

# From Seed to Tree: Anticipated and Unanticipated Benefits from APTR's IPE Training Initiative

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# Objectives

1.

*explain it* 

2.



# 2008 Interprofessional Prevention Education Workshop

- **Process**
  - Three faculty members attended
  - Developed curriculum
- **Outcomes: Anticipated**
  - Population Health Clerkship: Oral Health, 2008-2012 (n=3-5 students/yr)
  - Oral health interstitial clerkship, 2008-present
- **Outcomes: Unanticipated**
  - Schweitzer fellow ('10-'11): oral health in free clinics
  - Summer assistantship ('13; n=1 student)
  - Flexible Clinical Experience ('15; n=1 student)
  - Senior projects ('10-'12; n=3 students, three publications)
  - Fourth year elective ('10-'16; n=14 students, one publication)
  - Capstone ('13-'16; n=1 student)



# Population Health Clerkship

2008-2012

- Two-week immersion experience
- Small group of medical, nursing, and dental students/residents
- Interprofessional faculty
- Focus
  - Primary prevention and children
  - Secondary and tertiary prevention and adults with developmental disabilities



# Oral Health Interstitial Clerkship

2008-present

- Oral health implications for overall health
- Small groups
  - Pediatric oral health
  - Oral urgent care
  - Fluoride varnish
  - Geriatric oral health
  - Patient encounters
- Large group: Interprofessional Interactive  
*Case: The complicated prenatal patient*



# Summer Assistantship

2013

- Rising second year medical student taught fluoride varnish to FQHC medical assistants
  - Focus on well child checks
  - Varnish rates increased to >75% for 1-3 yo
- Plans for future work
  - Expand to all children at FQHC
  - Implement at another site
  - Connect children to dental homes





# Flexible Clinical Experience

2015

At the conclusion of the elective, students should:

- Appreciate the **significance** of oral disease on overall health
- Have the skills to take a **risk history** for oral disease, **counsel** about oral health promotion, make appropriate **referrals**
- Be aware of local oral health **resources** for people of all ages and with various medical issues
- Learn specific **procedural skills** such as fluoride varnish
- Understand **team** approach to oral care



# Senior Scholars Projects

2010-2012

- Curtis M, Silk H, Savageau J. *Prenatal Oral Health Education in U.S. Dental Schools and Obstetrics and Gynecology Residencies*. Journal of Dental Education 2013;77(11):1461-1468.
- Ferullo A, Silk H, Savageau J. *Teaching Oral Health Education in U.S. Medical and Osteopathic Schools: Results of a National Survey*. Academic Medicine 2011;86(2):226–230.
- Silk H, King R, Bennett I, Chessman, A, Savageau J. *Assessing Oral Health Curriculum in US Family Medicine Residency Programs: A CERA Study*. Family Medicine 2012;44(10):719-22.



# Fourth Year Elective

2010-2016

- 2-4 students/yr with Dr. Hugh Silk, MD, MPH
- Similar to the Flexible Clinical Experience
  - Highlight discrepancies btwn low and high income
- One publication: Silk H, McCallum W. *The Family Physician's Role in Fluoride Supplementation*. *American Family Physician*. 2015;92(3):174-79.



# Capstone

2013-2016

- Student extending work from her summer assistantship position at a FQHC.
  - Expand to the FQHC's children
  - Connect children to a dental home



# Oral Health in the Medical Curriculum

- Champion physician reviewed courses
  - ID topics most relevant and likely
  - Contacted instructors: “What do you teach when you teach...?”
    - Strep—may I send you a slide re mutans streptococci, the most important bacteria related to the formation of dental caries



# Student Reflection

“My conversation with P and G at the clinic reminded me that among the plethora of obstacles and needs many immigrants face when arriving to this country, receiving appropriate dental care is likely a concern that is frequently overlooked. In my experience as a student, of the multitude of questions we ask recent immigrants about personal and medical history, **very rarely do we explore the topic of oral health and what exposure to proper care they may or may not have had.**”



# Student Reflection

“For example, WC talked about how depression led to drug use and that led to a further deterioration of her oral health. At the same time, **her dental health had a negative effect on her self-image**, which, in turn, further worsened her depression. She reinforced the fact that **everything is connected.**”



Thank you, esp to APTR and CDC





