

**Intellectual/Developmental Disabilities
Interprofessional Oral Health Clinical Experience**



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Intellectual/Developmental Disabilities Interprofessional Oral Health Clinical Experience

The Intellectual/Developmental Disabilities Interprofessional Oral Health Clinical Experience brings students from different health professions together for a team-building clinical rotation where they learn to more effectively provide whole-person care for this patient population. This guide is a model used by NYU College of Dentistry and NYU Rory Meyers College of Nursing. In this rotation, NYU Dental (DDS) Students and NYU Pediatric Nurse Practitioner (PNP) Students collaborate to develop a management plan to meet the oral health and overall health needs of children and adults at the NYU Dentistry Oral Health Center for People with Disabilities through oral health screening, education and referral. This model can be adapted for use by students from multiple professions and population foci.

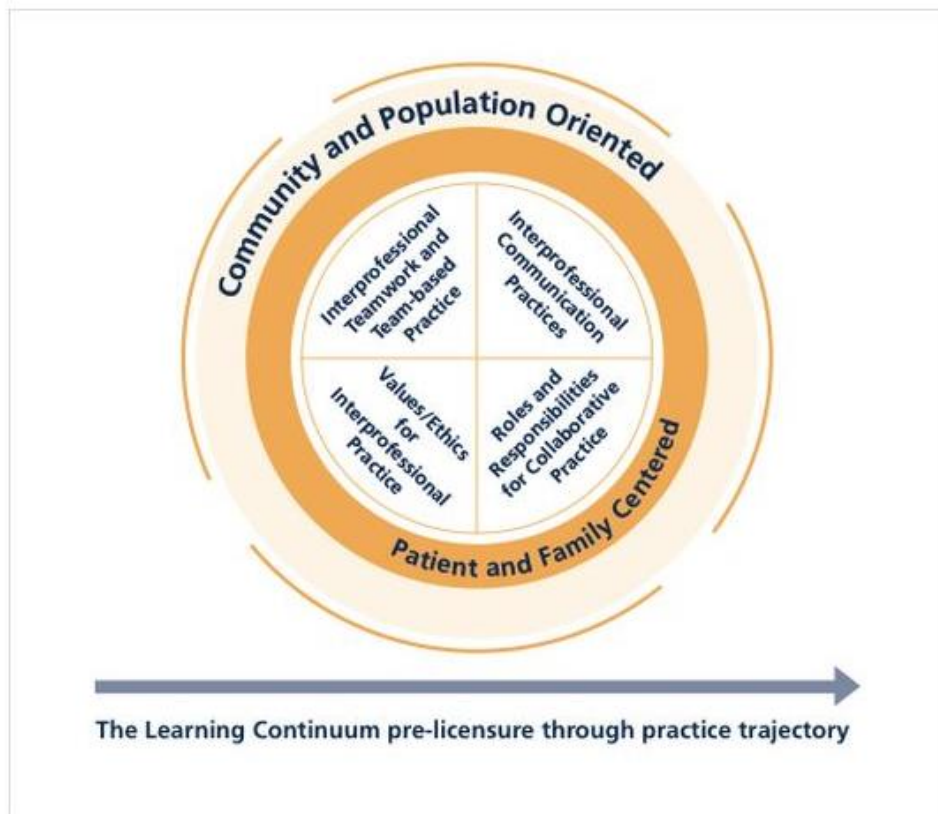
Outcomes:

- PNP students develop oral health competencies to conduct an oral health assessment, including history and intra- and extra-oral exam
- DDS students develop oral health competencies to offer oral health literacy anticipatory guidance to educate patients and their caregivers about the importance of home oral hygiene
- Students discuss the links between patients' oral health and overall health
- Students collaboratively develop a management plan to promote oral and overall health for patients with IDD based on shared decision-making with patients and their caregivers
- Students collaboratively develop interprofessional competencies to understand each other's role, values and ethics, and communicate and collaborate with each other

IPEC Competencies

[View and download the full IPEC Report](#)

CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE (IPEC)



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Student Assignment Example

To be completed by all students prior to clinical experience:

The Intellectual/Developmental Disabilities Interprofessional Oral Health Clinical Experience is a collaboration between the NYU College of Dentistry and NYU Meyers College of Nursing. The rotation will take place at the NYU Dentistry Oral Health Center for People with Disabilities with Dental and Pediatric Nurse Practitioner students who will see patients at the Center with a dental resident. The objectives of the program are for students to learn oral health assessment and exam, understand the oral-systemic connection, value the importance of oral health literacy, and develop interprofessional teamwork and communication skills.

Student Assignment

Prior to the rotation:

- Review the **Schedule** and sign up for **one session**.
- Watch video on [Interprofessional Education](#)
- Review the [IPEC Competencies](#)
- Take the [Intellectual and Developmental Disabilities Implicit Association Test](#)
- Read [Overcoming Challenges in Achieving Oral Health Equity for People with Disabilities](#)
- Complete the ICCAS Pre-Survey.

On the day of the rotation:

- On your assigned day, please arrive at the clinic at the scheduled time.
- All students will meet in the clinic conference room for the pre-conference.
- Dress Code: scrubs
- Please remember to **bring your N95 mask** and **wear your student ID**.

After the rotation:

- Write a one-page reflection about your clinical experience working with this client population on an interprofessional team.
- Complete the ICCAS Post-Survey.

Dental Resident Assignment

- Review IPEC Core Competencies
- Review Student Assignment
- Review patient’s chart prior to clinic appointment
- Conduct pre- and post-conference

IPE Protocol

- Students meet at clinic with dental resident.
- Students complete [Interprofessional Collaborative Competencies Attainment Surveys \(ICCAS\)](#) online before and after clinical experience.
- Each student is assigned to review one patient’s medical and dental chart.
- Dental Resident facilitates the pre-conference
 - Each student will give a 5-minute patient presentation to the team with information from their chart
 - Include: medical/dental diagnosis, current medications, allergies, and family/developmental/behavioral history
- Dental Resident facilitates post-conference IPE Discussion and Debrief
 - Discuss how working together as a team resulted in more effective patient-centered care

Patient 1	Patient 2
PNP reviews chart Include: Medical diagnoses, Allergies, Current Medications, Behavior/developmental history, Family medical/dental/diet history, Patient dental history	DDS reviews chart Include: Medical diagnoses, Allergies, Current Medications, Behavior/developmental history, Family medical/dental/diet history, Patient dental history
PNP takes history (include diet and eating/feeding issues)	DDS takes history (include diet and eating/feeding issues)
DDS performs HEENOT exam and FV	PNP performs HEENOT exam and FV
All collaborate on developing management plan	All collaborate on developing management plan
DDS provides patient education, prevention, anticipatory guidance, handouts, referral and follow-up	PNP provides patient education, prevention, anticipatory guidance, handouts, referral and follow-up.

All students collaborate on assessment and management plan facilitated by the dental resident.

Additional Resources

[How a Dental Hygienist Became a Passionate Public Health Leader](#)

Helen: The Journal of Human Exceptionality

OHNEP Case Studies:

[Autism Spectrum Disorder Case Study](#)

[Dental Anxiety Case Study](#)

National League for Nursing (NLN) Advancing Care Excellence for Persons with Disabilities (ACE.D) Teaching-Learning Strategies:

[Oral Health and Autism Spectrum Disorder](#)

[Oral Health and Cerebral Palsy](#)

[Oral Health and Stroke Rehabilitation](#)

Suggestions to Facilitate Student Discussion

BRIEF

Introductions

- 1) What is your name?
- 2) Tell us about your program (what program are you in? how many years is the program?)
- 3) Tell us about your role and scope of practice (NP, DDS, SW, OT, PT, etc.)

Previous IPE experience

- 4) Tell us about your previous work with other health professionals.
- 5) What did you like or not like about it? What could have been improved? How valuable was the experience?
- 6) What did you learn about the roles and responsibilities of other health professions?
- 7) What kind of language/terminology did other professionals use that you were unfamiliar with? How did you overcome these language barriers?

DEBRIEF

Roles & Responsibilities

- 1) How did the different roles overlap?
- 2) Were there any role conflicts? If yes, tell us about them.
- 3) How did the different roles complement each other?
- 4) In what ways are you able to better understand the roles and responsibilities of the different health care professionals on the team after this experience?

Communication & Teamwork

- 5) How did the team members communicate with each other?
- 6) Did you find that anyone dominated the conversation? If yes, what impact did that have on the group's interaction?
- 7) What did you find surprising about another team member, for example, his or her knowledge or skills?

Values & Ethics

- 8) How were the values and ethics similar and/or different across all professions?
- 9) In what ways did you find this experience valuable?
- 10) How do you think interprofessional education will affect how you interact with other health professionals in your future clinical practice?

Oral Health Policy and Other Topics for Discussion

1) HPV Vaccination

- a. What are some oral implications of HPV?
- b. Do you encounter patients and/or their parents/caregivers who are hesitant about HPV vaccination? What are their concerns? How do you handle this situation?
- c. How could you work together as an interprofessional team to explain the benefits of the HPV vaccination to a patient or a parent/caregiver?

2) Dental Insurance

- a. Do you encounter patients who do not have dental insurance?
- b. How can you help such patients?
- c. How could you work together as an interprofessional team to improve access to oral health care for patients who do not have dental insurance?

3) Nutrition

- a. How is nutrition linked to oral health?
- b. What are some food behaviors/habits that you have seen that impact oral health?
- c. How could you work together as an interprofessional team to overcome unhealthy feeding/eating habits and improve oral health?

4) Oral Injury/Trauma

- a. What are some common ways that patients experience oral trauma?
- b. When should you be concerned about domestic violence (family violence)?

5) Oral Hygiene

- a. When should a parent begin promoting their child's oral health (newborn, infant, child)?
- b. At what age should children have their first dental visit?
- c. How safe do you think it is for young children to receive dental treatment?
- d. What kind of adaptive devices or strategies can be used to promote oral hygiene in patients with IDD?
- e. How could you work as an interprofessional team to ensure that children have access to oral health care and that parents are taught about good oral hygiene habits for their children?

Ice Breakers

Misconceptions

Have participants share what is the biggest misconception the public has about their professions. Ask participants to answer these questions: “How would you educate the public about this misconception?”; “Do you have a one-minute elevator speech about your role?”; “What did you learn from speaking about these misconceptions or hearing these misconceptions?”; “How might this occur when working with patients or caregivers?”

Jargon

Ask everyone to write down 3 acronyms/jargons words that are common in their profession, but that may not be as familiar to other professions. Invite the group to search through the list looking for commonalities or differences in how words are used.

Commonalities

Ask the group to list as many things as possible that they have in common. (You may want to list some ground rules – e.g., cannot include body parts/clothing).

The Best Team

Have each person share a description of the best team they have ever been on and why. Debrief this exercise by having the team identify ways to achieve the best team characteristics.