

**Teaching Oral Systemic Health (TOSH)**  
**Faculty Facilitation Guide**  
**Virtual Interprofessional Experience**



## Contents

What is TOSH?.....	3
Protocol.....	4-6
Flowchart.....	7
Timed Breakdown.....	8
Standardized Patient Instructions .....	9-14
Student Assignment.....	15-16
Student Instructions.....	17-22

## What is TOSH?

TOSH is a program that brings together students across health professions to participate in an interprofessional oral health educational experience. The NYU-LIU TOSH program is conducted with NYU dental students (DDS), nurse practitioner/midwifery (NP/CNM) and medical (MD) students and LIU pharmacy students (PharmD).

**What is Interprofessional Education?** Interprofessional education (IPE) “occurs when two or more professions learn about, from and with each other.” The Interprofessional Educational Collaborative (IPEC), composed of 6 different health professions (nursing, dentistry, medicine, osteopathy, public health and pharmacy), came together in 2011 and 2016 to develop the IPEC competencies that all health professional students need to learn in order to provide essential whole-person care. The 4 basic competencies are: that all health professionals need to understand each other’s roles and responsibilities, respect each other’s values and ethics, learn to communicate and collaborate as a team. All schools are now required to show evidence of IPE student experiences to be accredited. IPE is about preparing students competent to practice as team members who provide whole-person care. This means students will gain the knowledge, skills, attitudes, and values that foster and support patient/family/community-centered care, an appreciation and respect for the roles of other health professionals, and an ability to communicate effectively as a member or leader of teams.

## What are the Learning Outcomes for the TOSH experience?

We want the students to:

1. Develop Oral Health Competencies
  - Discuss how oral health is related to overall health (oral exam, o-s links)
  - Practice collecting oral health history
  - Identify components of intra- and extraoral exam
  - Describe safe prescribing practices for acute dental pain
2. Develop the IPEC competencies
  - Describe the roles and responsibilities of members of the team and their unique contributions to team-based care
  - Practice working with IP team to explore shared values
  - Practice team communication to develop a team approach to management of oral-systemic (o-s) health problems
3. Develop a management plan to meet the patient’s oral health and general healthcare needs in collaboration with other healthcare professionals.
4. Include IP resources to appropriately assess and address the overall health care needs of patients, including those impacted by the social determinants of health.

## Protocol - How do we do this?

### Student Preparation:

1. **Each student completes an assignment** prior to participating in TOSH. They also receive a Student Packet with information to use during the TOSH program.
  - See *Student Assignment pages 13-14*
  - See *Student Packet pages 15-20*
2. **Each student completes an ICCAS pre-survey online** before the session begins. They need to show facilitators the completion screen when they enter the Zoom session.
3. **Student teams sign into their Zoom room 5-10 minutes prior to session.**

### Facilitator Preparation:

1. **Faculty are recruited** by all participating programs to facilitate the interprofessional student teams during their TOSH session.
2. **Faculty facilitators participate in a training session** to review the TOSH program including the goals.

### Part 1: Standardized Patient Clinical Exam

- Interprofessional student teams enter their designated Zoom meeting room hosted by their assigned facilitator. A standardized patient (SP) also joins the room for *Part 1 only*.
  - The SP enters with their video and microphone off. They turn it on and join the meeting after the students and facilitator introduce themselves to one another.
  - The SP either leaves the Zoom meeting after Part 1 or they turn off their video and microphone.
- Student teams meet the SP in the Zoom meeting. The SP office visit is for a check-up which includes an oral exam (HEENOT). The SP also presents with acute dental pain and symptoms that raise concern around diabetes Type 2.
- Students and facilitator have **10** minutes to introduce themselves to each other – say what program they are in and what year of their program.
  - Facilitators tell students the two goals of this experience: 1) to learn about oral-systemic health; 2) to work as an interprofessional team.
- Students have **15** minutes to gather a focused history around oral health and diabetes. Students need to treat the Standardized Patient (SP) as a person and introduce themselves to the patient. Each student briefly explains to the SP and each other what role his/her profession contributes in this type of visit. The team must ensure that each member contributes to the history taking process.
  - History of Present Illness (HPI)
  - Past Medical History (PMH)

- Social/Family History
- Medications/Allergies
  
- Students have **15** minutes to observe the oral exam
  - A dental student does a teaching demonstration of a virtual oral health exam with the SP.
  - Provide an opportunity for other students to ask questions and discuss the findings.

### **Part 2 Case Study Discussion**

The job as facilitator, *not* teacher, is to promote Interprofessional Peer-to-Peer learning, listening and being available to assist as needed.

- Students have **20** minutes to collaborate together on the case with each profession adding their expertise to the management plan. The plan must include a risk assessment, diagnosis, prevention, treatment, patient education and referral.
- Each student verbalizes how they would manage this patient and then discuss as a group the best IP management plan to care for the patient.
- Identify the tentative diagnoses for the systemic health problems
- Students discuss the important oral-systemic connections.
- Students develop a management plan for the oral-systemic conditions affecting this patient, including:
  - Anticipatory guidance: Screening and motivational interviewing on diet, lifestyle
  - Oral health maintenance: Oral hygiene, fluoride
  - Collaboration: Medication management
  - Impact of Social Determinants of Health
  - Referrals: What providers does this patient need to see? When? How often?
- Students have **10** minutes for each profession to role play calling another profession to refer a patient using SBAR
  - **Situation – What is happening with this patient?**
  - **Background – What is the clinical background?**
  - **Assessment – What do you think the problem is?**
  - **Recommendation – What do you recommend?**

Students have **10** min to **DEBRIEF**.

Discuss – Using the IPEC Competencies...*How did this experience expand your understanding of other professions?*

#### **Roles/Responsibilities**

What did you learn about each other's roles and responsibilities?

#### **Values/Ethics**

How did this change your attitude/beliefs about the other professions?

### **Interprofessional Communication**

What are the most effective ways for the IP team to communicate?

### **Teams and Teamwork**

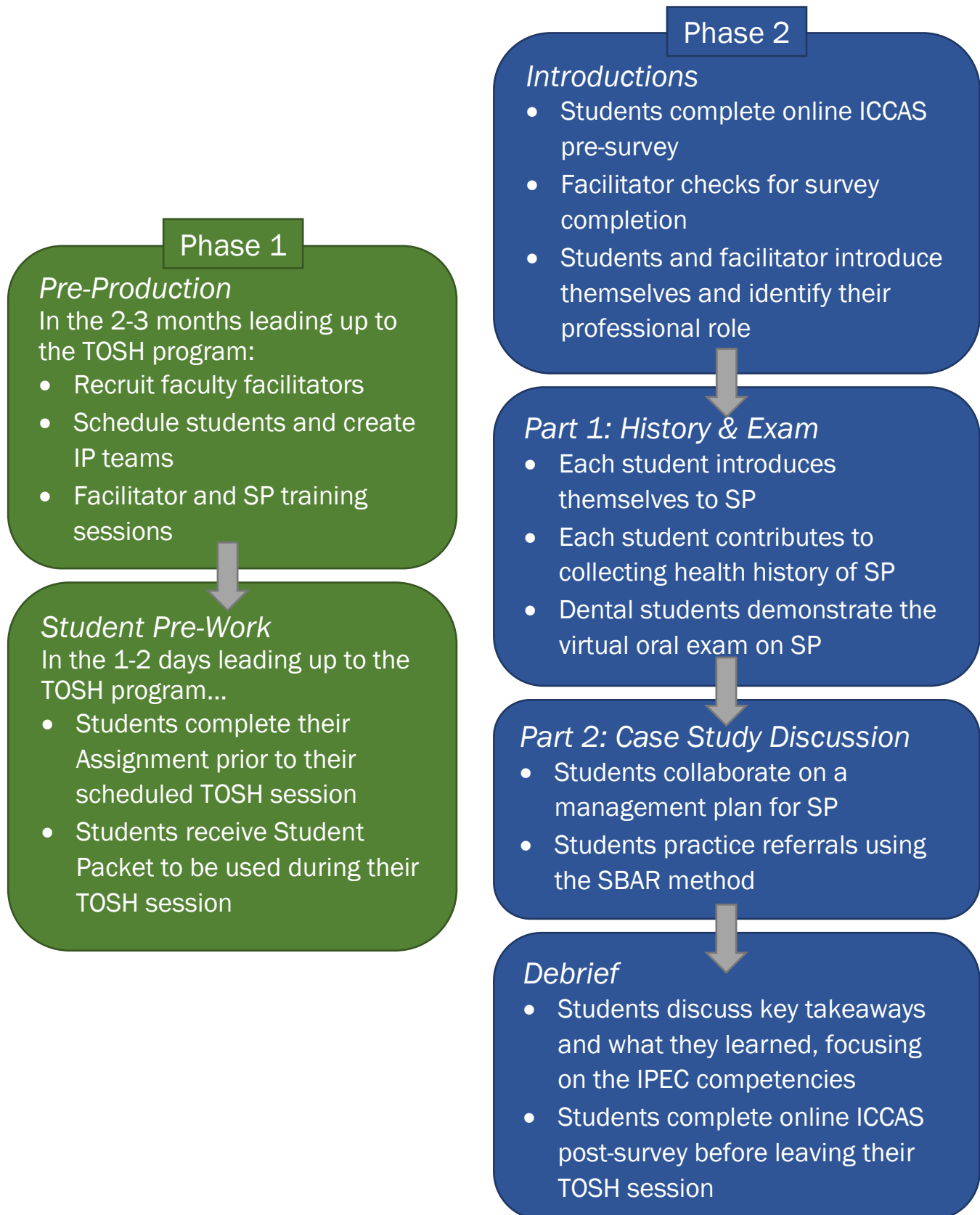
What do you think are the most effective strategies to help each profession to function as a community-based primary care team in a primary care medical home (PCMH)?

**Students must complete ICCAS post-survey on their phone** before leaving the Zoom room and show the completion screen.

On the following pages, you will find:

- a **Flowchart** of TOSH development and protocol
- a **Timed Breakdown** of the TOSH sessions to use as a guide
- the **Standardized Patient (SP) Instructions** including the SP script
- the **Student Assignment** that all students receive and be asked to complete prior to their TOSH session
- the **Student Instructions** that includes materials all students use during the TOSH session

## TOSH Flow Chart – Development (Phase 1) & Protocol (Phase 2)



## TOSH Timed Breakdown

Step	Time Frame	Learner Activity	Facilitator Action
<b>History &amp; Oral Health exam</b>			
	10 min	Students complete survey and shows completion screen to facilitator in breakout room Student introductions and roles	<ul style="list-style-type: none"> <li>Facilitator Introduction and Instructions</li> </ul>
	15 min	IP team gathers focused history	<ul style="list-style-type: none"> <li>Facilitator makes sure all students contribute</li> </ul>
	15 min	DDS Team demonstrates Virtual oral exam. Students ask questions and discuss findings.	<ul style="list-style-type: none"> <li>Facilitator follows along with oral exam checklist - makes sure all items have been covered</li> </ul>
<b>Case Study</b>			
	20 min	Students develop IP plan in collaboration with other professions Plan must include dx, prevention, tx, pt education, social determinants of health	<ul style="list-style-type: none"> <li>Facilitate interprofessional collaboration</li> <li>Listen to the management plan and give feedback</li> <li>Make sure students develop the social determinants of health in their management plan.</li> <li>Discuss other professions to refer to who are not in the room and available resources</li> </ul>
	10 min	SBAR – Students take turns calling each profession using SBAR	<ul style="list-style-type: none"> <li>Listen to SBAR and give feedback</li> </ul>
	10 min	Debrief: IPEC competencies	<ul style="list-style-type: none"> <li>Facilitate IPEC Competencies discussion:               <ol style="list-style-type: none"> <li>Roles/Responsibilities</li> <li>Values/Ethics</li> <li>Interprofessional communication</li> <li>Teams/Teamwork</li> </ol> </li> </ul>
		Complete post-survey	<ul style="list-style-type: none"> <li>Check completion screen to ensure survey completion</li> </ul>
<b>Group 2 DO IT ALL AGAIN</b>			



## Standardized Patient Instructions

<b>Patient Information</b>	Patient Name: Lee Marshall Age: 55
<b>The Scenario</b>	You have a telehealth visit to assess your fatigue over the last 6 months <i>and new onset acute tooth pain.</i>
<b>The Exam</b>	Introductions – 10 minutes History – 15 minutes Oral Exam – 15 minutes

## Standardized Patient Script

<b>The Scenario</b>	You came in today because you have been feeling progressively tired for the past 6 months and your teeth started hurting.
<b>Opening Line</b>	<b><i>My teeth are killing me. And, I've been feeling really tired for a long time, and I don't know why.</i></b>
<b>Oral Health</b>	<p>If asked more about oral health:</p> <p>When was the last time you were at the dentist?  <b><i>Oh, it's been years....who can afford it? And my old family dentist retired....gosh, at least five years ago. She didn't charge me much, but these new dentists....I can't afford it! I don't even know where to go now with this toothache.</i></b></p> <p><i>Tell me about the tooth pain?</i>  <b><i>I can't chew and I can't sleep. My bottom middle teeth have been throbbing for about 4 days now and my gums are sore too. Maybe I'm brushing too hard, 'cuz I've also noticed some blood when I spit after brushing and my bottom middle teeth feel like they are loose – is that possible???!!</i></b></p>
<b>Other symptoms</b>	<p>If asked about tooth pain level: about a 7 out of 10</p> <p>Anything else you've noticed?  <b><i>Well, yes. I have noticed that my breath seems bad too.</i></b></p> <p>If asked about other complaints: You have been feeling tired for the past 6 months or so. If asked to tell more about fatigue/tiredness, or asked what you think could be causing this, say:  <b><i>I dunno – it's weird. Before my teeth started hurting I was sleeping plenty of hours – more than I used to, in fact, but I was still tired. I feel like I want to nap all the time.</i></b></p> <p>If asked specifically about numbers, you reflect and say:  <b><i>Well, I guess I used to get about 7 hours and that was plenty for me. For a while, though, more and more, I've been going to bed early because I'm falling asleep at the TV – now I am in bed by 10 so I guess that means 9 hours a night most nights.</i></b></p>

If asked to talk more about sleep or feeling tired using OPEN ENDED QUESTIONING, say:

***Well, I think part of the problem is if I fall asleep that I keep waking up to go to the bathroom at night and I can't get back to sleep because my teeth hurt. I get up twice a night, once in a while three times!! No wonder I'm still tired! Sometimes I take Advil PM for the pain and to help me sleep better.***

If asked specifically about daytime urination, or if asked with OPEN-ENDED QUESTIONING, you volunteer another chunk of information:

***Well, I've been urinating a lot during the day, too, which can also be a pain in the neck. But I just figured that's because I drink a lot.***

Are you drinking more than usual? OR Tell me more about your drinking during the day.

***Well, I can't chew so I am only drinking. I get thirsty a lot. I drink a lot of water, and I love orange juice – lately, I've been going through a whole quart before lunch. And because I can't chew, I've been drinking a lot of Ensure shakes, or whatever protein and meal shakes are on sale. At night, I have a couple sodas watching TV- maybe that's why I pee a lot at night.***

Urination is painless and you have not noticed any blood.

If asked whether you have noticed any other symptoms, you think and say, wondering whether it's relevant (or a little embarrassing):

***Well, actually, I've been having a problem with constipation....never have before....once again, I chalked it up to my age, but....***

***I also wonder if I need glasses (or new glasses if you are a wearer.) Sometimes when I am watching TV or reading, my vision seems blurry.....but it comes and goes.....most of the time its fine.***

If asked whether you notice any particular times when this happens, you think and then say:

***Hmmmmmm.... Well, I guess I'd have to say I notice it most at***

	<p><i>night while I'm watching TV after dinner. Sometimes it happens if I'm on the computer in the afternoon after lunch.</i></p> <p>Anything else?  <i>Well, it's probably nothing, but my feet have been getting these pins and needles sensation maybe once or twice per week..... I read that can be a sign of infection? But I don't see anything wrong with my feet - they look normal, so I figured it was nothing.....</i></p> <p>If asked about your appetite and/or weight, say:  <i>I must be losing weight because my pants are very loose. My appetite has actually increased.</i></p> <p><b>Review of Systems</b> Have you experienced any stress recently?  <i>I have been pretty stressed about COVID, I lost my part-time job because of the pandemic and have not been able to find work. Being out of work has been stressful.</i></p> <p>Any other inquiry about symptoms is NEGATIVE.</p> <p><b>Medications</b> <i>Well, I take Advil sometimes.</i>  <b>Only when asked specifically:</b> <ul style="list-style-type: none"> <li>▪ how much? <i>two tablets</i></li> <li>▪ how often? <i>oh, it varies, usually 5-6 times per day</i></li> <li>▪ how long? <i>ummm, since the pain in my mouth started – maybe a couple weeks</i></li> <li>▪ does it help? – <i>yeah, the Advil does make me feel more comfortable for a few hours. Sometime, I take Advil PM to help me fall asleep at night.</i></li> </ul> <i>Oh, I also take a baby aspirin.</i>  If asked how much/how often: <i>I take it once a day, I heard it's good for your heart.</i></p> <p><i>I used to take some pills for my blood pressure – but I haven't been on them for years, since I lost my insurance with my last job....I just can't afford them now.</i></p> <p><i>Every once in a while, when I get a headache or anything, I get a couple pills from my friend who has high blood pressure. I don't know the name of the medication.</i></p>
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<p><b>Allergies</b></p>	<p>Does it help?  <i>I dunno.....I guess it makes me feel better.</i></p> <p><i>I think I'm allergic to Bactrim.</i></p> <p>What reaction?  <i>I dunno, my mom said I had a reaction when I was a kid – I don't remember.</i></p>
<p><b>Past Medical/Surgical/ Psychiatric History</b></p> <p><b>Health Maintenance</b></p> <p><b>Family Medical History</b></p>	<p>You were diagnosed with high blood pressure about 10 years ago and have been on various medications on and off because of spotty and inconsistent medical care and follow-up. A few years ago, you stopped getting prescriptions for medication because you lost your insurance. Every once in a while, when you don't feel well (headache) you get a couple blood pressure pills from your friend. You don't know the name of the medication. It usually works It makes you feel better.</p> <p>Your only surgery was an appendectomy age 12.</p> <p>Last saw a doctor over THREE years ago. Lost insurance when changed job three years ago. Has been working a part-time job with no health insurance for past 3 years, and now lost job due to the COVID-19 pandemic and cannot find work.          Did not contract COVID-19          Has been vaccinated for COVID-19          No colonoscopy.          Last tetanus shot – who knows? Certainly not in the past 10 years.          No flu vaccination.          Do not remember anything about other vaccines.          Never tested for HIV.</p> <p>Your father (age 78) was diagnosed with diabetes at age 45 and began taking insulin at age 55. He has high blood pressure and high cholesterol. He's really sickly and is now on dialysis three times a week. His father (your grandfather) also had diabetes. Your mother (age 75) has high blood pressure and Alzheimer's disease. Both parents reside in a nursing home.          You are a widower; your spouse died of cancer 2 years ago.          You have a son aged 30, single, who lives in Texas.          Your daughter, 27, married with one child, lives in Brooklyn.</p>

<b>Social History</b>	<p>No siblings.</p> <p>Formerly worked as store clerk until 3 years ago. You were laid off from your job as a part-time office manager (~15 hours per week) in a small publishing company due to COVID and have not been able to find work.</p> <p>Church-goer, active in the church community.</p> <p>You are not sexually active (since the death of your spouse).</p> <p>You've never smoked. Occasionally you have a beer, at most one a week. No history of intravenous drug use, no other illicit drug use.</p> <p>Diet not so good. Because of tooth pain, you have been drinking Ensure or other meal supplement shakes. You don't cook. You order take-out a lot.</p> <p>Exercise: A little bit of walking only.</p>
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## **TOSH VIRTUAL INTERPROFESSIONAL ORAL-SYSTEMIC HEALTH EXPERIENCE**

### **STUDENT ASSIGNMENT**

#### **Prior to the event:**

- Complete Smiles for Life module [The Relationship of Oral and Systemic Health](#)
- Watch video on the [Oral Health Exam](#) (11:00)
- Watch video on [Interprofessional Education](#) (2:46)
- Watch videos on SBAR:
  - [SBAR Explanation](#) (1:50)
  - [SBAR Example](#) (1:04)
- Read [A Community Framework for Addressing Social Determinants of Oral Health for Low-Income Populations](#)
- Read [Oral Health: An Untapped Resource in Managing Glycemic Control in Diabetes and Promoting Overall Health](#)

#### **On the day of the event:**

Tuesday Sept. 6<sup>th</sup>, Wednesday Sept. 7<sup>th</sup>, or Thursday, Sept. 8<sup>th</sup>

Group 1: 2:00 – 3:20pm

Group 2: 3:30 – 4:50pm

- **Location:** The event will take place over Zoom. You will be sent a link to the Zoom meeting prior to the experience. Please make sure you are online 10 minutes prior to your scheduled start time to ensure that the event runs smoothly. You will be required to have your video on for the entire experience.
- **Pre- and Post-Survey:** You will receive a pre-survey link the day of your scheduled session. Please remember to take the pre-survey prior to the session and **save the ID Code** – *you will need this to complete the post-survey*, which you will receive via email toward the end of your session.
- **Dress Code:** Professional Dress (white coats not required)

- **Clinical Experience:** Students will be assigned to a virtual interprofessional team which includes medical, dental, pharmacy and nurse practitioner and midwifery students with a trained faculty facilitator. Each team will see a virtual standardized patient (SP) in a primary care clinic for a focused encounter which includes an oral exam (HEENOT). The SP will be in acute dental pain and is likely to present with symptoms that will raise a concern around Diabetes Type 2 (DT2). Be prepared to take a concise, focused history around COVID-19 risk, diabetes, oral health and pain control. The dental student will demonstrate the virtual oral health exam, and each team member will have a chance to ask questions.
- **Case Study Discussion:** Students will then transition to an interprofessional case study discussion and develop an interprofessional management plan. Using SBAR, students will role play calling another profession to make a referral for this patient.



## Student Instructions

<b>Patient Information</b>	<p>Patient Name: Lee Marshall Age: 55</p> <p>Vital Signs: T 98 R 15 BP 155/90 P 70, BMI 35</p>
<b>The Scenario</b>	<p>The patient has a telehealth visit with you complaining of fatigue over the last 6 months <i>and new onset acute tooth pain</i></p>
<b>Introductions</b> 10 minutes	<p>Facilitator introduction and directions</p> <p>Student introductions include name, program, role</p>
<b>History</b> 15 minutes	<p><b>Gather a focused history, including:</b></p> <ul style="list-style-type: none"> <li>• History of Present Illness (HPI)</li> <li>• Past Medical History (PMH)</li> <li>• Social/Family History</li> <li>• Medications/Allergies</li> </ul>
<b>Oral Exam</b> 15 minutes	<p><b>Oral Health Exam Demonstration</b></p> <ul style="list-style-type: none"> <li>▪ the dental student will demonstrate a virtual oral exam</li> <li>▪ all students follow with the oral exam checklist and assess the intraoral photo</li> <li>▪ students may ask questions about the oral exam</li> </ul>
<b>Case Study Discussion</b> 20 minutes	<p><b>Begin Case Study Discussion and develop a Management Plan</b></p> <p><b>SBAR: Each profession must call another profession to refer a patient using SBAR (from TeamSTEPPS®)</b></p>
<b>SBAR</b> 10 minutes	<ol style="list-style-type: none"> <li>i. Situation – What is happening with this patient?</li> <li>ii. Background – What is the clinical background?</li> <li>iii. Assessment – What do you think the problem is?</li> <li>iv. Recommendation – What do you recommend?</li> </ol>
<b>Debrief</b> 10 minutes	

## **ORAL-SYSTEMIC HEALTH HISTORY**

**History of Present Illness:**

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**Past Medical History:**

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**Social & Family History:**

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**Medications & Allergies:**

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## **ORAL EXAM CHECKLIST**

### **Extraoral Examination**

- Head**
- Neck**
- TMJ**
- Symmetry**
- Lymph Nodes**

### **Intraoral Examination**

- Oral cancer screening**
  - Lips**
  - Oral mucosa**
  - Tongue**
  - Floor of Mouth**
- Hard and Soft Palate**
  - Oropharynx**
- Tonsil (Brodsky grade)**
- Gingival health**
- Plaque level**
- Calculus level**
- Oral Hygiene**
- Extrinsic stain**
- Intrinsic stain**
- Occlusion**

## ORAL EXAM CHECKLIST: INTRAORAL PHOTO

Oftentimes, it may be easier to visualize intraoral findings from still photographs rather than over video. Providing a template with patient photography instructions may help your patient take high quality images. Your patient has sent you the following photograph through the secure patient portal. During the remaining 5 minutes, please assess the intraoral findings in the image below. The patient identifies the mandibular central incisors, teeth #24 and 25, as mobile.



## LAB VALUES

Labs	Normal
Na = 141	135 to 145 mEq/L
K = 3.7	3.5-5.0 mEq/L
Cl = 102	95 to 105 mEq/L
C02 = 27	22 to 30 mEq/L
BUN = 15	5 to 25 mg/dL
Creat = 0.9	0.5 to 1.5 mg/dL
Glucose = 210	70 to 110 mg/dL
Hemoglobin A1c = 8.5	5.5 to 6 g/dL
Ca = 8.7	9 to 11 mg/dL
Mg = 2.3	1.8 to 3.0 mg/dL
AST= 35	5 to 40 IU/L
ALT = 28	5 to 35 IU/L
T. Bili = 0.6	0.1 to 1.2 mg/dL
T. Pro = 6.7	6.0 to 8.0 g/dL
TC = 270	< 200 desirable
HDL = 67	60 mg/dL
LDL = 172	< 100mg/dL
TG = 150	< 150mg/dL

## IP MANAGEMENT PLAN

**Diagnosis:**

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**Prevention:**

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**Treatment:**

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**Patient Education:**

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**Referrals:**

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## SBAR

**Situation:**

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**Background:**

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**Assessment:**

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**Recommendation:**

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