



The OHNEP Undergraduate Interprofessional Oral Health Faculty Tool Kit

*Resources &
Strategies
for
Oral Health
Integration*

Introduction: Interprofessional Oral Health in Undergraduate Nursing Education



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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Smiles for Life: A National Oral Health Curriculum



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!

Potential Interprofessional Partners On Your Campus



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:

Adult Gerontology Acute Care Nurse Practitioner	AGACNP
Adult Gerontology Primary Care Nurse Practitioner	AGPCNP
Community Health Worker	CHW
Dentist	DDS
Dental Hygienist	DH
Family Nurse Practitioner	FNP
Midwife	MW
Nurse	RN
Nurse Practitioner	NP
Occupational Therapist/OT Assistant	OT
Pharmacist/Pharmacy Technician	Pharm

Pediatric Nurse Practitioner	PNP
Physician	MD
Psychiatric-Mental Health Nurse Practitioner	PMHNP
Physical Therapist/PT Technician	PT
Physician Assistant	PA
Radiation Therapist	RDT
Respiratory Therapist/RT Technician	RT
Registered Dietitian	RD
Social Worker	SW
Speech & Language Therapist	SLP
Women's Health Nurse Practitioner	WHNP

Whole Person Care



Microbiology: Integration of Oral Health

Complete *Smiles for Life* Course 1

AACN Essentials: Liberal Education for Baccalaureate Generalist Nursing Practice

IPEC Competencies: Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Pneumonia

Read

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

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Discuss the infectious process of the oral microbiome and risk factors for development of pneumonia for inpatients

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

Herpes

Read

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

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Discuss the infectious process of oral herpes

Collaborate

- 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

Human Papillomavirus

Read

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

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Discuss the epidemiology of oral HPV

Collaborate

- 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

IPEC Competencies: Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Ankyloglossia

Read

- [Should family physicians perform frenotomy for neonatal ankyloglossia?](#) (Adragna & Khodae, 2016)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 2
- Discuss the anatomy and physiology indications for frenotomy or no frenotomy

Collaborate

- Discuss with an IP student team (e.g. RN, SLP, RD, PNP) the impact of ankyloglossia on oral health and overall health

Anatomy

Read

- Review [Eruption Charts](#) (ADA)
- [Management of Dental Trauma in a Primary Care Setting](#) (Keels, 2014)

Do

- 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

Collaborate

- Collaborate 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)

Mobility

Read

- [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

- 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 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

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Diabetes

Read

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

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

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

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

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Dental Caries

Read

- [Prevention of Dental Caries in Children From Birth Through Age 5 Years: US Preventive Services Task Force Recommendation Statement](#) (USPTF, 2014)

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

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)

Pregnancy

Read

- [Oral Health in Pregnancy](#) (Hartnett et al., 2016)
- [Oral Health Care During Pregnancy Resource Guide](#) (MCOH, 2017)
- [Oral Health Care During Pregnancy: A National Consensus Statement](#) (MCOH, 2012)
- [Committee Opinion No. 569](#) (ACOG, 2013)

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

NV HAP

Read

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

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

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

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

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Psychotropics

- [Oral health in patients taking psychotropic medications: Results from a pharmacy-based pilot study](#) (Heaton et al., 2016)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Identify relationship between side effects of psychotropic medications and oral health

- Interview local pharmacist about counseling psychiatric patients about oral health

Respiratory

- [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)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Identify the correlation between asthma and 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

Diabetes

- [Oral Health: An Untapped Resource in Managing Glycemic Control in Diabetes and Promoting Overall Health](#) (Darling-Fisher et al., 2015)

- Submit [Smiles for Life](#) Completion Certificates for courses 3 & 8
- Identify how nurses can positively impact glycemic control through oral health patient education

- 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

Cardiovascular Disease

- [Oral health and cardiovascular care: Perceptions of people with cardiovascular disease](#) (Sanchez et al., 2017)

- Submit [Smiles for Life](#) Completion Certificates for courses 3 & 8
- List oral health risk factors for patients with cardiovascular disease

- Present an IP panel (e.g., RN, AGACNP, MD, DDS, RD, RT) on oral health issues in patients with cardiovascular disease

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

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

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Periodontal Disease

Read

- [Periodontal complications of prescription and recreational drugs](#) (Hughes & Bartold, 2018)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1, 3 & 8
- Identify the oral effects of both prescription and recreational drugs on the periodontal tissue

Collaborate

- 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

Salivary Production

Read

- [Salivary Secretion Disorders, Inducing Drugs, and Clinical Management](#) (Miranda-Ruis et al., 2015)
- [A Guide to Medications Inducing Salivary Gland Dysfunction, Xerostomia, and Subjective Sialorrhea](#) (Wolff et al., 2017)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1, 3 & 8
- Identify medications associated with alterations in salivary production

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, NP, PMHNP, Pharm, MD, PA, RD) to prepare and present evidence based case study for a patient experiencing xerostomia

Immunosuppression

Read

- [Dental care: unmet needs of patients with cancer and survivors](#) (Palay, 2017)
- [Integrating oral health throughout cancer care](#) (Hartnett, 2015)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1, 3 & 8
- Identify oral health risks of patients receiving chemotherapy or radiation therapy

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, NP, PMHNP) to develop a collaborative presentation for oncology providers on the importance of oral health in cancer care

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

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

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

HEENOT

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

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Practice HEENOT exam in a simulation or clinical setting

- 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)

Health Promotion

- [Healthy People 2020 - Oral Health as Leading Health Indicator](#) (2019)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Describe reasons that oral health is a leading health indicator for HP 2020

- 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

Motivational Interviewing

- [Effectiveness of motivational interviewing to improve oral hygiene in orthodontic patients: A randomized controlled trial](#) (Rigau-Gay et al., 2018)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify the importance of motivational interviewing in promoting oral health

- 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)

Health Literacy

- ["I Didn't Know": Pregnant Women's Oral Health Literacy Experiences and Future Intervention Preferences](#) (Vamos et al., 2019)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify health literacy gaps about the importance of prenatal oral health care

- 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

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

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

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Vaccine Hesitancy

Read

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

Do

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

Collaborate

- 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

Read

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

Do

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

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to present interventions to promote maternal/child oral health

Adults/Older Adults

Read

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

Do

- 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

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP) to identify recommendations for oral health in chronic disease management for an adult/older adult

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

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

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Nutrition

Read

- [Nutrition in Lifestyle Medicine Chapter 10: Nutrition in Oral Health](#) (Yacoub & Karmally, 2016)
- [Impact of the global burden of periodontal diseases on health, nutrition and wellbeing of mankind](#) (Tonetti et al., 2017)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify the relationship between nutrition and oral health

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to present the [2015-2020 Dietary Guidelines](#) (USDA, 2015)

Smoking Cessation

Read

- [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)

Do

- 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

- 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

Read

- [Oral health of substance-dependent individuals: impact of specific substances](#) (D'Amore et al., 2011)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Describe the effects of different substance abuse products on oral health

Collaborate

- 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

Fundamentals: Integration of Oral Health

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

AACN Essentials: Scholarship for Evidence Based Practice; 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; Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

HEENOT

Read

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

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

Oral Hygiene

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

Nutrition/
Dysphagia

Read

- [Position of the Academy of Nutrition and Dietetics: Oral Health and Nutrition](#) (Touger-Decker & Mobley, 2013)

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

AACN Essentials: Scholarship for Evidence Based Practice; 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; Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Diabetes

Read

- [Oral Health and Diabetes](#) (Darling-Fisher et al., 2017)

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

Collaborate

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

Stroke

Read

- [Oral Care Assessment Tools and Interventions After Stroke](#) (Prendergast & Hinkle, 2018)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- Identify risk factors that contribute to poor oral health for stroke patients

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

Read

- [In Hospitals, Pneumonia is a Lethal Enemy](#) (Lagnado, 2018)

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

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

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

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Nutrition

Read

- [Trends in decayed teeth among middle-aged and older adults in the US](#) (Hybels et al., 2016)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1, 3 & 8
- List the social determinants of health (SDH) associated with tooth loss

Collaborate

- Collaborate 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

Cancer

Read

- [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)

Do

- 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

Collaborate

- Collaborate with an IP student 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

Leukemia

Read

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

Do

- Submit *Smiles for Life* Completion Certificate for course 1
- List oral symptoms of AML

Collaborate

- 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

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

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Kidney Disease

Read

- [Prevalence and severity of oral disease in adults with chronic kidney disease](#) (Ruospo et al., 2014)
- [Xerostomia in patients on chronic hemodialysis](#) (Bossola & Tazza, 2012)
- [Systemic consequences of poor oral health in chronic kidney disease patients](#) (Akar et al., 2011)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 8
- Develop care plan for patients with xerostomia and chronic kidney disease

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, MD, Pharm) to develop an evidence-based protocol for interprofessional management of xerostomia

GI Disease

Read

- [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)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 8
- Describe oral health symptoms of GERD or celiac disease

Collaborate

- 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

Cardiovascular Disease

Read

- [Oral hygiene status of individuals with cardiovascular diseases and associated risk factors](#) (Shetty et al., 2012)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1, 3 & 8
- Identify oral health risk factors in CAD

Collaborate

- Collaborate with an IP student team (e.g. RN, AGPCNP, MD, DDS, nutritionist, PT) to present on oral health issues in patients with CAD

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

VAP/NV HAP

Read

- [Ventilator-Associated Pneumonia Bundle](#) (Munro & Ruggiero, 2014)
- [Oral Care for Acutely and Critically Ill Patients](#) (AACN, 2017)
- [Reducing missed oral care opportunities to prevent non-ventilator associated hospital acquired pneumonia](#) (Munro & Baker, 2018)

Do

- Develop an oral care plan for a mechanically ventilated patient using the VAP bundle
- Develop an evidence-based oral hygiene-focused care plan for non-ventilated hospitalized patients

Collaborate

- 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

Dementia

Read

- [Randomized clinical trial: Efficacy of strategies to provide oral hygiene activities to nursing home residents with dementia who resist mouth care](#) (Jablonski et al., 2018)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 8
- Develop a list of oral hygiene strategies to facilitate mouth care for patients with dementia
- Watch [Providing Mouth Care for Persons with Dementia](#)

Collaborate

- Collaborate with DDS and DH students on a care plan for oral hygiene of a patient with dementia living in a nursing home

Parkinson's Disease

Read

- Download the [Parkinson's Disease Oral Health Course: Interprofessional Coordination of Care](#) (Jeter et al., 2018)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- Develop a list of oral hygiene strategies to provide care for patients with Parkinson's Disease

Collaborate

- Collaborate with nutrition and speech & language pathology team members about strategies to promote adequate nutrition for Parkinson's patients with dysphagia

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Older Adults

ACE.S (NLN, 2019):

- [Importance of Oral-Systemic Health in Older Adults](#)
- [Oral Health for the Older Adult Living in the Community](#)
- [Developing Interprofessional Education and Practice in Oral Health](#)
- [Performing Oral Health Assessments](#)

- 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

- 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

Elder Care

- [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)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- 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

End of Life

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

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- List strategies for oral care for patients at end of life
- Watch [Oral Health for Older Adults in Palliative Care and Long-Term Care Settings](#)

- 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

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Oral Assessment

- Review Oral Health section in [Recommendations for Preventive Pediatric Health Care](#) (AAP, 2019)

- 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

- 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

Well-Child

- [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)

- Submit [Smiles for Life](#) Completion Certificates for courses 2 & 7
- Perform appropriate oral health history of child, including frequency of carb/sugar intake
- Use motivational interviewing to engage parent/caretaker into adopting one change that promotes child's oral health

- Choose an age group and collaborate with an IP student team (e.g. RN, DDS, PNP, FNP, SW) to develop a parent advice column on dealing with their child's dental trauma

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)

- Identify the barriers to dental care for children with autism

- 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

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)

- 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 engage adolescents in a conversation about preventing oral HPV and related oral health problems

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Fluoride Varnish

Read

- [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)

Do

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

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

GI/Celiac Disease

Read

- [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)

Do

- Describe oral manifestations of celiac disease
- Discuss GI diseases that have oral manifestations

Collaborate

- 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

Cancer

Read

- [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)

Do

- Provide anticipatory guidance about the importance of oral hygiene and regular dental care for children with cancer
- Identify risk factors for oral health side effects of cancer treatment

Collaborate

- 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

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Pregnancy

- [Oral Health in Pregnancy](#) (Hartnett et al., 2016)
- [Oral Health Care During Pregnancy Resource Guide](#) (MCOH, 2017)
- [Oral Health Care During Pregnancy: A National Consensus Statement](#) (MCOH, 2012)
- [Committee Opinion No. 569](#) (ACOG, 2013)

- Submit [Smiles for Life](#) Completion Certificates for courses 3 & 5
- Identify barriers to accessing oral health care during pregnancy

- 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

Newborn

- [Perinatal and Infant Oral Health Care](#) (AAPD, 2016)
- [Protect Tiny Teeth Toolkit for Healthcare Professionals](#) (AAP, 2019)

- Submit [Smiles for Life](#) Completion Certificates for course 2
- Develop an anticipatory guidance plan for parents about promoting their infant's oral health
- Use motivational interviewing to engage parent/caretaker in one activity to promote their child's oral health

- Collaborate with an IP student team (e.g. RN, MW, SW, DDS, DH, CHW) to write an oral health parent advice column

STI

- [Oral Health Topics: Cancer](#) (ADA, 2019)
- [HPV and Oropharyngeal Cancer](#) (CDC, 2019)
- [Importance of a team approach to recommending the human papillomavirus vaccination](#) (Fontenot et al., 2018)
- [Oral Health Patient Fact Sheet: HPV](#) (OHNEP)

- Submit [Smiles for Life](#) Completion Certificates for courses 3 & 5
- Identify oral health lesions associated with STIs
- Develop a 2-minute presentation that advocates for HPV vaccinations

- Collaborate with an IP student team (e.g. RN, WHNP, MW, SW) to identify strategies to teach STI prevention

Post-menopause

- [Periodontal Disease and Incident Cancer Risk among Postmenopausal Women: Results from the Women's Health Initiative Observational Cohort](#) (Nwizu et al., 2017)

- Submit [Smiles for Life](#) Completion Certificate for course 8
- Identify risk factors associated with oral health problems in menopausal and post-menopausal women

- Collaborate with an IP student team (e.g. RN, WHNP, SW) to educate about oral health issues in menopausal and post-menopausal women

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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)

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

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

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)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Identify the relationship between food insecurity and dental caries in children

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

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)

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.)

Collaborate

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

Nutrition

Health Literacy

Community: Integration of Oral Health

Complete *Smiles for Life* Course 1

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Public Water Supply

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)

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

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

Infectious Disease

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

Medicare/Medicaid

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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Smoking Cessation

Read

- [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)

Do

- 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

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

Substance Abuse

Read

- [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)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Describe the effects of different substance abuse products on oral health and overall health

Collaborate

- 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

Opioids

Read

- [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)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Discuss pain management guidelines for patients with orofacial pain following surgery

Collaborate

- 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

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Eating Disorders

Read

- [The impact of bulimia nervosa on oral health: A review of the literature](#) (Rosten & Newton, 2017)
- [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)

Do

- Submit *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

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)

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

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

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

- 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, 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

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Medicare

Read

- [Extending Medicare Coverage for Preventive and Other Services](#) (IOM, 2000)
- [Implementation and Dissemination of a Department of Veterans Affairs Oral Care Initiative](#) (Munro et al., 2018)
- [Oral Health Strategic Framework](#) (HHS, 2018)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Identify cost-effectiveness of preventive oral health interventions for Medicare recipients
- Develop a 1-minute elevator speech about the important role of RNs in promoting oral health as an essential component of overall health

Collaborate

- 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

Medicaid

Read

- [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)
- [Cost-benefit analysis of providing fluoride varnish in a pediatric primary care office](#) (Sibley et al., 2018)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Identify the quality and cost-effectiveness of implementing a fluoride varnish program in a pediatric primary care setting

Collaborate

- 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

Global Public Health

Read

- [Oral diseases: a global public health challenge](#) (Peres et al., 2019)
- [Promoting radical action for global oral health: integration or independence?](#) (Beaglehole, 2019)
- [Oral health at a tipping point](#) (The Lancet, 2019)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify how oral health is a global public health challenge

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, SW) to present one of Lancet's important recommendations for ending oral health neglect

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Scope of Practice

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)

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

Collaborate

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

TeamSTEPPS®

Read

- [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)

Do

- Watch TeamSTEPPS® [SBAR Team Communication Video](#)
- Identify 1 TeamSTEPPS® communication strategy that promotes collaborative relationships among nursing, medical and dental providers

Collaborate

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

Policy

Read

- [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)

Do

- Identify barriers to accessing oral health care for older adults

Collaborate

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

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