team and social work staff care about her continued dental treatment....she has showed up for her last two dental appointments....early!”*

*“Inter-professional collaboration is harder and takes longer than I thought. How will this be possible to do with all of my patients in the future?”*



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# Suggestions for Integration



- Investigate the current infrastructure at your institution
  - Look for programs or classes that can be enhanced by incorporating inter-professional collaboration
  - Involve champions of preventive health within your institution
  - Partner with affiliated allied health care programs
    - Use your project to cover course requirements for partnering students
- Be flexible with student and clinic schedules
- Offer adequate counseling space outside of the dental chair



# Thank you

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