The Road to Collaboration Is Paved With Good Intentions

Challenges Developing an Interprofessional Education Framework at NYU College of Dentistry

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Five key competencies essential for health care professionals

1. Providing patient-centered care
2. Working in interdisciplinary teams
3. Employing evidence-based practice
4. Applying quality improvement
5. Using informatics

IOM Report  Health Professions Education: Bridge to Quality (2003)
Interprofessional Education (IPE)

• “.. Occurs when two or more professions learn with, from, and about each other to improve collaboration and the quality of care….”

(CAIPE, 1997)
BOY! THE CURRENT IS TOUGH TODAY!

WE MIGHT AS WELL TURN BACK—THIS IS GETTING US NOWHERE!
Barriers to Interprofessional Education

- Different cultures
- Professional identity
- Lack of trust/respect “Hidden Curriculum”
- Accountability and expectations
- Time/logistics
- Money/Rewards
- Clinical responsibility
- Academic schedule and load
- Competing Curricular Demands
- Availability of IP educational expertise and content

*Is Dentistry at Risk; J Dent Educ. 72(11): 1231-1237 2008*
New Directions

- Alaska
  - Dental Health Aide Therapist
- Minnesota
  - Mid-level providers
- Florida
  - Pediatric Fluoride Varnish Program
- NYU College of Dentistry
  - NYU College of Nursing
Merger of The NYU College of Dentistry and Nursing
Some Apprehension When The Collaboration Began
Physical Separation
Sharing of Limited Resources
EBP
• First McMaster visit
• Creation of Steering Committee.
• 1st Dental Faculty training at McMaster
• Further Dental training
• EBP Academy
• Lecture series
• Guest speakers
• Journal club
NYU Strategic Plan

• Facilitating interpersonal relationships and mentorship
• Fostering and maintaining an environment for excellence
• Leveraging partnerships among dentistry, nursing, and dental hygiene
• Developing men and women of science
• Promoting global activity
Dental Students, Nurse Practitioners Partner to Promote Smoking Cessation

The NYU College of Dentistry, the Faculty Practice, has introduced a program to offer patients ways to quit smoking, with a focus on free nicotine replacement therapy. Student involvement in the program and Clinical Director of the College of Dentistry, the Nursing Faculty I, has been key in promoting the program.

NYU Dentistry/Nursing Partnership in the Media

Among the synergies achieved by the NYU dentistry/nursing partnership is an enhanced media presence, which has included a story about the partnership on NY1 News, and several newspaper advertisements. To view the NY1 News story, go to www.nyu.edu/dentalnews/nyucatl and scroll down to the NY1 News icon.

"During routine oral exams," says Ms. Lloyd, "NYU dental students ask their patients if they smoke. If the student says ‘yes,’ the dental student asks if the patient is interested in quitting, enumerates the negative effects of smoking on the patient’s health, and emphasizes the quit assistance program available at the Nursing Faculty."

"It’s all about the patient." That has always been the philosophy of the nursing profession and of the nursing partnership at NYUCD/NUCN.

― Mrs. Lloyd
Admissions clinic

D3 and D4 students

Hygiene students

Nursing students

13 chairs
Pilot Program
Started 2008 in the Admissions Clinic

New Approach to Patient Registration and Referrals Promotes Interdisciplinary Education and Care
Learning Objectives for NYUCD Students in Clinic 1A in an Interdisciplinary Model

D3 And D4 dental students will be able to:

1. Obtain an accurate medical history and review of systems.
2. Reinforce the knowledge and the importance to take accurate vital signs.
3. Recognize normal oral anatomy and demonstrate a complete head and neck examination.
4. Examine the oral-systemic association in relation to the patient’s review of systems.
5. Assess the role of dentistry and nursing in providing primary care.
Interdisciplinary interaction in the Admissions Clinic

**Advantages**
- Learning for all the students
- When a medical condition is suspected, faster referral
- Smoking counseling in the first session with appropriate follow up.
- Nursing students learn diagnosis of oral conditions and radiographic interpretation
- Dental students learn how to take appropriate vital signs
- Nursing students can see the side effects of medications in the oral cavity (ex: dry mouth)

**Disadvantages**
- Overcrowding
- Sessions take a little bit longer
- Scope of practice and limitations
# Learning Objectives for NYUCN Students in Clinic 1A in an Interdisciplinary Model

<table>
<thead>
<tr>
<th>Undergraduate nursing students will be able to:</th>
<th>Graduate nursing students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name the parts of normal oral anatomy.</td>
<td>1. Recognize normal oral anatomy.</td>
</tr>
<tr>
<td>2. Recognize an abnormal finding in the oral cavity.</td>
<td>2. Describe common normal variations and abnormal pathology in the oral cavity.</td>
</tr>
<tr>
<td>3. Demonstrate basic skills in examining the head, neck, and oral cavity.</td>
<td>3. Demonstrate a complete head, neck, and oral physical examination.</td>
</tr>
<tr>
<td>4. Categorize the client’s health problems using nursing diagnoses.</td>
<td>4. Examine the oral-systemic association in relation to the patient’s review of systems and medical history.</td>
</tr>
<tr>
<td>5. Develop a nursing care plan to address the patient’s identified health needs.</td>
<td>5. Formulate a plan to address patient’s identified health problems.</td>
</tr>
<tr>
<td>6. Compare the roles of the nurse and dentist on an interdisciplinary team in providing primary care to patients.</td>
<td>6. Assess the role of nursing and dentistry in providing primary care to patients utilizing an interdisciplinary approach.</td>
</tr>
</tbody>
</table>
Collaborative Student Clinical Experience in Dental Admission Clinic 1A

Purpose

• To engage students, nursing and dental faculty, in developing strategies to promote greater interdisciplinary alliances in offering comprehensive care

Outcomes

• Develop interdisciplinary model for nursing and dental students to work collaboratively to address health care needs of patients who present for the first time in Clinic 1A

• Increase referrals from 1A to NYU Nursing Faculty Practice through awareness of oral-systemic connection in health
Preparation for Experience

- Anatomy of oral cavity, head and neck
- Examination of mouth, head and neck
- Taking a medical history
- Oral-systemic connection
- Medications
- Primary care needs of patients

Involvement of nursing and dental faculty
Facilitators & Challenges

- Faculty/Administrative Support
- Interdisciplinary Teaching
- Student Interest
- Patient Population
- Co-Location of Services

- Student Clinical Assignments
- Protocols in Clinic 1A
- Role Expectations
- Measuring Student Outcomes
- Culture
Our Mission:

To expand access to primary healthcare services and improve the quality of life for New Yorkers of all ages.
PRIMARY CARE
[Comprehensive]
Nurse managed health center
Nurse practitioners
Holistic care
Collaborative practice
Strategy: Two Questions

• Do you have a medical primary care provider (physician or nurse practitioner?)
• When was the last time you had a physical examination?
NEW YORK UNIVERSITY
College of Nursing

NURSE PRACTITIONER FACULTY PRACTICE
345 East 24th Street, Suite 1B
New York NY 10010
Phone: 212-998-9420
http://www.nyu.edu/nursing/facprac/

This patient is being referred for:

- Smoking Cessation
- Needs Primary Care Provider
- Last Physical > than 1 year
- Acute Medical Problem
- Other ____________________

__________________________
(Signature)
Working Together
Positives For NYUCD

• Opportunity for NPs and MDs to become more knowledgeable about the oral cavity and its connection to overall health
• Helpful in teaching dental students importance of medical risk assessment and treatment modification
• Better gauge of didactics and time spent teaching disease processes
Positives For Our Patients

- Easy – see PCP and Dentist in same facility
- Number of patients seen at NYUCD Admissions Clinic
  - ~40/day
  - ~200/week
  - ~1000/month
Research Opportunities

- Dentists, physicians, nurse practitioners and students working together
- Charts of patients seen in admissions were reviewed retrospectively.
- Prevalence of disease in patients seen in admissions
  - Data collected included demographics, vital signs, self-reported medical diagnoses, medications
- Ability to alter curriculum to place emphasis on diseases more commonly seen
# Medically Complex Patients at NYUCD

<table>
<thead>
<tr>
<th>Condition</th>
<th>% of Patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>No significant med. hx</td>
<td>51%</td>
</tr>
<tr>
<td>Hypertension (recorded)</td>
<td>55%</td>
</tr>
<tr>
<td>Diabetes</td>
<td>27%</td>
</tr>
<tr>
<td>Depression</td>
<td>15%</td>
</tr>
<tr>
<td>Asthma</td>
<td>10%</td>
</tr>
<tr>
<td>Heartburn</td>
<td>10%</td>
</tr>
<tr>
<td>Migraines</td>
<td>5%</td>
</tr>
<tr>
<td>Arrhythmias</td>
<td>5%</td>
</tr>
<tr>
<td>Cancer</td>
<td>3%</td>
</tr>
<tr>
<td>Pacemaker</td>
<td>3%</td>
</tr>
<tr>
<td>Bronchitis</td>
<td>3%</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>3%</td>
</tr>
<tr>
<td>Emphysema</td>
<td>3%</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3%</td>
</tr>
</tbody>
</table>
Diabetes and Periodontal Disease - Where Do We Stand?

![Bar chart showing the comparison between NYUCD Diabetic Population and NHANES Study for Destructive Periodontal Disease between Male and Female subjects. The NYUCD Diabetic Population shows significantly higher percentages across all gender categories compared to the NHANES Study.]
Diagnosed and Undiagnosed HTN

Baseline Blood Pressure

- Normal (73): 43.20%
- Prehypertension (63): 37.28%
- Stage-I (23): 13.61%
- Stage-II (10): 5.92%

N=169
Initial Experiences
Initial Challenges

- Practice differences
- Payment barriers
  - Minimal insurance acceptance
  - Educating patients
    - …but I already paid for today’s visit
- Limited capacity for walk-in emergencies
Positives Outcomes for Patients

• EASY!!!!
  • “User Friendly”
• Ability to coordinate primary health care with dental care
• Immediate evaluation for invasive procedures
  • HTN
  • Stat INR
  • Diabetes
    • Hgb $A_{1c}$
This Doctor Had No Script!

My Role In Dental education
Most dental practices

• Outpatient setting, little inpatient experience
• Solo practitioners
  • Assistants and hygienists
• Focal assessment
  • Not consistently integrated with total patient
Getting the Curriculum in Shape

Dentist as health care provider

It is not all about the tooth!

Patient centered approach

Using medical language in patient care

Facilitate communication and collaboration
Learning about teaching dental students as I go along

- Dialogue with dental colleagues
  - Revisions to previous course framework
- Direct observation of patient care in Admissions Clinic
  - Stimulated more dramatic changes
- One-on-one attention with students
- Pre-clinical and clinical knowledge coming together
KISS Rule

• Simplify key concepts in common diseases
• Make it relevant to the dentist
• Incorporate medical language
• Identify resources
  • Including roles of other health professionals
Collaborate and Communicate

- Assess the problems
- Communicate
- Collaborate and cooperate
- Adjust course content
- Re-evaluate changes
What would I prescribe?

Start and finish with a smile!
Small steps.....
Thank you for your attention!!!!