The OHNEP Undergraduate Interprofessional Oral Health Faculty Tool Kit

Resources & Strategies for Oral Health Integration
The Oral Health Nursing Education and Practice (OHNEP) Program has developed an Undergraduate Interprofessional Oral Health Faculty Tool Kit to provide you with user-friendly curriculum templates and teaching-learning resources to use when integrating oral health and its links to overall health in your undergraduate nursing program.

Oral health and its links to overall health has been identified as an important population health issue in Healthy People 2020 (2011). The HRSA Interprofessional Oral Health Core Competencies (2014), AACN Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and the IPEC (2016) Core Competencies for Interprofessional Collaborative Practice provide the framework for the oral health curriculum templates and resources that illustrate how oral health and its links to overall health can be integrated into courses across the undergraduate curriculum in baccalaureate and associate degree nursing programs.

Exciting tool kit teaching-learning strategies take students from Exposure to Immersion to Competence. These strategies begin in the classroom then link to simulated or live clinical experiences and involve community-based service learning, advocacy, and policy activities. The tool kit provides innovative approaches to “weaving” oral health into all or some of the courses in your existing undergraduate curriculum. Faculty can have students: Read evidence-based articles and resources; Do skill-building activities that incorporate oral health; and Collaborate with students from other professions.

The Smiles for Life interprofessional oral health curriculum provides a robust web-based resource for you to use along with the oral health template for each course. A good place to begin oral health integration is by transitioning the HEENT component of the history and physical assessment to the HEENOT approach. In that way, your students will NOT forget about including oral health in the whole person care of their patients.

Registered nurses care for patients, families, and communities across the lifespan in primary, home, hospital, and long-term care settings. Students can be prepared to integrate oral health into the overall care of patients with health promotion issues designed to prevent health problems as well as integrating it in the care of patients with acute and chronic conditions. There is a growing evidence-base about the links between conditions like diabetes, cardiovascular, respiratory, and kidney disease, as well as HIV, Celiac and Alzheimer’s. These are but a few of the health problems where a collaborative care model can maximize positive clinical outcomes.

It is important for Registered Nurses, as essential members of health care teams, to have the interprofessional oral health competencies necessary to recognize normal, as well as alternations in oral conditions and provide patients with appropriate assessment and interventions, including referrals to dental colleagues as needed.

We encourage you and your students to explore the resources in this oral health curriculum templates as you “weave” oral health and its links to overall health into your undergraduate nursing program. If you need additional technical assistance, please feel free to contact us at OHNEP@nyu.edu.
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Access Smiles for Life Courses and Resources here:
https://smilesforlifeoralhealth.org

Course 1: Relationship of Oral & Systemic Health
Course 2: Child Oral Health
Course 3: Adult Oral Health
Course 4: Acute Dental Problems
Course 5: Pregnancy & Women’s Oral Health
Course 6: Caries Risk Assessment, Fluoride Varnish & Counseling
Course 7: The Oral Exam
Course 8: Geriatric Oral Health

Download the SFL App!
The *Collaborate* instructions in each course provide examples of health profession programs as a guide for developing student interprofessional (IP) activities. The following key includes the abbreviations we use throughout this tool kit:

<table>
<thead>
<tr>
<th>Potential Interprofessional Partners On Your Campus</th>
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<tbody>
<tr>
<td>Adult Gerontology Acute Care Nurse Practitioner</td>
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<td>Adult Gerontology Primary Care Nurse Practitioner</td>
</tr>
<tr>
<td>Community Health Worker</td>
</tr>
<tr>
<td>Dentist</td>
</tr>
<tr>
<td>Dental Hygienist</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
</tr>
<tr>
<td>Midwife</td>
</tr>
<tr>
<td>Nurse</td>
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<tr>
<td>Nurse Practitioner</td>
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<tr>
<td>Occupational Therapist/OT Assistant</td>
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<tr>
<td>Pharmacist/Pharmacy Technician</td>
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<tr>
<td>Pediatric Nurse Practitioner</td>
</tr>
<tr>
<td>Physician</td>
</tr>
<tr>
<td>Psychiatric-Mental Health Nurse Practitioner</td>
</tr>
<tr>
<td>Physical Therapist/PT Technician</td>
</tr>
<tr>
<td>Physician Assistant</td>
</tr>
<tr>
<td>Radiation Therapist</td>
</tr>
<tr>
<td>Respiratory Therapist/RT Technician</td>
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<tr>
<td>Registered Dietitian</td>
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<tr>
<td>Social Worker</td>
</tr>
<tr>
<td>Speech &amp; Language Therapist</td>
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<tr>
<td>Women’s Health Nurse Practitioner</td>
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</table>
Whole Person Care

Patient

- Dentist
- Nurse Practitioner
- Nurse
- Occupational Therapy Assistant
- Dental Hygienist
- Family Nurse Practitioner
- Speech & Language Therapist
- Physic Assistant
- Physician
- Physical Therapist
- Physical Therapy Technician
- Psych-Mental Health NP
- Women’s Health NP
- Adult Geron. Primary Care NP
- Adult Geron. Acute Care NP
- Radiation Therapist
- Respiratory Therapist
- Midwife
- Registered Dietitian
- Occupational Therapist
- Pediatric Nurse Practitioner
- Respiratory Therapy Technician
- Pharmacists
- Community Health Worker
- Social Work
Microbiology: Integration of Oral Health

*Complete Smiles for Life Course 1*

**Exposure: Introduction**

- **Read**
  - *Oral Health Disparities in Older Adults: Oral Bacteria, Inflammation, and Aspiration Pneumonia* (Scannapieco & Shay, 2014)

**Immersion: Development**

- **Do**
  - Submit *Smiles for Life* Completion Certificate for course 1
  - Discuss with an IP student team (e.g. RN, DDS, DH, MD, PA) the relevance of herpes as an infectious disease and its oral-systemic connection
  - Submit *Smiles for Life* Completion Certificate for course 1
  - Discuss the infectious process of oral herpes

**Competence: Entry-to-Practice**

- **Collaborate**
  - Discuss with an IP student team (e.g. RN, MD, RT, PA, AGACNP) the relevance of pneumonia as an infectious disease and its oral-systemic connection
  - Discuss with an IP student team (e.g. RN, DDS, DH, MD, PA) the relevance of herpes as an infectious disease and its oral-systemic connection
  - Discuss with an IP student team (e.g. RN, MD, WHNP, DH, SW) the relevance of HPV as an infectious disease and its oral-systemic connection

**AACN Essentials:** Liberal Education for Baccalaureate Generalist Nursing Practice

- *Oral Health Disparities in Older Adults: Oral Bacteria, Inflammation, and Aspiration Pneumonia* (Scannapieco & Shay, 2014)

- *Herpes Simplex Virus Type 1 Shedding in Tears, and Nasal and Oral Mucosa of Healthy Adults* (Ramchandani et al., 2016)

- *The epidemiology of oral HPV infection in healthy populations* (Tam et al., 2018)

**IPEC Competencies:** Interprofessional Communication

- Exposure: Introduction
- Immersion: Development
- Competence: Entry-to-Practice
# Anatomy & Physiology: Integration of Oral Health

**Complete Smiles for Life Courses 1, 2, 3 & 7**

<table>
<thead>
<tr>
<th>Exposure: Introduction</th>
<th>Immersion: Development</th>
<th>Competence: Entry-to-Practice</th>
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</thead>
<tbody>
<tr>
<td><strong>Ankyloglossia</strong></td>
<td><strong>Anatomy</strong></td>
<td><strong>Mobility</strong></td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td><strong>Read</strong></td>
<td><strong>Read</strong></td>
</tr>
</tbody>
</table>
| - Should family physicians perform frenotomy for neonatal ankyloglossia? (Adragna & Khodaee, 2016) | - Review Eruption Charts (ADA)  
  - Management of Dental Trauma in a Primary Care Setting (Keels, 2014)  
  - Oral Care Assessment Tools and Interventions After Stroke (Prendergast & Hinkle, 2018)  
  - Attitudes towards Oral Health in Patients with Rheumatoid Arthritis (Serban et al., 2019) | - Oral Care Assessment Tools and Interventions After Stroke (Prendergast & Hinkle, 2018)  
  - Attitudes towards Oral Health in Patients with Rheumatoid Arthritis (Serban et al., 2019) |
| **Do**                 | **Do**                 | **Do**                      |
| - Submit Smiles for Life Completion Certificates for courses 1 & 2  
  - Discuss the anatomy and physiology indications for frenotomy or no frenotomy | - Submit Smiles for Life Completion Certificates for courses 2, 3 & 7  
  - Identify both primary and permanent teeth in a diagram of a child’s mouth | - Identify activities of daily living (ADL) for patients with mobility disorders that are anatomical or physiological barriers to implementing oral hygiene self-care |
| **Collaborate**        | **Collaborate**        | **Collaborate**             |
| - Discuss with an IP student team (e.g. RN, SLP, RD, PNP) the impact of ankyloglossia on oral health and overall health | - Discuss with an IP student team (e.g. RN, DDS, DH, NP) to identify mixed dentition in a 10 year-old  
  - Collaborate with an IP student team (e.g. RN, DDS, DH, NP) on the Mia Jones dental trauma unfolding case (NLN) | - Collaborate with an IP student team (e.g. RN, SW, OT, PT, DDS, DH) on special devices and exercises to improve oral hygiene self-care |

**AACN Essentials:** Liberal Education for Baccalaureate Generalist Nursing Practice

**IPEC Competencies:** Interprofessional Communication
Pathophysiology: Integration of Oral Health

Complete **Smiles for Life Courses 1, 3 & 8**

AACN Essentials: Liberal Education for Baccalaureate Generalist Nursing Practice

IPEC Competencies: Interprofessional Communication

**Exposure: Introduction**

**Read**
- **Diabetes mellitus and oral health** (Kudiyirickal & Pappachan, 2015)
- **Oral Health and Diabetes** (Darling-Fisher et al., 2017)

**Immersion: Development**

**Do**
- Submit **Smiles for Life** Completion Certificates for courses 1, 3 & 8
- Students will discuss the inflammatory process as the underlying pathophysiology linking periodontal disease with diabetes

**Competence: Entry-to-Practice**

**Collaborate**
- Discuss with an IP student team (e.g. RN, MD, DDS, DH, NP, PA, RD) the oral-systemic pathophysiology link between diabetes and periodontal disease

**Antibiotic Prophylaxis**

**Read**
- **Dental Management of the Organ Transplant Patient** (NIDCR)
- **Oral Health Topics: Antibiotic Prophylaxis Prior to Dental Procedures** (ADA, 2019)

**Do**
- Submit **Smiles for Life** Completion Certificate for course 1
- List patients who require dental prophylaxis

**Collaborate**
- Collaborate with an IP student team (e.g. RN, MD, NP, Pharm, NP) to formulate a care plan for a patient with an aortic valve replacement

**Sjögren’s**

**Read**
- **Saliva as a diagnostic tool for oral and systemic diseases** (Javaid et al., 2016)
- **Risk factors for caries development in primary Sjögren syndrome** (Berman et al., 2019)

**Do**
- Submit **Smiles for Life** Completion Certificate for course 3
- Students will discuss how Sjögren’s as an autoimmune condition increases risk for oral health problems, including xerostomia and tooth decay

**Collaborate**
- Collaborate with an IP student team (e.g. RN, DDS, DH, Pharm, MD, PA, RD) to identify preventive measures to manage xerostomia
Research Methods: Integration of Oral Health

Complete Smiles for Life Courses 1, 2, 5 & 6

**Exposure: Introduction**

**Read**

**Immersion: Development**

**Do**
- Submit Smiles for Life Completion Certificates for courses 1, 2 & 6
- Evaluate the strength of the evidence for the recommendations of the USPTF on Prevention of Dental Caries

**Competence: Entry-to-Practice**

**Collaborate**
- Collaborate with an IP student team (e.g. RN, DNP, DDS, DH, MD, PA, Pharm, RD) to complete the ACE.P Mia Jones Unfolding Case (NLN)

**Dental Caries**

**Pregnancy**

**NV HAP**

**AACN Essentials**: Basic Organizational and Systems Leadership for Quality Care and Patient Safety; Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Clinical Prevention and Population Health; Professionalism and Professional Values

**IPEC Competencies**: Values/Ethics for Interprofessional Practice; Teams and Teamwork

**Read**
- Oral Health in Pregnancy (Hartnett et al., 2016)
- Committee Opinion No. 569 (ACOG, 2013)

**Read**
- Reducing missed oral care opportunities to prevent non-ventilator associated hospital acquired pneumonia at the Department of Veterans Affairs (Munro & Baker, 2018)

**Do**
- Submit Smiles for Life Completion Certificate for course 5
- Develop a PICO question about an oral health issue in pregnancy

**Collaborate**
- Collaborate with an IP student team (e.g. RN, DDS, DH, NP, PA, SW) to prepare an oral or poster presentation about best evidence-based practices that address an oral health issue in pregnancy

**Do**
- Discuss the incidence and prevalence of NV HAP as a population health issue
- Discuss the cost-benefit of implementing an NV HAP prevention program in hospitals

**Collaborate**
- Collaborate with an IP student team (e.g. RN, DH, DDS, Pharm, RT) on developing an evidence-based oral hygiene protocol for hospitalized older adults to prevent NV HAP
<table>
<thead>
<tr>
<th>Exposure: Introduction</th>
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<th>Competence: Entry-to-Practice</th>
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<tbody>
<tr>
<td>Read</td>
<td>Do</td>
<td>Collaborate</td>
</tr>
</tbody>
</table>

**Psychotropics**
- Oral health in patients taking psychotropic medications: Results from a pharmacy-based pilot study (Heaton et al., 2016)
- Effect of anti-asthmatic drugs on dental health: A comparative study (Chellaih et al., 2016)
- Estimation of salivary Candida albicans counts in asthmatic adult patients taking anti-asthmatic medication for 3–5 years (Alka et al., 2018)

**Respiratory**
- Oral Health: An Untapped Resource in Managing Glycemic Control in Diabetes and Promoting Overall Health (Darling-Fisher et al., 2015)
- Oral health and cardiovascular care: Perceptions of people with cardiovascular disease (Sanchez et al., 2017)

**Diabetes**
- Oral health in patients taking psychotropic medications: Results from a pharmacy-based pilot study (Heaton et al., 2016)
- Effect of anti-asthmatic drugs on dental health: A comparative study (Chellaih et al., 2016)
- Estimation of salivary Candida albicans counts in asthmatic adult patients taking anti-asthmatic medication for 3–5 years (Alka et al., 2018)
- Oral Health: An Untapped Resource in Managing Glycemic Control in Diabetes and Promoting Overall Health (Darling-Fisher et al., 2015)
- Oral health and cardiovascular care: Perceptions of people with cardiovascular disease (Sanchez et al., 2017)

**Cardiovascular Disease**
- Oral health in patients taking psychotropic medications: Results from a pharmacy-based pilot study (Heaton et al., 2016)
- Effect of anti-asthmatic drugs on dental health: A comparative study (Chellaih et al., 2016)
- Estimation of salivary Candida albicans counts in asthmatic adult patients taking anti-asthmatic medication for 3–5 years (Alka et al., 2018)
- Oral Health: An Untapped Resource in Managing Glycemic Control in Diabetes and Promoting Overall Health (Darling-Fisher et al., 2015)
- Oral health and cardiovascular care: Perceptions of people with cardiovascular disease (Sanchez et al., 2017)

**Pharmacology: Integration of Oral Health**
*Complete Smiles for Life Courses 1, 3 & 8*

**IPEC Competencies:** Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

**Exposure: Introduction**
- Oral health in patients taking psychotropic medications: Results from a pharmacy-based pilot study (Heaton et al., 2016)
- Effect of anti-asthmatic drugs on dental health: A comparative study (Chellaih et al., 2016)
- Estimation of salivary Candida albicans counts in asthmatic adult patients taking anti-asthmatic medication for 3–5 years (Alka et al., 2018)

**Immersion: Development**
- Submit Smiles for Life Completion Certificates for courses 1 & 3
- Submit Smiles for Life Completion Certificates for courses 1 & 3
- Submit Smiles for Life Completion Certificates for courses 3 & 8
- Submit Smiles for Life Completion Certificates for courses 3 & 8

**Competence: Entry-to-Practice**
- Interview local pharmacist about counseling psychiatric patients about oral health
- Collaborate with an IP student team (e.g. RN, DDS, DH, RT, PNP, Pharm) to prepare an evidence-based presentation about how to prevent oral health problems for asthma patients
- Collaborate with an IP student team (e.g. RN, DDS, MD, Pharm, RD) on a case study for a patient with diabetes and periodontal disease to promote overall health
- Present an IP panel (e.g., RN, AGACNP, MD, DDS, RD, RT) on oral health issues in patients with cardiovascular disease
<table>
<thead>
<tr>
<th>Exposure: Introduction</th>
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<th>Competence: Entry-to-Practice</th>
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</thead>
<tbody>
<tr>
<td><strong>Periodontal Disease</strong></td>
<td><strong>Salivary Production</strong></td>
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<tr>
<td>- Periodontal complications of prescription and recreational drugs (Hughes &amp; Bartold, 2018)</td>
<td>- Salivary Secretion Disorders, Inducing Drugs, and Clinical Management (Miranda-Ruis et al., 2015)</td>
<td>- Collaborate with an IP student team (e.g. RN, DDS, DH, NP, PMHNP, MD, Pharm) to prepare a brochure/presentation on the oral effects of recreational drugs</td>
</tr>
<tr>
<td><strong>Immunosuppression</strong></td>
<td><strong>Read</strong></td>
<td><strong>Do</strong></td>
</tr>
<tr>
<td>- Dental care: unmet needs of patients with cancer and survivors (Palay, 2017)</td>
<td>- Submit Smiles for Life Completion Certificates for courses 1, 3 &amp; 8</td>
<td>- Submit Smiles for Life Completion Certificates for courses 1, 3 &amp; 8</td>
</tr>
<tr>
<td>- Integrating oral health throughout cancer care (Hartnett, 2015)</td>
<td>- Identify oral health risks of patients receiving chemotherapy or radiation therapy</td>
<td>- Identify medications associated with alterations in salivary production</td>
</tr>
<tr>
<td>Health Assessment &amp; Promotion: Integration of Oral Health</td>
<td>Complete Smiles for Life Courses 1 &amp; 7</td>
<td></td>
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<tr>
<td>AACN Essentials: Liberal Education for Baccalaureate Generalist Nursing Practice; Basic Organizational and Systems Leadership for Quality Care and Patient Safety; Scholarship for Evidence Based Practice; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</td>
<td>IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork</td>
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</tr>
<tr>
<td>Health Assessment &amp; Promotion</td>
<td>Immersion: Development</td>
<td>Competence: Entry-to-Practice</td>
</tr>
<tr>
<td>Read</td>
<td>Do</td>
<td>Collaborate</td>
</tr>
<tr>
<td><strong>HEENOT</strong></td>
<td>• Submit Smiles for Life Completion Certificates for courses 1 &amp; 7</td>
<td>• Demonstrate use of HEENOT approach in oral health history and physical exam in a simulation experience with an IP student team (e.g. RN, DDS, MD, Pharm)</td>
</tr>
<tr>
<td>• Putting the Mouth Back in the Head: HEENT to HEENOT (Haber et al., 2015)</td>
<td>• Practice HEENOT exam in a simulation or clinical setting</td>
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<tr>
<td><strong>Health Promotion</strong></td>
<td>• Submit Smiles for Life Completion Certificates for courses 1 &amp; 7</td>
<td>• Collaborate with an IP student team (e.g. RN, NP, MD, Pharm, PA, RD) to discuss how each profession can decrease barriers to accessing oral health care</td>
</tr>
<tr>
<td>• Healthy People 2020 - Oral Health as Leading Health Indicator (2019)</td>
<td>• Describe reasons that oral health is a leading health indicator for HP 2020</td>
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<tr>
<td><strong>Motivational Interviewing</strong></td>
<td>• Submit Smiles for Life Completion Certificates for courses 1 &amp; 7</td>
<td>• Role play the use of MI in promoting positive oral health behavior with an adolescent with braces with an IP student team (e.g. RN, DDS, MD, NP)</td>
</tr>
<tr>
<td>• Effectiveness of motivational interviewing to improve oral hygiene in orthodontic patients: A randomized controlled trial (Rigau-Gay et al., 2018)</td>
<td>• Identify the importance of motivational interviewing in promoting oral health</td>
<td></td>
</tr>
<tr>
<td><strong>Health Literacy</strong></td>
<td>• Submit Smiles for Life Completion Certificates for courses 1 &amp; 7</td>
<td>• Collaborate with an IP student team (e.g. RN, DDS, MD, MW) to develop a health literacy brochure to prompt oral health seeking behaviors in pregnant women</td>
</tr>
<tr>
<td>• &quot;I Didn’t Know&quot;: Pregnant Women’s Oral Health Literacy Experiences and Future Intervention Preferences (Vamos et al., 2019)</td>
<td>• Identify health literacy gaps about the importance of prenatal oral health care</td>
<td></td>
</tr>
</tbody>
</table>
Exposure: Introduction

- Importance of a team approach to recommending the human papillomavirus vaccination (Fontenot et al., 2018)

Immersion: Development

- Submit Smiles for Life Completion Certificates for courses 1 & 7
- Identify reasons why parents refuse HPV vaccine for their children

Competence: Entry-to-Practice

- Role play a team approach to HPV vaccine counseling of a parent of an adolescent with an IP student team (e.g. RN, DDS, MD, FNP, PNP)

Maternal/Child

- Effectiveness of preventive dental programs offered to mothers by non-dental professionals to control early childhood dental caries: a review (George et al., 2019)

- Submit Smiles for Life Completion Certificates for courses 1 & 7
- Identify interventions which can promote maternal/child oral health

Adults/Older Adults

- Systemic diseases and oral health (Tavares et al., 2014)

- Submit Smiles for Life Completion Certificates for courses 1 & 7
- Identify chronic diseases that impact oral health and overall health of adults/older adults

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to identify recommendations for oral health in chronic disease management for an adult/older adult
<table>
<thead>
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<tr>
<td><strong>Nutrition</strong></td>
<td><strong>Smoking Cessation</strong></td>
<td><strong>Substance Abuse</strong></td>
</tr>
</tbody>
</table>
- Impact of the global burden of periodontal diseases on health, nutrition and wellbeing of mankind (Tonetti et al., 2017) | - Submit *Smiles for Life* Completion Certificates for courses 1 & 7  
- Identify the relationship between nutrition and oral health | - Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to present the 2015-2020 Dietary Guidelines (USDA, 2015) |
| **Smoking Cessation**  | **Substance Abuse**    |                             |
| - *Promoting Smoking Cessation* (Larzelere & Williams, 2012)  
- Smoking cessation: Identifying readiness to quit and designing a plan (Olenik & Mospan, 2017)  
- E-Cigarettes and Smoking Cessation: A Primer for Oncology Clinicians (Zborovskaya, 2017) | - Submit *Smiles for Life* Completion Certificates for courses 1 & 7  
- Identify the five A’s framework to promote smoking cessation  
- Identify the oral health risks of e-cigarettes | - Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to design a plan for an adolescent/adult patient to quit smoking cigarettes and/or e-cigarettes |
| **Substance Abuse**    |                        |                             |
| - Oral health of substance-dependent individuals: impact of specific substances (D’Amore et al., 2011) | - Submit *Smiles for Life* Completion Certificates for courses 1 & 7  
- Describe the effects of different substance abuse products on oral health | - Collaborate with an IP student team (e.g. RN, DDS, PMHNP, ACPCNP) to present an educational program on the oral health risks of substance abuse |
## Exposure: Introduction

**Read**

- **Putting the Mouth Back in the Head: HEENT to HEENOT** (Haber et al., 2015)

## Immersion: Development

**Do**

- Submit *Smiles for Life* Completion Certificates for courses 1 & 7
- Identify components of the oral exam which must be included in HEENOT

**Collaborate**

- Demonstrate the HEENOT exam in an IP Simulation Lab (OHNEP)
- Collaborate with an IP team (e.g. RN, NP, MD, PA, DDS, DH) to demonstrate with each team member the HEENOT exam in a Simulation

## Competence: Entry-to-Practice

**Read**

- Randomised clinical trial: Efficacy of strategies to provide oral hygiene activities (Jablonski et al., 2018)
- Nurses’ oral hygiene care practices with hospitalized older adults in post acute settings (Coker et al., 2016)
- Oral Health Patient Fact Sheets (OHNEP)

**Do**

- Submit *Smiles for Life* Completion Certificates for courses 1 & 8
- Demonstrate integration of oral hygiene in care plan of patient with dementia

**Collaborate**

- Collaborate with an IP student team (e.g. RN, DDS, DH, AGACNP) to develop an interprofessional oral hygiene care plan for a patient with dementia, poor oral hygiene, tooth decay and/or periodontal disease

**Read**


**Do**

- Submit *Smiles for Life* Completion Certificates for courses 1 & 3
- Conduct an appropriate oral health history including frequency of sugar/tobacco/alcohol intake

**Collaborate**

- Collaborate with an IP student team (e.g. RN, RD, MD, PA, AGACNP) to increase knowledge of patients about nutrition and oral health
**Fundamentals: Integration of Oral Health**

*Complete Smiles for Life Courses 1, 3, 7 & 8*

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**Exposure: Introduction**

- **Diabetes**
  - Read
  - *Oral Health and Diabetes* (Darling-Fisher et al., 2017)

- **Stroke**
  - Read
  - *Oral Care Assessment Tools and Interventions After Stroke* (Prendergast & Hinkle, 2018)

- **Surgery**
  - Read
  - *In Hospitals, Pneumonia is a Lethal Enemy* (Lagnado, 2018)

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**Immersion: Development**

- **Diabetes**
  - Do
  - Submit *Smiles for Life* Completion Certificates for courses 1, 7 & 8
  - Use MI strategies to engage diabetic patients in making lifestyle changes to improve glycemic control

- **Stroke**
  - Do
  - Submit *Smiles for Life* Completion Certificates for courses 1 & 8
  - Identify risk factors that contribute to poor oral health for stroke patients

- **Surgery**
  - Do
  - Submit *Smiles for Life* Completion Certificates for courses 1, 3 & 8
  - Role play explaining to a patient why they should brush their teeth before surgery

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**Competence: Entry-to-Practice**

- **Diabetes**
  - Collaborate
  - Collaborate with pharmacy and/or pharma tech students to discuss medications that promote glycemic control which decreases risk of periodontal disease

- **Stroke**
  - Collaborate
  - Collaborate with student oral health team members (e.g. RN, DDS, DH, OT, PT, SLP) to develop an oral care plan for a patient who has had a stroke

- **Surgery**
  - Collaborate
  - Collaborate with an IP team (e.g. RN, MD, NP, Pharm, NP) to develop a health literacy handout to explain rationale for tooth brushing before surgery
### Collaboration with an IP student team (e.g. RN, SW, DDS, MD, NP, CHW, Pharm) to develop an interprofessional care plan that addresses social determinants of health for patients at risk of tooth loss

- List the social determinants of health (SDH) associated with tooth loss
- Trends in decayed teeth among middle-aged and older adults in the US (Hybels et al., 2016)

### Submit Smiles for Life Completion Certificates for courses 1, 3 & 8

- Integrating oral health throughout cancer care (Hartnett, 2015)
- Oral Mucositis Induced By Anticancer Therapies (Al-Ansari et al., 2015)
- Oral health and chemotherapy act as cofactors in malnutrition in the elderly (Osta et al., 2015)
- Disparities in Oral Cancer Screening Among Dental Professionals (Gupta et al., 2019)

### Develop an evidence-based oral care plan to prevent mucositis in patient on chemotherapy

- Submit Smiles for Life Completion Certificates for courses 1 & 8
- Discuss SDH that contribute to disparities in oral cancer screenings
- Develop an evidence-based oral care plan to prevent mucositis in patient on chemotherapy

### Discuss SDH that contribute to disparities in oral cancer screenings

- Oral manifestations as an early clinical sign of acute myeloid leukaemia: a case report (Guan & Firth, 2015)

### Submit Smiles for Life Completion Certificate for course 1

- List oral symptoms of AML

### Collaborate with a student Hem-Onc team (e.g. RN, NP, PA, MD, DH, DDS, RD, RDT) to develop oral care plan for patient with leukemia

- Collaborate with a student Hem-Onc team (e.g. RN, AGACNP, DDS, RD, RDT) to develop an oral care plan for patients with cancer
- List signs about when to collaborate with a dentist or dental hygienist for a patient on chemotherapy

### AACN Essentials: Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

### IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork
<table>
<thead>
<tr>
<th>Disease</th>
<th>Exposure: Introduction</th>
<th>Immersion: Development</th>
<th>Competence: Entry-to-Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidney Disease</td>
<td>• Prevalence and severity of oral disease in adults with chronic kidney disease (Ruospo et al., 2014) • Xerostomia in patients on chronic hemodialysis (Bossola &amp; Tazza, 2012) • Systemic consequences of poor oral health in chronic kidney disease patients (Akar et al., 2011)</td>
<td>• Submit Smiles for Life Completion Certificates for courses 1 &amp; 8 • Develop care plan for patients with xerostomia and chronic kidney disease</td>
<td>• Collaborate with an IP student team (e.g. RN, DDS, DH, MD, Pharm) to develop an evidence-based protocol for interprofessional management of xerostomia</td>
</tr>
<tr>
<td>GI Disease</td>
<td>• Oral manifestations of gastroesophageal reflux disease (Ranjitkar et al., 2012) • Self-reported oral health and xerostomia in adult patients with celiac disease versus a comparison group (van Gils et al., 2017)</td>
<td>• Submit Smiles for Life Completion Certificates for courses 1 &amp; 8 • Describe oral health symptoms of GERD or celiac disease</td>
<td>• Collaborate with an IP student team (e.g. RN, DH, OT, PT, SLP, RD) to develop an evidence-based care plan for a patient with GERD or celiac disease</td>
</tr>
<tr>
<td>Cardiovascular Disease</td>
<td>• Oral hygiene status of individuals with cardiovascular diseases and associated risk factors (Shetty et al., 2012)</td>
<td>• Submit Smiles for Life Completion Certificates for courses 1, 3 &amp; 8 • Identify oral health risk factors in CAD</td>
<td>• Collaborate with an IP student team (e.g. RN, AGPCNP, MD, DDS, nutritionist, PT) to present on oral health issues in patients with CAD</td>
</tr>
</tbody>
</table>
### Nursing Care of Adults & Older Adults: Integration of Oral Health

**Complete Smiles for Life Courses 1 & 8**

**AACN Essentials:** Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

**IPEC Competencies:** Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

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<tr>
<td><strong>Read</strong></td>
<td><strong>Do</strong></td>
<td><strong>Collaborate</strong></td>
</tr>
<tr>
<td><strong>VAP/NV HAP</strong></td>
<td><strong>Develop an oral care plan for a mechanically ventilated patient using the VAP bundle</strong></td>
<td><strong>Collaborate with an IP student team (e.g. RN, MD, PA, RT, Pharm, NP) to develop an interprofessional plan to implement evidence-based VAP or NV HAP prevention guidelines in a hospital</strong></td>
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<tr>
<td></td>
<td><strong>Develop an evidence-based oral hygiene-focused care plan for non-ventilated hospitalized patients</strong></td>
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<tr>
<td><strong>Dementia</strong></td>
<td><strong>Submit Smiles for Life Completion Certificate for course 8</strong></td>
<td><strong>Collaborate with DDS and DH students on a care plan for oral hygiene of a patient with dementia living in a nursing home</strong></td>
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<tr>
<td></td>
<td><strong>Develop a list of oral hygiene strategies to facilitate mouth care for patients with dementia</strong></td>
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<tr>
<td><strong>Parkinson’s Disease</strong></td>
<td><strong>Submit Smiles for Life Completion Certificates for courses 1 &amp; 8</strong></td>
<td><strong>Collaborate with nutrition and speech &amp; language pathology team members about strategies to promote adequate nutrition for Parkinson’s patients with dysphagia</strong></td>
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<tr>
<td></td>
<td><strong>Develop a list of oral hygiene strategies to provide care for patients with Parkinson’s Disease</strong></td>
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<tr>
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<td><strong>Collaborate</strong></td>
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<tr>
<td><strong>Parkinson’s Disease</strong></td>
<td><strong>Read</strong></td>
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<tr>
<td></td>
<td><strong>Randomized clinical trial: Efficacy of strategies to provide oral hygiene activities to nursing home residents with dementia who resist mouth care</strong> (Jablonski et al., 2018)</td>
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<tr>
<td><strong>Read</strong></td>
<td><strong>Read</strong></td>
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<td><strong>Dementia</strong></td>
<td><strong>Read</strong></td>
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<tr>
<td></td>
<td><strong>Download the Parkinson’s Disease Oral Health Course: Interprofessional Coordination of Care</strong> (Jeter et al., 2018)</td>
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## Nursing Care of Adults & Older Adults: Integration of Oral Health

**Complete Smiles for Life Courses 1 & 8**

<table>
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<tbody>
<tr>
<td><strong>ACE.S</strong> (NLN, 2019):</td>
<td><strong>Do</strong></td>
<td><strong>Collaborate</strong></td>
</tr>
<tr>
<td>- Importance of Oral-Systemic Health in Older Adults</td>
<td>- Submit Smiles for Life Completion Certificates for courses 1 &amp; 8</td>
<td>- Collaborate with an IP student team (e.g. RN, DDS, DH, PA, AGPCNP, CHW) on a scavenger hunt to identify affordable oral health resources in local zip codes for older adults</td>
</tr>
<tr>
<td>- Oral Health for the Older Adult Living in the Community</td>
<td>- Develop a presentation about the importance of oral health for older adults at a senior center</td>
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<tr>
<td>- Developing Interprofessional Education and Practice in Oral Health</td>
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<tr>
<td>- Performing Oral Health Assessments</td>
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</table>

**Older Adults**

- Practical Guidelines for Physicians in Promoting Oral Health in Frail Older Adults (Kossioni et al., 2018)
- Oral Health and Interprofessional Collaborative Practice (Kaufman et al., 2016)
- Oral Health in Residential Aged Care (Villarosa et al., 2018)

**Elder Care**

- Oral Health Care for Older Adults with Serious Illness: When and How? (Chen & Kistler, 2015)

**End of Life**

- Oral Health Care for Older Adults in Palliative Care and Long-Term Care Settings

**AACN Essentials**: Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

**IPEC Competencies**: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

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<tr>
<td><strong>Read</strong></td>
<td><strong>Submit Smiles for Life Completion Certificates for courses 1 &amp; 8</strong></td>
<td><strong>Discuss the relevance of the 6 oral health history questions from Kossioni et al., 2018 to overall health of older adults</strong></td>
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<td>- Submit Smiles for Life Completion Certificates for courses 1 &amp; 8</td>
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<tr>
<td>- Develop a presentation about the importance of oral health for older adults at a senior center</td>
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<tr>
<td><strong>Collaborate</strong></td>
<td><strong>Describe the oral health roles and responsibilities of the geriatric interprofessional team</strong></td>
<td><strong>Collaborate with an IP student team (e.g. RN, MD, PA, NP) to develop an end-of-life oral care plan that promotes comfort and dignity</strong></td>
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</table>

- Discuss the relevance of the 6 oral health history questions from Kossioni et al., 2018 to overall health of older adults
- Describe the oral health roles and responsibilities of the geriatric interprofessional team
- Collaborate with an IP student team (e.g. RN, MD, PA, NP) to develop an end-of-life oral care plan that promotes comfort and dignity

**Do**

- Submit Smiles for Life Completion Certificates for courses 1 & 8
- Develop a presentation about the importance of oral health for older adults at a senior center
- Discuss the relevance of the 6 oral health history questions from Kossioni et al., 2018 to overall health of older adults
- Describe the oral health roles and responsibilities of the geriatric interprofessional team
- Collaborate with an IP student team (e.g. RN, MD, PA, NP) to develop an end-of-life oral care plan that promotes comfort and dignity

**Smiles for Life**

- Complete Smiles for Life Courses 1 & 8

**IPEC Competencies**

- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork
Nursing Care of Children: Integration of Oral Health

**Complete Smiles for Life Courses 2, 6 & 7**

**Exposure: Introduction**

**Read**
- Review Oral Health section in *Recommendations for Preventive Pediatric Health Care* (AAP, 2019)
- ACE.P Mia Jones Unfolding Case (NLN)
- Guidelines on Infant Oral Health (AAPD, 2016)
- Caries-risk Assessment and Management (AAPD, 2019)
- Oral Health Topics: Mouth Guards (ADA, 2019)
- The Interprofessional Role in Dental Caries Management (Haber & Hartnett, 2019)

**Immersion: Development**

**Do**
- Submit Smiles for Life Completion Certificates for courses 2, 6 & 7
- Watch Knee-to-Knee video on SFL website and practice pediatric oral assessments using the knee-to-knee exam at a Head Start center or preschool

**Competence: Entry-to-Practice**

**Collaborate**
- Collaborate with an IP student team (e.g. RN, DDS, DH, PNP) to host oral health screenings at a Head Start center
- Using the MCOH Head Start Tip Sheets, develop a new Head Start or preschool staff oral health tip sheet

**Autism**
- Parents' perceptions of dental care challenges in male children with autism spectrum disorder (Duker et al., 2017)
- Sensory Adapted Dental Environments to Enhance Oral Care for Children with Autism Spectrum Disorders (Cermak et al., 2015)

**Adolescent**
- Investigation of an Opioid Prescribing Protocol After Third Molar Extraction Procedures (Tompach et al., 2019)
- HPV vaccine hesitancy: findings from a statewide survey of health care providers (McRee et al., 2014)
- HPV Oral Health Fact Sheet (OHNEP)

**AACN Essentials**: Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

**IPEC Competencies**: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

• Identify the barriers to dental care for children with autism

• Discuss the relationship between prescription opioids and high rates of opioid abuse

• Discuss factors contributing to HPV vaccine hesitancy

• Collaborate with an IP student team (e.g. RN, DDS, DH, PNP, SW) to present an educational program to other professions on sensory adaptive dental environments for children with autism

• Collaborate with an IP student team (e.g. RN, DDS, DH, PNP, SW) to engage adolescents in a conversation about preventing oral HPV and related oral health problems
### AACN Essentials:
- Scholarship for Evidence Based Practice
- Information Management and Application of Patient Care Technology
- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Clinical Prevention and Population Health
- Professionalism and Professional Values
- Baccalaureate Generalist Nursing Practice

### IPEC Competencies:
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

### Exposure: Introduction

#### Oral Manifestations in Pediatric Patients with Coeliac Disease (Macho et al., 2017)
- Clinical evaluation of dental enamel defects and oral findings in coeliac children (Bıçak et al., 2018)
- Association between developmental defects of enamel and celiac disease (Souro-Souza et al., 2018)

#### Cancer
- Preventive dental care: An educational program to integrate oral care into pediatric oncology (Hartnett & Krainovich-Miller, 2017)
- Integrating oral health throughout cancer care (Hartnett, 2015)

### Immersion: Development

#### Fluoride Varnish
- Nursing strategies to reduce the incidence of early childhood caries (Hallas et al., 2011)
- Cost–benefit analysis of providing fluoride varnish in a pediatric primary care office (Sibley, 2018)
- Prevention of Dental Caries in Children From Birth Through Age 5 Years (USPTF, 2014)

#### GI/Celiac Disease
- Describe oral manifestations of celiac disease
- Discuss GI diseases that have oral manifestations

#### Do
- Submit Smiles for Life Completion Certificates for courses 2, 6 & 7
- Demonstrate application of FV in Simulation lab

### Competence: Entry-to-Practice

#### Collaborate
- Collaborate with an IP student team (e.g. RN, FNP, PNP, MD) to develop a parent advice column on benefits of fluoride varnish for children age 0-5
- Collaborate with an IP student team (e.g. RN, RD, MD, NP, PA, DDS) on a case study of child with celiac disease to develop an interprofessional care plan that includes oral health
- Collaborate with Hem-Onc team (e.g. RN, NP, PA, MD, DH, DDS, RD, SW) to plan for oral health needs of child with cancer
### Maternity & Women’s Health: Integration of Oral Health

**Complete Smiles for Life Courses 2, 3, 5 & 8**

<table>
<thead>
<tr>
<th>Exposure: Introduction</th>
<th>Immersion: Development</th>
<th>Competence: Entry-to-Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read</strong></td>
<td><strong>Do</strong></td>
<td><strong>Collaborate</strong></td>
</tr>
<tr>
<td><em>Oral Health in Pregnancy</em> (Hartnett et al., 2016)</td>
<td><em>Submit Smiles for Life Completion Certificates for courses 3 &amp; 5</em></td>
<td><em>Collaborate with an IP student team (e.g. RN, WHNP, MW) on a case presentation, including an antepartum and postpartum care plan for promoting the mother’s and baby’s oral health</em></td>
</tr>
<tr>
<td><em>Committee Opinion No. 569</em> (ACOG, 2013)</td>
<td><em>Develop an anticipatory guidance plan for parents about promoting their infant’s oral health</em></td>
<td></td>
</tr>
<tr>
<td><em>Perinatal and Infant Oral Health Care</em> (AAPD, 2016)</td>
<td><em>Use motivational interviewing to engage parent/caretaker in one activity to promote their child’s oral health</em></td>
<td></td>
</tr>
<tr>
<td><em>Protect Tiny Teeth Toolkit for Healthcare Professionals</em> (AAP, 2019)</td>
<td><em>Submit Smiles for Life Completion Certificates for courses 3 &amp; 5</em></td>
<td></td>
</tr>
<tr>
<td><em>Oral Health Topics: Cancer</em> (ADA, 2019)</td>
<td><em>Identify oral health lesions associated with STIs</em></td>
<td></td>
</tr>
<tr>
<td><em>HPV and Oropharyngeal Cancer</em> (CDC, 2019)</td>
<td><em>Develop a 2-minute presentation that advocates for HPV vaccinations</em></td>
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<tr>
<td><em>Importance of a team approach to recommending the human papillomavirus vaccination</em> (Fontenot et al., 2018)</td>
<td><em>Submit Smiles for Life Completion Certificate for course 8</em></td>
<td></td>
</tr>
<tr>
<td><em>Oral Health Patient Fact Sheet: HPV</em> (OHNEP)</td>
<td><em>Identify risk factors associated with oral health problems in menopausal and post-menopausal women</em></td>
<td></td>
</tr>
<tr>
<td><em>Periodontal Disease and Incident Cancer Risk among Postmenopausal Women: Results from the Women’s Health Initiative Observational Cohort</em> (Nwizu et al., 2017)</td>
<td><em>Submit Smiles for Life Completion Certificate for course 8</em></td>
<td></td>
</tr>
<tr>
<td><em>Collaborate with an IP student team (e.g. RN, WHNP, MW, SW) to write an oral health parent advice column</em></td>
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**AACN Essentials:** Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

**IPEC Competencies:** Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork
Community: Integration of Oral Health

Complete Smiles for Life Course 1

AACN Essentials: Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Social Determinants of Health (SDH)

Read
- Racial/Ethnic Minority Older Adults’ Perspectives (Northridge et al., 2017)
- General health and well-being among primary care patients aged 75+ years (Brennan et al., 2018)
- Oral diseases: a global public health challenge (Peres et al., 2019)

Exposure: Introduction

Do
- Submit Smiles for Life Completion Certificate for course 1
- Identify older adult patients’ concerns about reforms for Medicaid dental benefit
- Identify how SDH impacts global oral health
- Identify common SDH in communities that are barriers to obtaining oral health services

Immersion: Development

Collaborate
- Hold a scavenger hunt with students from other professions (e.g. RN, DDS, DH, MD, PA, SW, CHW) to locate Medicaid oral health providers in each assigned zip code
- Collaborate with an IP student team (e.g. RN, DDS, DH, MD, PA) to identify SDH that are barriers to obtaining oral health services for a specific population

Nutrition

Read
- Socioeconomic Status, Food Security, and Dental Caries in US Children (Chi et al., 2014)
- Position of the Academy of Nutrition and Dietetics: Oral Health and Nutrition (Touger-Decker et al., 2013)

Exposure: Introduction

Do
- Submit Smiles for Life Completion Certificate for course 1
- Identify the relationship between food insecurity and dental caries in children

Immersion: Development

Collaborate
- Collaborate with an IP student team (e.g. RN, DDS, DH, CHW) to present an evidence-based nutrition and oral health education program in senior centers

Health Literacy

Read
- Relationship between oral health literacy and oral health status (Baskaradoss, 2018)
- Trends in decayed teeth among middle-aged and older adults in the US (Hybels et al., 2016)
- The Case for Health Literacy - Moving from Equality to Liberation (Hudson & Rikard, 2018)
- Oral Health Patient Fact Sheets (OHNEP)

Exposure: Introduction

Do
- Each student will choose one culture and report on oral health practices of that culture
- Identify specific SDH in a community that are barrier(s) to obtaining oral health services (food deserts, transport, insurance, etc.)

Competence: Entry-to-Practice

Collaborate
- Collaborate with an IP student team (e.g. RN, DDS, DH, SW) to develop a brochure on oral health literacy
Community: Integration of Oral Health

Complete Smiles for Life Course 1

**Exposure: Introduction**
- **Read**
  - Public Perception of Quality and Support for Required Access to Drinking Water in Schools and Parks (Long et al., 2016)
  - America’s Path to Drinking Water Infrastructure Inequality and Environmental Injustice: The Case of Flint, Michigan (Katner et al., 2018)
  - Water Fluoridation and Dental Caries in U.S. Children and Adolescents (Slade et al., 2018)

**Immersion: Development**
- **Do**
  - Students will identify importance of public access to water and identify problems in public water supply
  - Students will investigate fluoridation policies in their community using My Water’s Fluoride
  - Students will investigate the incidence and prevalence of ECC in their state

**Competence: Entry-to-Practice**
- **Collaborate**
  - Present an IP debate on the pros and cons of water fluoridation
  - Collaborate with an IP student team (e.g. RN, DH, DDS, CHW, SW) to develop and present an evidence-based campaign for community water fluoridation

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**Public Water Supply**

- Read
  - Oral Manifestations of Sexually Transmitted Infections (NetCE, 2018)
  - HPV and Oropharyngeal Cancer (CDC)
  - Sexually Transmitted Diseases and Your Mouth (Mouth Healthy)
  - Oral Health Patient Fact Sheet: HPV (OHNEP)

- Do
  - Submit Smiles for Life Completion Certificate for course 1
  - Discuss oral manifestations of STIs

- Collaborate
  - Collaborate with an IP student team (e.g. RN, DDS, DH, CHW) to develop and implement evidence-based oral cancer screening program

**Infectious Disease**

- Read
  - A national imperative: Oral health services in medicare (Slavkin, 2017)
  - Children’s Dental Health Project Medicaid Resources (2019)
  - Cost-effectiveness of preventive oral health care in medical offices for young medicaid enrollees (Stearns et al., 2012)

- Do
  - Identify dental resources for patients with Medicare
  - Identify dental resources in your zip code that accept Medicaid

- Collaborate
  - Collaborate with an IP student team (e.g. RN, DDS, DH, NP, MD) to develop and implement an advocacy program for obtaining a Medicare dental benefit

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**Medicare/Medicaid**

- Read
  - Oral Health Patient Fact Sheet: HPV (OHNEP)

- Do
  - Identify dental resources for patients with Medicare
  - Identify dental resources in your zip code that accept Medicaid

- Collaborate
  - Collaborate with an IP student team (e.g. RN, DDS, DH, NP, MD) to develop and implement an advocacy program for obtaining a Medicare dental benefit

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AACN Essentials: Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork
Psychiatric-Mental Health: Integration of Oral Health

Complete **Smiles for Life** Courses 1 & 3

**Exposure: Introduction**

**Smoking Cessation**
- Promoting Smoking Cessation (Larzelere & Williams, 2012)
- Smoking cessation: Identifying readiness to quit and designing a plan (Olenik & Mospan, 2017)
- E-Cigarettes and Smoking Cessation: A Primer for Oncology Clinicians (Zborovskaya, 2017)

**Substance Abuse**
- Oral health of substance-dependent individuals (D’Amore et al., 2011)
- A systematic review and meta-analysis of the association between poor oral health and substance abuse (Baghaie et al., 2017)
- “Meth Mouth”: An Interdisciplinary Review of a Dental and Psychiatric Condition (Stanciu et al., 2017)

**Opioids**
- Benefits and harms associated with analgesic medications used in the management of acute dental pain: An overview of systematic reviews (Moore et al., 2018)
- Role of Dentists in Prescribing Opioid Analgesics and Antibiotics: An Overview (Dana et al., 2018)

**Immersion: Development**

**Smoking Cessation**
- Submit Smiles for Life Completion Certificates for courses 1 & 3
- Develop a smoking cessation plan for a patient from a targeted population (e.g. adolescent)
- Use motivational interviewing to implement a smoking cessation patient encounter using the 5 As

**Substance Abuse**
- Submit Smiles for Life Completion Certificates for courses 1 & 3
- Describe the effects of different substance abuse products on oral health and overall health

**Opioids**
- Submit Smiles for Life Completion Certificates for courses 1 & 3
- Discuss pain management guidelines for patients with orofacial pain following surgery

**Competence: Entry-to-Practice**

**Collaborate**
- Collaborate with an IP student team (e.g. RN, DDS, NP, MD, RT) to develop and present an e-cigarette smoking cessation campaign a local middle or high school
- Collaborate with an IP student team (e.g. RN, DDS, DH, NP) to develop a collaborative smoking cessation plan using the 5As

- Collaborate with an IP student team (e.g. RN, DDS, DH, CHW) to present an educational program on the oral and overall health risks of substance abuse

- Discuss with an IP student team (e.g. RN, DDS, DH, MD, Pharm, PT) indications for orofacial pain intervention strategies and priorities for pain management
# Psychiatric-Mental Health: Integration of Oral Health

**Complete Smiles for Life Courses 1 & 3**

## AACN Essentials
- Scholarship for Evidence Based Practice
- Information Management and Application of Patient Care Technology
- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Clinical Prevention and Population Health
- Professionalism and Professional Values
- Baccalaureate Generalist Nursing Practice

## IPEC Competencies
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

## Exposure: Introduction

### Eating Disorders
- **Read**
  - Dental and periodontal health in adults with eating disorders: A case-control study (Pallier et al., 2019)
  - The medical complications associated with purging (Forney et al., 2016)

## Immersion: Development

### Metabolic Syndrome
- **Read**
  - Associations between the number of natural teeth and metabolic syndrome in adults (Zhu & Hollis, 2015)
  - Periodontal disease and the metabolic syndrome (Lamster & Pagan, 2017)

### Psychiatric Medication Side Effects
- **Read**
  - Oral and dental health issues in people with mental disorders (Torales et al., 2017)
  - Modified schirmer test—a screening tool for xerostomia among subjects on antidepressants (Kumar et al., 2014)

### Do
- **Smiles for Life** Completion Certificates for courses 1 & 3
- Identify the oral health problems associated with eating disorders
- Using health literacy principles, develop evidence-based oral health education program for adolescents with eating disorders

### Collaborate
- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, MD) to develop a collaborative care plan for an adolescent with an eating disorder that includes oral health issues

## Competence: Entry-to-Practice

### Metabolic Syndrome
- **Do**
  - Submit Smiles for Life Completion Certificates for courses 1 & 3
  - Present an oral health care plan for an adult patient with major psychiatric disorder at risk for metabolic syndrome
  - Identify the association between metabolic syndrome and oral health

### Psychiatric Medication Side Effects
- **Do**
  - Submit Smiles for Life Completion Certificates for courses 1 & 3
  - Describe the oral health side effects of psychotropic medications and their impact on overall health
  - Develop a list of psychotropic medications which cause xerostomia

### Collaborate
- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to describe how an improved understanding of metabolic syndrome and periodontal disease could promote improved overall patient health status

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, SW) to prepare and present evidence based case study for a patient with a psychiatric disorder experiencing one or more oral health side effects of psychotropic medications
### Leadership in Nursing: Integration of Oral Health

**Complete Smiles for Life Courses 1 & 7**

<table>
<thead>
<tr>
<th>Exposure: Introduction</th>
<th>Immersion: Development</th>
<th>Competence: Entry-to-Practice</th>
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</thead>
<tbody>
<tr>
<td><strong>Read</strong></td>
<td><strong>Do</strong></td>
<td><strong>Collaborate</strong></td>
</tr>
<tr>
<td>• Extending Medicare Coverage for Preventive and Other Services (IOM, 2000)</td>
<td>• Submit Smiles for Life Completion Certificate for course 1</td>
<td>• Collaborate with an IP student team (e.g. RN, DDS, MD, SW) to write an email to a state or federal legislator advocating for a Medicare dental benefit for older adults</td>
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<tr>
<td>• Implementation and Dissemination of a Department of Veterans Affairs Oral Care Initiative (Munro et al., 2018)</td>
<td>• Identify cost-effectiveness of preventive oral health interventions for Medicare recipients</td>
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<tr>
<td>• Oral Health Strategic Framework (HHS, 2018)</td>
<td>• Develop a 1-minute elevator speech about the important role of RNs in promoting oral health</td>
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<tr>
<td><strong>Read</strong></td>
<td><strong>Do</strong></td>
<td><strong>Collaborate</strong></td>
</tr>
<tr>
<td>• Children’s Dental Health Project Medicaid Resources (2019)</td>
<td>• Submit Smiles for Life Completion Certificate for course 1</td>
<td>• Collaborate with an IP student team (e.g. RN, DDS, DH, MD, SW) to present a collaborative case presentation which focuses on barriers to obtaining oral health care</td>
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<tr>
<td>• Cost-effectiveness of preventive oral health care in medical offices for young medicaid enrollees (Stearns et al., 2012)</td>
<td>• Identify the quality and cost-effectiveness of implementing a fluoride varnish program in a pediatric primary care setting</td>
<td></td>
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<tr>
<td>• Cost–benefit analysis of providing fluoride varnish in a pediatric primary care office (Sibley et al., 2018)</td>
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<tr>
<td><strong>Read</strong></td>
<td><strong>Do</strong></td>
<td><strong>Collaborate</strong></td>
</tr>
<tr>
<td>• Oral diseases: a global public health challenge (Peres et al., 2019)</td>
<td>• Submit Smiles for Life Completion Certificate for courses 1 &amp; 7</td>
<td>• Collaborate with an IP student team (e.g. RN, DDS, SW) to present one of Lancet’s important recommendations for ending oral health neglect</td>
</tr>
<tr>
<td>• Promoting radical action for global oral health: integration or independence? (Beaglehole, 2019)</td>
<td>• Identify how oral health is a global public health challenge</td>
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<tr>
<td>• Oral health at a tipping point (The Lancet, 2019)</td>
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</tbody>
</table>

AACN Essentials: Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork
Professional Nursing: Integration of Oral Health

Exposure: Introduction

Read

• Oral Health and Diabetes (Darling-Fisher et al., 2017)
• Implementing and evaluating the impact of a nurse-led oral care initiative (Castillo et al., 2019)

Immersion: Development

Do

• Review state’s nurse practice act to explore whether integrating oral health into overall health is in the scope of your state’s nurse practice act
• Develop a 1-minute elevator speech describing the importance of a nurse’s role in promoting oral health as an essential component of overall health

Competence: Entry-to-Practice

Collaborate

• Meet with an IP student team and have each student describe their profession’s role in promoting oral health

Scope of Practice

• Oral Health and Diabetes (Darling-Fisher et al., 2017)
• Implementing and evaluating the impact of a nurse-led oral care initiative (Castillo et al., 2019)

TeamSTEPPS®

• Implementation, evaluation, and outcome of TeamSTEPPS® in interprofessional education (AHRQ, 2019)
• Educating Healthcare Students: Strategies to Teach Systems Thinking to Prepare New Healthcare Graduates (Clark & Hoffman, 2019)
• A TeamSTEPPS® implementation plan for recently assigned interns and nurses (Clapper et al., 2019)

Policy

• Cardin Seeks to Expand Medicare to Include Dental Benefits (Sen. Cardin, 2019)
• Something to Chew On: Highlights of Findings from an AARP Oral Health Survey of Older Americans (Flowers et al., 2019)

Read

• Watch TeamSTEPPS® SBAR Team Communication Video
• Identify 1 TeamSTEPPS® communication strategy that promotes collaborative relationships among nursing, medical and dental providers

Do

• Role play the TeamSTEPPS® SBAR to make a referral to a social worker, pharmacist or dental or medical provider

Collaborate

• Compare the benefits offered in Sen. Cardin’s bill to AARP’s position on an oral health Medicare benefit for older adults

AACN Essentials: Scholarship for Evidence Based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

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