INTEGRATING ORAL AND OVERALL HEALTH CARE: BUILDING A FOUNDATION FOR INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

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ADEA
THE VOICE OF DENTAL EDUCATION

AMERICAN DENTAL EDUCATION ASSOCIATION
Disclosure

Neither I, nor members of my immediate family, have any financial interests to disclose relating to the content of this presentation.

I am a member of the IPEC Planning Committee.

Objectives

By participating in this session, attendees will:

• Understand key components of interprofessional education and collaborative practice.
• Learn about examples of integration of dental professionals into health care teams.
• Recognize the impact of IPE and IPC on patient care.
Key Components of Interprofessional Education and Collaborative Practice

What is IPE?

Interprofessional education occurs when:
• students from two or more professions
• learn about, from and with each other
• to enable effective collaboration and improve health outcomes

The “new” IPE is not about education for education’s sake. It’s about improving health, creating support systems and trying different models of practice. It intentionally supports people – including health professionals, health workers, students, residents, patients, families and communities – to learn together every day to enhance collaboration and improve health outcomes while reducing costs.

https://nexusipe.org/

What is IPE not meant to be?

• Students simply in the same classroom
• Episodic, random
• Teaching other health professionals to perform dental procedures
Competency-Based Interprofessional Education: Definitions

**Interprofessional education:** “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” (WHO 2010)

**Interprofessional collaborative practice:** “When multiple health workers from different professional backgrounds work together with patients, families, [careers], and communities to deliver the highest quality of care.” (WHO 2010)

**Interprofessional teamwork:** The levels of cooperation, coordination and collaboration characterizing the relationships between professions

**Interprofessional team-based care:** Care delivered by intentionally created, usually relatively small work groups in health care who are recognized by others as well as by themselves as having a collective identity and shared responsibility for a patient or group of patients (e.g., rapid response team, palliative care team, primary care team, and operating room team).
The interprofessional learning continuum (IPLC) model

The IPE Collaborative (IPEC)

- Foster a common vision for team-based care
- Promote efforts to reform health care delivery and financing consonant with that vision
- Contribute to development of leaders and resources for substantive interprofessional learning
Four competency domains with 39 sub-competencies:

- Values and ethics
- Roles and responsibilities
- Interprofessional communications
- Teams and teamwork

IPEC: 4 Core Competencies

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values.
   (Values/Ethics for Interprofessional Practice)

2. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
   (Roles/Responsibilities)
IPEC: 4 Core Competencies

3. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
   (Interprofessional Communication)

4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.
   (Teams and Teamwork)

Examples of Integration of Dental Professionals into Health Care Teams
"The learning experience with other health professions students helped me gain a better understanding of the roles of other professions in caring for patients."

https://doi.org/10.21815/JDE.018.059

89.6% of respondents indicated they felt well prepared/ prepared to work with other professions.
Interprofessional Education Reflected in Accreditation

“After reviewing each participating agency’s accreditation standards regarding IPE, Health Professions Accreditors’ Collaborative members agreed that the definition of IPE and competencies for health profession students identified in the 2011 Interprofessional Education Collaborative (IPEC) report are fundamental to educational programs in the health professions accredited by the HPAC members.” HPAC Press Release, December 2014

Current members of the Health Professions Accreditors Collaborative include:
- Accreditation Council for Pharmacy Education
- Commission on Collegiate Nursing Education
- Commission on Dental Accreditation
- Commission on Osteopathic College Accreditation
- Council on Education for Public Health
- Liaison Committee for Medical Education

CODA Accreditation Standard 1-9 states, "The dental school must show evidence of interaction with other components of the higher education, healthcare education, and/or healthcare delivery systems."

<table>
<thead>
<tr>
<th>Evidence of Interaction for Standard 1.9</th>
<th>Count</th>
<th>Percentage</th>
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<td>University IPE Program Information/Materials</td>
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<td>Course Catalog Listing for Courses Involving Dental and Other Healthcare Students</td>
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<td>Sessions on Course Syllabi Involving Other Healthcare Students</td>
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CODA Accreditation Standard 2-20 states, “Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.”

<table>
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<th>Content Delivery Methods Used for Development of Competence for Standard 2-20</th>
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<td>Community-based Education</td>
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<td>Simulation</td>
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<td>Clinical</td>
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<tr>
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</table>

Interprofessional education is important in order to develop the appropriate knowledge, attitudes and skills needed for students to be able to participate in collaborative practice and safe patient care. 

WHO, 2010

Students who participated in a patient safety course that was taught interprofessionally gained added value and felt better able to work within an interprofessional team than students who participated in the same course taught unprofessionally.

Anderson, E et al, Med Educ, 2009

https://doi.org/10.1111/j.1365-2923.2009.03328.x
Implementation

• Find ways to collaborate with other health professions

• Learn from other health professions about innovations and best practices for enhancing patient safety and quality

• Be open to lessons from other health professions in ways to improve patient safety and quality
Making the Case for Interprofessional Education

Recognized Obstacles To Implementation

- Logistical Challenges
- Curriculum Content
- Culture
- Faculty Development
- Leadership

National Academy of Medicine (IOM), 2013

https://www.mededportal.org/collection/interprofessional-education/
A patient recently diagnosed with tongue cancer is about to start radiation therapy. He has urgent dental problems, difficulty swallowing that’s becoming worse and other health problems. He lives far away from a medical center and runs a small business that depends on him to be there.

What is the optimum way to develop the best treatment plan for the patient and make sure he receives the best possible care for all his needs? The answer: Various health professionals — a dentist, physician, nurse, pharmacist and a social worker — have to work together.

The University of Alabama at Birmingham (UAB)

Interprofessional Curriculum

https://www.youtube.com/watch?v=Ep9rz4k-E9w

AMERICAN DENTAL EDUCATION ASSOCIATION
Positive results for I-CAN clients, including:

- 63% increase primary care access
- 53% increase health insurance utilization
- 27% stabilized housing.

https://nexusipe.org/engaging/learning-system/carl-nexus
The NPD model was built on the unique strengths of two partnering institutions: Northeastern University (NU) School of Nursing and HSDM.

Goal to create and test a novel collaborative practice environment where NPs, dentists, and students of both professions work in teams to provide high-quality patient- and population-centered health care.

https://hsdm.harvard.edu/nurse-practitioner-dentist-npd-model-primary-care
Making the Case for Interprofessional Education

Drivers of IPE and Collaborative Care

Large health care systems recognize improved patient outcomes and lower costs with team based care

• Graduates may not be adequately trained with the knowledge, skills and behaviors needed for effective teamwork and collaboration
• Changes in health professions education, including dental hygiene, dental assisting and dentistry

Regulatory issues around health insurance and reimbursement

Transformations in opportunities for collaborative care

• Chronic disease management in community settings where more efficient care is provided with team based approaches

Accrediting body standards mandating integration of IPE into curricula

Institute of Medicine
(now National Academy of Medicine)

• Interprofessional education should be adopted by the health professions education community as the pedagogical approach to educating and training future practitioners to practice in multidisciplinary teams.
• Improve the patient experience of care (including quality and satisfaction)
• Improve the health of populations
• Reduce the per capita cost of health care

https://www.nap.edu/catalog/10681/health-professions-education-a-bridge-to-quality