

Pediatric Oral Health Interprofessional Clerkship Guide



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Pediatric Oral Health Interprofessional (IP) Clerkship

The Pediatric Oral Health IP Clerkship brings together students for a collaborative clinical experience. This guide is a model used by NYU College of Dentistry and NYU College of Nursing. For our program, NYU Dental (DDS) students and NYU Pediatric Nurse Practitioner (PNP) or NYU Family Nurse Practitioner (FNP) Students collaborate to develop a management plan to meet the oral health needs of children in the Bellevue Pediatric Dental Clinic through oral health screening, education and referral.

Outcomes:

- PNP/FNP students develop oral health competencies to conduct an oral health assessment, history and intra- and extra-oral exam (HEENOT) with children.
- DDS students develop oral health competencies to offer oral health literacy anticipatory guidance to educate children and their parents about the importance of home oral hygiene.
- All students 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 clinic:

The Pediatric IP Clerkship is a collaboration between the NYUCD Department of Pediatric Dentistry and NYU Meyers College of Nursing. The objectives of the program are for students from different health professions to learn pediatric oral health assessment, understand the pediatric oral-systemic connection, value the importance of oral health literacy, and develop interprofessional teamwork and communication skills.

Student Assignment

Prior to the event:

- Review the **Peds IPE Schedule** and sign up for **one session**.
- Complete [Smiles for Life Course: Child Oral Health](#) (Please send completion certificates to jessamin.cipollina@nyu.edu)
- Watch video on [Interprofessional Education](#)
- Review the [IPEC Competencies](#)
- If for any reason you will be absent due to a positive COVID-19 test or are experiencing symptoms of COVID-19, please notify Jessamin at jessamin.cipollina@nyu.edu as far in advance as possible

On the day of the event:

- On your assigned day, please arrive at Bellevue Pediatric Outpatient Clinics (3rd Floor, B Building) at **8:45am Mondays or 12:45pm Fridays**
- 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**.
- In case an emergency arises on the day of the clerkship or if you will be late for any reason, contact Jessamin at jessamin.cipollina@nyu.edu.

Directions to Bellevue Pediatric Outpatient Clinics (3rd floor Bellevue, 462 1st Ave on 28th street):

- As soon as you enter the building, make a left, and you will see elevators. Take the elevator to the 3rd floor.
- Once you get off the elevators, make a right and you will see the waiting areas/reception desks.
- Walk all the way down towards "Pediatric Dentistry"
- Please enter through Clinic 3-D and meet in conference room #3035 in 3-E.

Pediatric Dental Resident Assignment

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

Protocol for IPE

- Students meet at clinic at 8:30am (Monday) or 12:30pm (Friday) with dental resident. Students complete online ICCAS surveys before and after prenatal clinic experience.
- Each student is assigned to review one patient's medical and dental chart
- Pediatric Dental Resident conducts pre-conference
 - Each student will give a 5-minute presentation of their patient to the team with information from chart
 - Include: medical/dental diagnosis, current medications, allergies, and family/developmental/behavioral history
- Pediatric Dental Resident conducts post-conference IPE Discussion and Debrief
 - Discuss how working together as a team resulted in better patient care

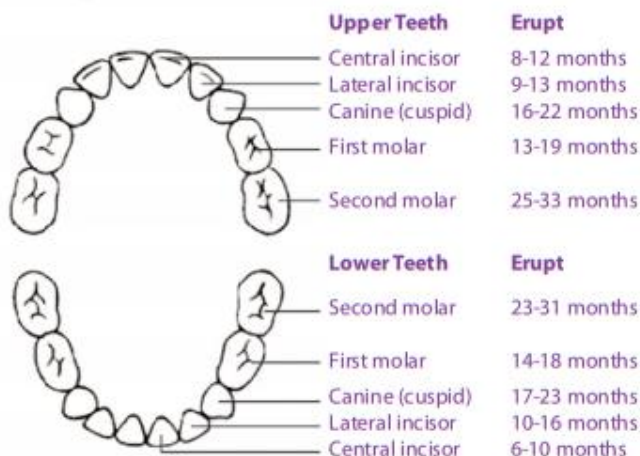
Patient 1	Patient 2
PNP/FNP reviews chart Include: Medical diagnoses, Allergies, Current Medications, Behavior/developmental history, Family medical/dental/diet history, Patient dental history	DDS reviews chart Include: Medical diagnoses, Allergies, Current Medications, Behavior/developmental history, Family medical/dental/diet history, Patient dental history
PNP/FNP takes history (include diet and food sharing)	DDS takes history (include diet and food sharing)
DDS performs HEENOT exam and FV	PNP/FNP 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/FNP provides patient education, prevention, anticipatory guidance, handouts, referral and follow-up.

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

Teething

Did You Know?

- Babies will usually begin to get their teeth around 6 months of age.
- While teething, babies may chew on their fingers, hands, or anything that they can get into their mouths.
- Comfort a teething baby by offering a cold, firm, safe and clean teething object, like a teething ring or slightly frozen damp washcloth.
- Drooling and fussiness are normal signs of teething.



Teething biscuits and crackers are often sticky and sugary and can cause cavities. **Do not offer them for teething.**

Take the Healthy Mouth Challenge!

I will:

- ☐ Get a teething ring or put a washcloth in the freezer to comfort my teething baby.



Lift the Lip

Did You Know?

- Lift the Lip is one way for you to check your child's teeth for early signs of tooth decay.
- It's quick and easy to do—take a minute to Lift the Lip while you're reading or playing with your child, before bed, or during toothbrushing.
- By checking your child's teeth once a month, you can help identify early tooth decay and prevent cavities.



Ignoring early signs of decay can lead to cavities.

How to Lift the Lip

1. Lift or gently push the upper lip so the teeth and gums are visible.
2. Look at the upper teeth—the front and back of the teeth for plaque on the gum line, white, brown, or black spots.
3. Repeat the process with the lower teeth.
4. If you see spots or anything unusual, have your child's teeth checked by a dentist or medical provider as soon as possible.

Your child may fuss, cry or wiggle while you check his teeth. As you both get more comfortable with the process it will get easier.

Take the Healthy Mouth Challenge!

I will:

- ☐ Lift my child's lip at least once a month to check for early signs of tooth decay.
- ☐ Make an appointment with dentist or medical provider if I see white, brown or black spots or have other concerns.



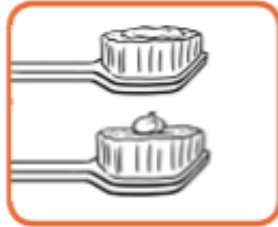
BABY TEETH ARE IMPORTANT

Cavity Free Kids™ Oral Health Education for Children Birth through Age Five, and their Families • Copyright © 2015 WDSF

Basic 1

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How To Brush



Use a soft bristle toothbrush and fluoridated toothpaste.

Use a smear of toothpaste from the first tooth up to age 3, a pea-sized amount after that.



Hold your brush at an angle where the gum meets the tooth.

Food and germs like to stick there.



Move the toothbrush in small circles.

Count to 5 before moving the brush to another spot.



Remember the biting surfaces.

That is where the food gets stuck and germs hide.



Brush the tongue.

Germs hide there.

Brush your child's teeth (and yours!) twice a day—after breakfast and before bed.



How To Floss



Wrap the floss around your middle or index fingers to get a firm grip.

Hold between your thumbs and fingers.



Gently slide the floss between two teeth. Then wrap the floss toward one tooth, hugging it as you gently slide it up, back, forth, and down.



Repeat this process on all teeth. Remember to hug that back tooth even though it is the last one in line.

Remember...

- ✓ Always use a clean piece of floss between teeth.
- ✓ Never snap or force floss as this may cut or bruise gum tissue.
- ✓ Children cannot floss by themselves, they need your help.
- ✓ Start flossing your child's teeth as soon as teeth touch.
- ✓ It will help your child learn good habits if they see you floss.



Let's Talk Teeth!

Parent's Name: _____ Child's Name: _____ Child's Age: _____

Answer the following questions about your child: (note: some questions may not apply based on the age and developmental stage of your child.)

- | | Yes | No | NA |
|--|--------------------------|--------------------------|--------------------------|
| 1. If your child has teeth, do you brush them?
If YES: Times per day _____ Times of day _____ Days per week _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does your child drink anything besides water between meals and snacks?
If YES: What does she drink? _____ How often? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does your child go to bed with a bottle filled with anything besides water?
If YES: What type of drink? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does your child eat between meals?
If YES: What does he/she eat? _____
When? (times of day) _____ How often? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does your child have a dentist? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have you had your child's teeth checked by a dentist or medical provider?
If YES: When? _____ By whom? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does your child have cavities or pain in his/her mouth? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you have concerns about his/her teeth or mouth? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you are pregnant, answer the following questions:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Do you brush your teeth?
If YES: Times per day _____ Times of day _____ Days per week _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you drink anything but water between meals and snacks?
If YES: What do you drink? _____ How often? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you eat between meals?
If YES: What? _____
When? (times of day) _____ How often? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you have a dentist? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you seen the dentist during your pregnancy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you have cavities or pain in your mouth? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you have concerns about your teeth or mouth?
If YES: What? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Let's Set Goals

Select the oral health goals you would like to accomplish. Goals should be set based on your child's oral health needs or your needs if you are pregnant.

- ☐ Brush twice a day with fluoride toothpaste.



- ☐ Drink only water between meals.



- ☐ If baby goes to sleep with a bottle, fill it only with water.



- ☐ Eat tooth healthy foods for snacks and meals.



- ☐ Eat during meals and snacks only rather than "grazing" during the day.



- ☐ Find a dentist.



- ☐ Make a dental appointment.



- ☐ Follow-up with treatment appointments.



The client may choose to set another goal that is not listed.

- ☐ Other: _____



Tooth Healthy Foods

Did You Know?

- Tooth healthy foods include fresh fruit, vegetables and protein rich foods like nuts, cheese and meats.
- Tooth unhealthy foods include crackers, chips, dried fruit, fruit leathers, fruit snacks, and cookies.



Teeth need breaks between meals and snacks to prevent cavities.

Schedule regular meals and snack times for your child.



Take the Healthy Mouth Challenge!

I will:

- ☐ Make a healthy snack with my child (for example, cheese and apple slices).
- ☐ Serve my family tooth healthy foods for snacks and meals.
- ☐ Hang up the tooth healthy and tooth unhealthy foods list to remind me what to serve.



Dental Visits Are Important

Did you know?

- It is important for your child to get his first dental visit when his first teeth come in or by his first birthday. **After a child's first visit it is important for him to get regular checkups.**
- During a dental visit, a provider may:
 - Count your child's teeth.
 - Check your child's teeth for cavities and if any are found, treat them.
 - Paint fluoride varnish to your child's teeth.



Take the Healthy Mouth Challenge!

I will:

- ☐ Make an appointment for my child's dental checkup!

My child's first dental visit is scheduled with

(Dentist or Medical Provider Name)

on _____ at _____
(insert date) (insert time)

- ☐ Remember to bring my insurance card, photo ID and money for co-payment (if needed) to my child's dentist appointment.
- ☐ Arrive 15 minutes early to complete paperwork.
- ☐ Bring some small toys or a book for my child to play with during the waiting time.



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) Which specialty are you interested in pursuing?

Previous IPE experience

- 4) Have you previously worked with other health professionals on a team before? Where and when?
- 5) What did you like or not like about it? What could have been improved? Did you find the experience to be valuable?
- 6) Did you learn anything new about the roles and responsibilities of other health professions?
- 7) Did you find that other health professionals used language/terminology that you were unfamiliar with? If so, how did you overcome these language barriers?

DEBRIEF

Roles & Responsibilities

- 1) How did the different roles overlap?
- 2) Were there any role conflicts?
- 3) How did the different roles complement each other?
- 4) Do you think you are 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? Did you feel that every team member was able to contribute?
- 7) Did you find anything surprising about another team member, for example, his or her knowledge or skills?

Values & Ethics

- 8) Were the values and ethics the same across all professions?
- 9) In what ways did you find this experience valuable?
- 10) Do you think that interprofessional education will have an effect on how you interact with other health professionals in your future clinical practice?

Oral Health Policy and Other Topics for Discussion

- 1) Water Fluoridation
 - a. What are the benefits of water fluoridation?
 - b. Does your community fluoridate their water supply?
 - c. Have you ever encountered parents who were resistant to fluoridation? What were their concerns? How did you handle the situation?
 - d. How could you work together as an interprofessional team to promote the benefits of water fluoridation your community?
- 2) HPV Vaccination
 - a. What are some oral implications of HPV?
 - b. Do you encounter patients and/or their parents 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?
- 3) 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?
- 4) Nutrition
 - a. How is nutrition linked to oral health?
 - b. What are some food behaviors/habits that you have seen that can impact a child's oral health?
 - c. How could you work together as an interprofessional team to overcome unhealthy feeding/eating habits and improve children's oral health?
- 5) Oral Injury/Trauma
 - a. What are some common ways that children experience oral trauma?
 - b. When should you be concerned about domestic violence (family violence)?
- 6) 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. 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.