Using Oral Health to Meet Accreditation Standards & Criteria

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Disclaimer

Although I serve as a commissioner on the Accreditation Review Commission on Education for the Physician Assistant (ARC–PA), my opinions and remarks during this presentation represent my own views and not those of the ARC–PA.
Educational Goals and Objectives

At the end of this session, the participant will be able to:

1. Understand the importance of including oral health training in primary care education.
2. Describe how oral health training can be used in PA training to meet ARC–PA Standards.
3. Consider how oral health training could be used to meet nursing accreditation standards and criteria.
4. Propose curricular areas where the Smiles for Life modules could be incorporated.
Why Oral Health?
Why Now?
Reports

Oral Health in America: A Report of the Surgeon General

Advancing Oral Health in America

Improving Access to Oral Health Care for Vulnerable and Underserved Populations

ORAL HEALTH LITERACY

THE U.S. ORAL HEALTH WORKFORCE IN THE COMING DECADE

WORKSHOP SUMMARY

Institute of Medicine

U.S. Public Health Service

Department of Health and Human Services
Primary Care

- Primary care includes all
  - Ages
  - Genders
  - Diseases

- Fundamental principles include
  - Screening
  - Risk assessment
  - Behavior change counseling

Primary Care Providers

- Provide
  - Behavioral change counseling/ motivation
  - Anticipatory guidance
- Diagnose and treat
- Know how to co-exist with sub-specialists
  - Oral health training for primary care providers will increase referrals to dentists

Primary Care and Oral Health

- Since primary care is about early, repeated visits, it provides opportunities for
  - Oral exams
  - Anticipatory guidance
  - Application of fluoride varnish
  - Referral to a dentist if needed

=> oral health fits within the scope of primary care providers

- Problem: most medical providers get no oral health education
Primary Care and Oral Health

- Oral health: “low hanging fruit” of prevention
  - We know the causes; we have interventions that work
- One of the most cancer prone areas of the body is in the mouth, under the tongue
  - Failure to diagnose represents a liability for providers

General Oral Health Competencies for PAs and NPs

1. Have the ability to do a thorough and competent oral examination
2. Be able to discern between normal and abnormal structures
3. Be able to discern obvious pathology and conditions of the oral cavity (e.g., oral cancers, fungal infections, traumatic conditions, dental diseases, and congenital conditions)

4. Be able to inform adults and parents of young children what to expect in eruption patterns of primary and permanent teeth

5. Be able to recognize symptoms and manifestations of common diseases of the oral cavity
General Competencies – con’t

6. Be able to recognize oral symptoms of systemic diseases (e.g., anemia, syphilis, TB, thyroid dysfunction, Sjogren’s disease, xerostomia)

7. Understand what various dental specialties can do for your patient

8. Improve PA/NP–dental interface and referrals

Importance of Oral Health

Accreditation
Curriculum Committees
Health Professional Education
Residency

Students

Licensing Requirements
Primary Care Practitioners

Certificate

Professional Standards
Clinical Guidelines
Continuing Education

Outcomes
Disease Prevention and Reversal
Activated Consumers
Reimbursement Models
Referrals to DDS
Support and Collaboration
Standard of Care

Patients
Efforts to broaden the systems that impact health professional education and practice to incorporate oral health including:

- academic program accreditation
- professional licensing
- provider reimbursement
- continuing education
National Interprofessional Initiative on Oral Health (NIIOOH)

If primary care clinicians learn about oral health as part of their medical education, they would be in a position to:

- counsel patients about their role in protecting their oral health
- spot the early signs of disease
- reverse and/or arrest the disease process
- refer patients needing dental treatment to a dentist

http://niioh.org/content/about-us. accessed 10/22/12
Invests in development of:

- Network of oral health champions
  - Work to integrate oral health into their professional education programs and their educational institutions
- Undertakings that use oral health content as a vehicle for teaching interprofessional competencies
- Common oral health curriculum and maintenance of a central website: [www.smilesforlifeoralhealth.org](http://www.smilesforlifeoralhealth.org)

Smiles for Life is the nation’s only comprehensive oral health curriculum. Developed by the Society of Teachers of Family Medicine Group on Oral Health and now in its third edition, this curriculum is designed to enhance the role of primary care clinicians in the promotion of oral health for all age groups through the development and dissemination of high-quality educational resources.

For Individual Clinicians
We've made it easy for individual physicians, physician assistants, nurse practitioners, students, and other clinicians to access the curriculum and learn on their own time and at their own pace. Each of the courses is available online. Free CME credit is available.

For Educators
The curriculum is available in a presentation format easily implemented in an academic setting. Included is a comprehensive set of educational objectives based on the Accreditation Council for Graduate Medical Education (ACGME) competencies, test questions, resources for further learning, oral health web links, an implementation guide, and detailed outlines of the modules.
Accreditation Standards for PAs

“The ARC–PA acknowledges ongoing changes in the delivery of health care and in the education of health professionals. The needs of patients and society must be considered by the ARC–PA, the sponsoring institutions and the programs. Education should be provided in a manner that promotes interprofessional education and practice.”
2010 Survey of PA Program Directors
- 94.7% agreed that PAs should routinely assess and screen for early signs of dental disease and counsel patients on preventing dental problems
- >74% believed that dental disease prevention should be addressed in PA education
  - Only 21% include it
- 55.6% teach examination of children’s teeth for cavities

**Curriculum and Instruction (Section B)**

- Programs need not have discrete courses for each of the instructional areas discussed within this section.
- The curriculum prepares PAs to:
  - Provide preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care
  - Work collaboratively in interprofessional patient centered teams

Curriculum

- Includes
  - Applied medical sciences and their application in clinical practice
  - Clinical medicine covering all organ systems
  - Content relevant to provision of clinical medical care across the life span
GOOD NEWS!
  ◦ “ORAL” appears in The Accreditation Standards 4th edition 8 separate times

Not So Good News
  ◦ “ORAL” is attached to “behavioral”

However, oral health can be indirectly addressed through 10 Standards
ARC–PA Standards: B1.02

- The curriculum *must* include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
Evolving Medical Knowledge

- Knowledge about oral health is evolving
  - Infectious disease
  - Oral/System link

- Potential curriculum integration areas:
  - Basic science
  - Medicine courses
  - Pediatrics
  - Geriatrics
The curriculum must include instruction to prepare students to provide medical care to patients from diverse populations.
ANNOTATION: Quality health care education involves an ongoing consideration of the constantly changing health care system and the impact of racial, ethnic and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity prepares students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes.
Early Childhood Caries (ECC) disproportionately affects low SES and minority communities. In areas with large low socioeconomic and/or minority populations and no community water fluoridation, 30–70% of children ages 0–5 years can be affected. Among Native Americans, up to 70% of children may have ECC.
The curriculum *must* include instruction to prepare students to work collaboratively in interprofessional patient centered teams.

**ANNOTATION:** Such instruction includes content on the roles and responsibilities of various health care professionals, emphasizing the team approach to patient centered care beyond the traditional physician–PA team approach. It assists students in learning the principles of interprofessional practice and includes opportunities for students to apply these principles in interprofessional teams within the curriculum.
Interprofessional Education

- Team approach to patient centered care
  - Dental providers as part of team
- Provides opportunities for students to apply principles of interprofessional practice
  - Head Start
The program curriculum *must* include instruction in the following areas of applied medical sciences and their application in clinical practice:

- anatomy,
- physiology,
- pathophysiology,
- pharmacology and pharmacotherapeutics,
- the genetic and molecular mechanisms of health and disease.
Application of Medical Science

- Oral health
  - Anatomy/Physiology
    - Oral cavity
  - Pathophysiology
    - Oral cavity
  - Pharmacology and pharmacotherapeutics
    - How medications affect the oral cavity
    - Geriatric patients – dry mouth
The program curriculum *must* include instruction in clinical medicine covering all organ systems.
Putting the Mouth Back Into the Body

- Oral Cavity – Teeth and gums are included
- Link between oral health and general health
ARC–PA Standards: B2.05

- The program curriculum *must* include instruction in patient evaluation, diagnosis and management. ANNOTATION: Instruction in patient assessment and management includes caring for patients of all ages from initial presentation through ongoing follow-up. It includes instruction in interviewing and eliciting a medical history; performing complete and focused physical examinations; generating differential diagnoses; and ordering and interpreting diagnostic studies. Patient management instruction addresses acute and longitudinal management. Instruction related to treatment plans is patient centered and inclusive, addressing medical issues, patient education and referral.
Evaluation of the oral cavity
Diagnosis of oral problems e.g. trauma, caries, cancer
Treatment of these issues
Potential curriculum integration areas:
  ◦ Medicine
  ◦ Physical Diagnosis
  ◦ Pediatrics/Geriatrics
  ◦ Emergency Medicine
  ◦ Pharmacology
B2.06 The program curriculum must include instruction in the provision of clinical medical care across the life span.

ANNOTATION: Preclinical instruction prepares PAs to provide preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. It includes content relevant to prenatal, infant, children, adolescent, adult and elderly populations.
## Integrating Smiles for Life Curriculum

<table>
<thead>
<tr>
<th>Patient Population</th>
<th>Smiles for Life Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatrics</td>
<td>Course 2: Child Oral Health</td>
</tr>
<tr>
<td>Adults</td>
<td>Course 3: Adult Oral Health &amp; Disease</td>
</tr>
<tr>
<td>Pregnant Women</td>
<td>Course 5: Oral Health in Pregnancy</td>
</tr>
<tr>
<td>Geriatrics</td>
<td>Course 8: Geriatric Oral Health</td>
</tr>
<tr>
<td>Any Age Group</td>
<td>Course 4: Acute Dental Problems</td>
</tr>
</tbody>
</table>
The program curriculum *must* include instruction in technical skills and procedures based on current professional practice.
Technical Skills/Procedures

- Smiles for Life
  - Course 6: Fluoride Varnish
  - Course 7: The Oral Examination

- Potential curriculum integration areas:
  - Technical Skills course
  - Physical Diagnosis course
Technical Skills/Procedures

- Medicaid reimbursement for caries prevention services – includes PAs
  - Train the Trainer options
    - Stepping Up to Leadership – Why Oral Health
    - Provide training for your clinical preceptors as a non-monetary reimbursement to the practice
ARC–PA Standards: B2.09

B2.09 The program curriculum *must* include instruction in basic counseling and patient education skills.

ANNOTATION: Instruction in counseling and patient education skills is patient centered, culturally sensitive and focused on helping patients cope with illness, injury and stress, adhere to prescribed treatment plans and modify their behaviors to more healthful patterns.
Patient Education Examples

- Caries prevention
- Dental emergencies
- Medication side effects
B2.12 The program curriculum *must* include instruction in concepts of public health as they relate to the role of the practicing PA.

ANNOTATION: Instruction in concepts of public health includes an appreciation of the public health system and the role of health care providers in the prevention of disease and maintenance of population health. It includes participating in disease surveillance, reporting and intervention.
Public Health

- Early childhood caries is a public health crisis
  - Many cases undiagnosed because children aren’t seen by dentists
- Water fluoridation is a prevention measure
- Use of mouth guards in athletes
- Potential curriculum integration areas:
  - Public Health course/module
  - Pediatrics
  - Emergency Medicine
Summary

- Oral health education is either absent or limited in what is included in PA curriculum.
- There are 10 ARC–PA Standards that can be met by including oral health in PA education.
GOOD NEWS!
- "ORAL" appears numerous times

Not So Good News
- "ORAL" is attached to "behavioral", "doctoral" and "moral"

However, oral health can be indirectly addressed through various Essentials, Criterion and Standards
Organizations

- American Association of Colleges of Nursing (AACN)
- Accreditation Commission for Midwifery Education (ACME)
- Commission on Collegiate Nursing Education (CCNE)
- National League for Nursing Accrediting Commission, Inc (NLNAC)
- National Task Force on Quality Nurse Practitioner Education (NTFE)
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential IX: Baccalaureate Generalist Nursing Practice
Oral Health could be added within the Sample Content section
Criterion IV: Curriculum and Student Learning; Section E. Components of the program and its curriculum

- E.1. The curriculum is consistent with the ACNM Core Competencies for Basic Midwifery Practice.
- E.2. The curricular content includes the most up-to-date evidence base for midwifery practice and is congruent with ACNM Standards for the Practice of Midwifery and other practice documents.

Accreditation Commission for Midwifery Education; Criteria For Programmatic Accreditation Of Midwifery Education Programs With Instructions For Elaboration And Documentation; December 2009, Revised January 2013
E.4.b. The program provides that each student has access to at least this minimum number of experiences:

1. 10 Preconception care visits
2. 15 New antepartum visits
3. 70 Return antepartum visits
8. 20 Postpartum visits (0–7 days)
9. 15 Postpartum visits (1–8 weeks)
10. Primary care visits:
    a) 40 common health problems
Standard III. Program Quality: Curriculum and Teaching–Learning Practices

- Follows the following AACN Standards and Guidelines
  - *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996)
- *Criteria for Evaluation of Nurse Practitioner Programs* [National Task Force on Quality Nurse Practitioner Education (NTF), 2008]
Standard 4: Curriculum

4.1 The curriculum is congruent with established standards for master's/ postmaster's/ clinical doctorate programs including appropriate advanced nursing practice competencies, role specific professional standards and guidelines, and certification requirements, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.

4.4 The curriculum is designed to prepare graduates to be information literate and to practice from an evidence–based approach in their direct and indirect advanced nursing roles.
Standard 4: Curriculum

4.5 The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.
Criterion III.B: The *curriculum* is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and *population-focused* NP competencies.
Nursing Accreditation Resources

- Accreditation Commission for Midwifery Education
  *Criteria For Programmatic Accreditation Of Midwifery Education Programs With Instructions For Elaboration And Documentation;* December 2009, Revised January 2013
  
  http://www.midwife.org/ACNM/files/ccLibraryFiles/Filename/00000002826/ACME%20Programmatic%20Criteria.%20December%202009%20rev%201%202013%29II.pdf

- American Association of Colleges of Nursing
  *The Essentials of Baccalaureate Education for Professional Nursing Practice;* October 20, 2008
  
  http://www.aacn.nche.edu/education-resources/baccesentials08.pdf
Nursing Accreditation Resources

- Commission on Collegiate Nursing Education
  *Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs; Amended April 2009*
  [http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards](http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards)

- A Report of the National Task Force on Quality Nurse Practitioner Education; *Criteria for Evaluation of Nurse Practitioner Programs; 2012*

- National League for Nursing Accrediting Commission, Inc; *Standards and Criteria; 2013*
Resources

- Institute of Medicine:
  - Advancing Oral Health in America
  - Improving Access to Oral Health Care for Vulnerable and Underserved Populations
  - The U.S. Oral Health Workforce in the Coming Decade
  - Oral Health Literacy
Resources – con’t

- Medicaid Reimbursement Information
  - http://www2.aap.org/oralhealth/docs/OHReimbursementChart.pdf
- National Interprofessional Initiative on Oral Health: NIIOH.org
  - Annotated Bibliography of Oral Health Resources
  - Joining the Call for Oral Health (NCCPA Foundation Video)
- Oral Health in America: A Report of the Surgeon General
  - http://www.surgeongeneral.gov/library/reports/oralhealth/
- Smiles for Life Curriculum
  - www.Smilesforlifeoralhealth.org
Articles