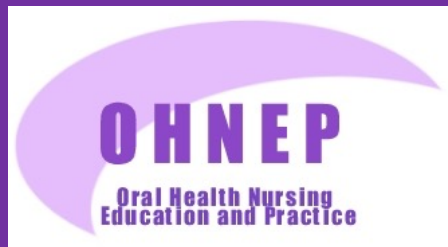


The OHNEP
Undergraduate
Interprofessional
Oral Health
Faculty Tool Kit

*Tools for Oral Health
Integration into
Course Curricula*



Introduction: Interprofessional Oral Health in Undergraduate Nursing Education



The **Oral Health Nursing Education and Practice (OHNEP)** Program is excited to launch the 2nd edition of the OHNEP **Undergraduate Interprofessional Oral Health Faculty Tool Kit** to provide you with user-friendly curriculum templates and updated teaching-learning strategies and resources to use when integrating oral health and its links to overall health in your undergraduate nursing program.

Oral health and its links to overall health has been identified as an important population health issue in [Healthy People 2030](#) (2020). The [HRSA Interprofessional Oral Health Core Competencies](#) (2014), [The Essentials: Core Competencies for Professional Nursing Education](#) (AACN, 2021) and the [IPEC Core Competencies for Interprofessional Collaborative Practice](#) (2016) provide the framework for the oral health curriculum templates and resources that illustrate how oral health and its links to overall health provide a strategy that exposes students to interprofessional experiences by integrating oral health “bytes” into courses across the undergraduate curriculum in baccalaureate and associate degree nursing programs.

Exciting tool kit teaching-learning strategies take students from **Exposure to Immersion to Competence**. These strategies begin in the classroom then link to simulated or live clinical experiences and involve community-based service learning, interprofessional experiences, advocacy, and policy activities. The tool kit provides innovative approaches to “weaving” oral health into all or some of the courses in your existing undergraduate curriculum. Faculty can have students: **Read** evidence-based articles and resources; **Do** skill-building activities that incorporate oral health; and **Collaborate** with students from other professions.

The [Smiles for Life](#) interprofessional oral health curriculum provides a robust web-based resource for you to use along with the oral health template for each course. A good place to begin oral health integration is by transitioning the **HEENT** component of the history and physical assessment to the **HEENOT** approach. In that way, your students will **NOT** forget about including oral health in the whole person care of their patients.

Registered nurses care for patients, families, and communities across the lifespan in primary, acute, home, school, and long-term care settings. Students can be prepared to integrate oral health into the overall care of patients with health promotion issues designed to prevent health problems as well as integrating it in the care of patients with acute and chronic conditions. There is a growing evidence-base about the links between conditions like diabetes, cardiovascular, respiratory, cancer, and kidney disease, as well as HPV, behavioral health, and dementia. These are but a few of the health problems where a collaborative care model can maximize positive clinical outcomes.

It is important for Registered Nurses, as essential members of health care teams, to have the interprofessional oral health competencies necessary to recognize both normal and abnormal oral conditions and provide patients with appropriate assessment and interventions, including referrals to dental colleagues as needed.

We encourage you and your students to explore the resources in this oral health curriculum templates as you “weave” oral health and its links to overall health into your undergraduate nursing program. If you need additional technical assistance, please feel free to contact us at OHNEP@nyu.edu.

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Smiles for Life: A National Oral Health Curriculum



Access *Smiles for Life* Courses and Resources here:

<https://smilesforlifeoralhealth.org/>

Course 1: *Relationship of Oral & Systemic Health*

Course 2: *Child Oral Health*

Course 3: *Adult Oral Health*

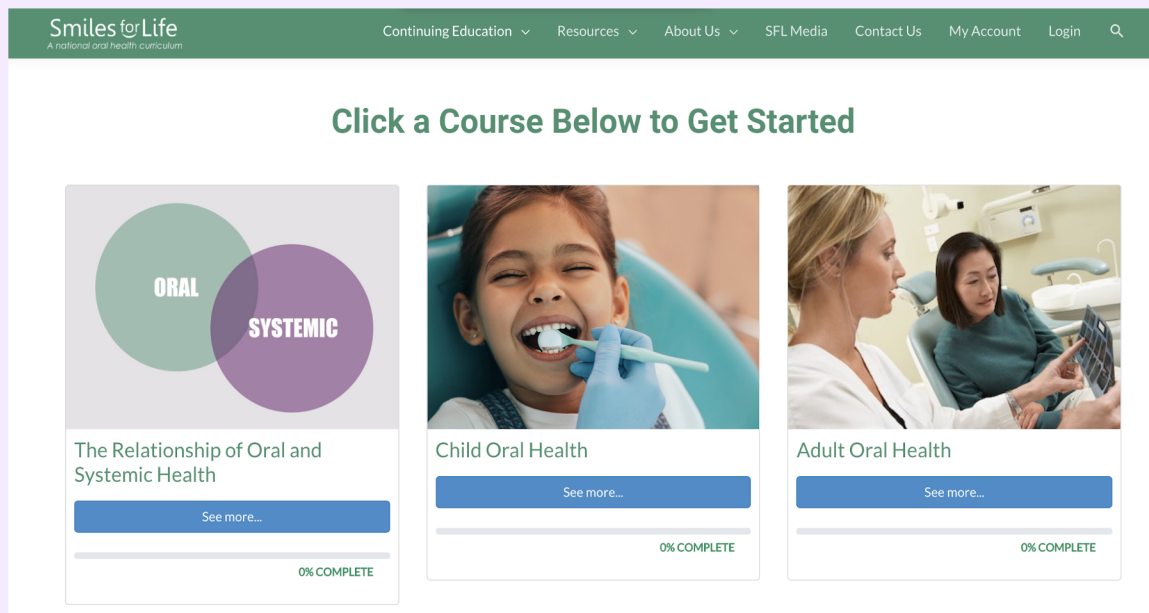
Course 4: *Acute Dental Problems*

Course 5: *Pregnancy & Women's Oral Health*

Course 6: *Caries Risk Assessment, Fluoride Varnish & Counseling*

Course 7: *The Oral Examination*

Course 8: *Geriatric Oral Health*



Download the SFL App!

Potential Interprofessional Partners On Your Campus

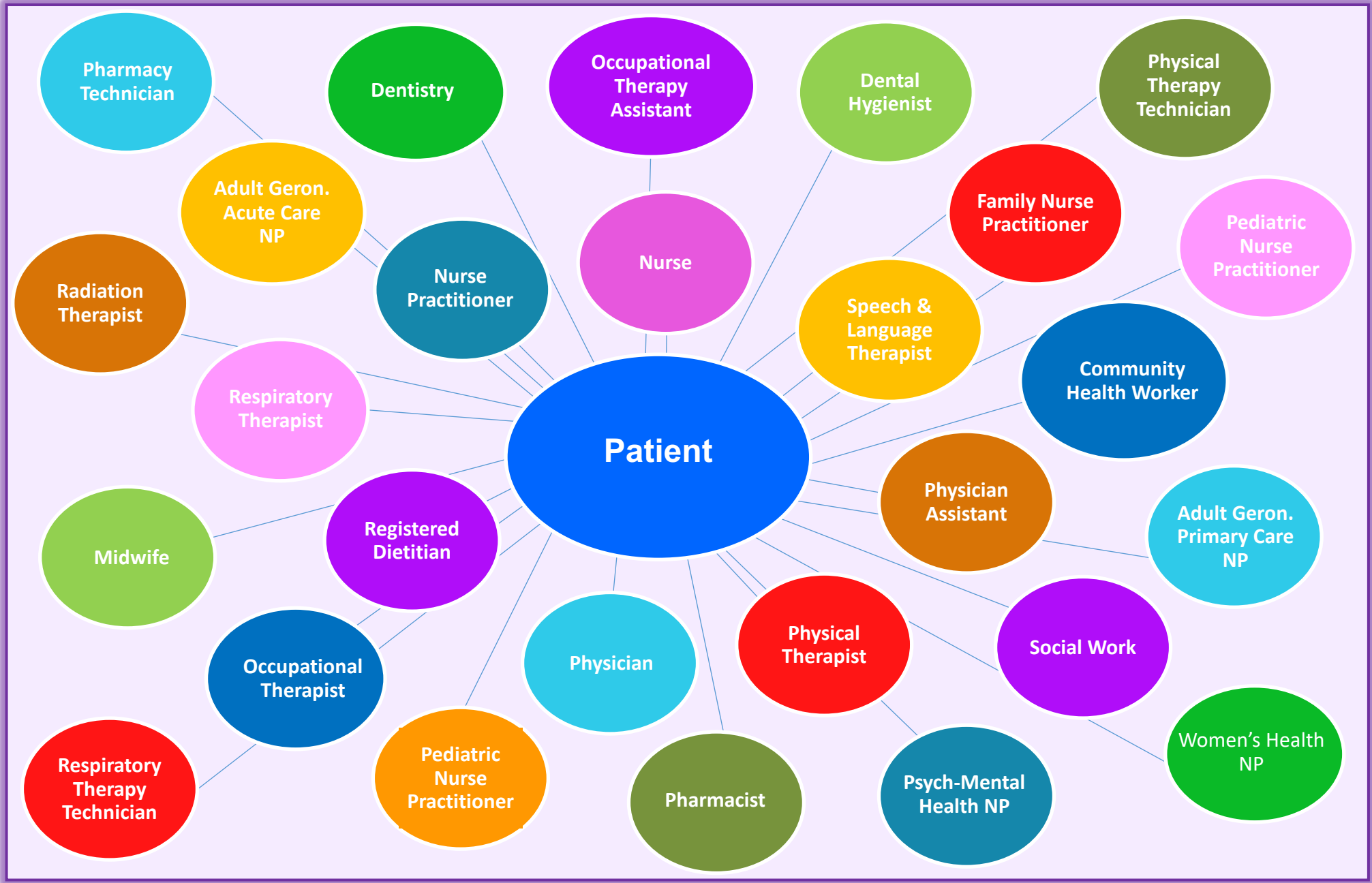


The **Collaborate** instructions in each course provide examples of undergraduate health profession programs as a guide for developing student interprofessional (IP) activities. The following key includes the abbreviations we use throughout this tool kit:

Adult Gerontology Acute Care Nurse Practitioner	AGACNP
Adult Gerontology Primary Care Nurse Practitioner	AGPCNP
Community Health Worker	CHW
Dentist	DDS
Dental Hygienist	DH
Family Nurse Practitioner	FNP
Midwife	MW
Nurse	RN
Nurse Practitioner	NP
Occupational Therapist/OT Assistant	OT
Pharmacist/Pharmacy Technician	Pharm

Pediatric Nurse Practitioner	PNP
Physician	MD
Psychiatric-Mental Health Nurse Practitioner	PMHNP
Physical Therapist/PT Technician	PT
Physician Assistant	PA
Radiation Therapist	RDT
Respiratory Therapist/RT Technician	RT
Registered Dietitian	RD
Social Worker	SW
Speech & Language Therapist	SL
Women’s Health Nurse Practitioner	WHNP

Whole Person Care



AACN Essentials: Knowledge for Nursing Practice; Interprofessional Partnerships

IPEC Competencies: Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Pneumonia

Read

- [Oral health status and the etiology and prevention of nonventilator hospital-associated pneumonia](#) (Scannapieco et al., 2022)
- [Oral microbiome and SARS-Cov-2: beware of lung co-infection](#) (Bao et al., 2020)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Discuss the infectious process of the oral microbiome and risk factors for development of pneumonia for inpatients

Collaborate

- Discuss with an IP student team (e.g. RN, MD, RT, PA, AGACNP) the relevance of pneumonia as an infectious disease and its oral-systemic connection

Herpes

Read

- [Erythema multiforme attributable to herpes simplex virus: clinical aspects and treatment](#) (Mtiri et al., 2021)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Discuss the infectious process of oral herpes

Collaborate

- Discuss with an IP student team (e.g. RN, DDS, DH, MD, PA) the relevance of herpes as an infectious disease and its oral-systemic connection

Human Papillomavirus

Read

- [Genital HPV Infection – Fact Sheet](#) (CDC, 2022)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Discuss the epidemiology of oral HPV

Collaborate

- Discuss with an IP student team (e.g. RN, MD, WHNP, DH, SW) the relevance of HPV as an infectious disease and its oral-systemic connection

AACN Essentials: Knowledge for Nursing Practice; Interprofessional Partnerships

IPEC Competencies: Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Ankyloglossia

Read

- [Academy of Breastfeeding Medicine Position Statement on Ankyloglossia in Breastfeeding Dyads](#) (LeFort et al., 2021)
- [The effect of frenotomy on long-term breastfeeding in infants with ankyloglossia](#) (Wongwattana, 2022)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 2
- Discuss the anatomy and physiology indications for frenotomy or no frenotomy

Collaborate

- Discuss with an IP student team (e.g. RN, SL, RD, PNP) the impact of ankyloglossia on oral health and overall health

Anatomy

Read

- Review [Eruption Charts](#) (ADA)
- [Oral Health in America: Advances and Challenges \(Section 2A\)](#) (National Institutes of Health, 2021)

Do

- Submit [Smiles for Life](#) Completion Certificates for course 2 & 3
- Identify both primary and permanent teeth in a diagram of a child's mouth

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, NP) to identify mixed dentition in a 10 year-old
- Collaborate with an IP student team (e.g. RN, DDS, DH, NP) on the [ACE.P Mia Jones Unfolding Case](#) (NLN)

Mobility

Read

- [Technology for maintaining oral care after stroke: considerations for patient-centered practice](#) (Gurgel-Juarez et al., 2020)
- [Toothbrushing for dependent neurological patients in the intensive care unit](#) (Haning et al., 2020)

Do

- Identify activities of daily living (ADL) for patients with mobility disorders that are anatomical or physiological barriers to implementing oral hygiene self-care

Collaborate

- Collaborate with an IP student team (e.g. RN, SW, OT, PT, DDS, DH) to identify and locate special devices and exercises to improve oral hygiene self-care

AACN Essentials: Knowledge for Nursing Practice; Interprofessional Partnerships

IPEC Competencies: Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Diabetes

Read

- [Oral health and diabetes](#) (Borgnakke et al., 2021)
- [Oral health and diabetes](#) (Darling-Fisher et al., 2017)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 2
- Students will discuss the inflammatory process as the underlying pathophysiology linking periodontal disease with diabetes

Collaborate

- Discuss with an IP student team (e.g. RN, MD, DDS, DH, NP, PA, RD) the oral-systemic pathophysiology link between diabetes and periodontal disease

Antibiotic Prophylaxis

Read

- [Antibiotic Prophylaxis Prior to Dental Procedures](#) (ADA, 2022)
- Watch: [Learning from clinicians and their patients: why oral health collaboration is essential to overall health outcomes](#) (Santa Fe Group, 2021)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- List patients who require dental prophylaxis

Collaborate

- Collaborate with an IP student team (e.g. RN, MD, NP, Pharm, NP) to formulate a care plan for a patient with an aortic valve replacement

Sjögren's

Read

- [Saliva as a source of biomarkers for periodontitis and periimplantitis](#) (Haririan et al., 2021)
- [Risk factors for caries development in primary Sjogren syndrome](#) (Berman et al., 2019)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 3
- Students will discuss how Sjögren's as an autoimmune condition increases risk for oral health problems, including xerostomia and tooth decay

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, Pharm, MD, PA, RD) to identify preventive measures to manage xerostomia

AACN Essentials: Knowledge for Nursing Practice; Scholarship for Nursing Discipline; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Systems-based Practice; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Dental Caries

Read

- [Prevention of Dental Caries in Children Younger Than 5 Years: Screening and Interventions](#) (USPSTF, 2021)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1, 2 & 6
- Evaluate the strength of the evidence for the recommendations of the USPSTF on Prevention of Dental Caries

Collaborate

- Collaborate with an IP student team (e.g. RN, DNP, DDS, DH, MD, PA, Pharm, RD) to complete the [ACE.P Mia Jones Unfolding Case](#) (NLN)

Pregnancy

Read

- [Promoting oral health for mothers and children: a nurse home visitor education program](#) (Haber et al., 2020)
- [Promoting oral health during pregnancy](#) (Barzel & Holt, 2021)
- [MICHC Oral Health Manual and Toolkit](#) (2017)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 2 & 5
- Develop a PICO question about an oral health issue in pregnancy

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, NP, PA, SW) to prepare an oral or poster presentation about best evidence-based practices that address an oral health issue in pregnancy

NVHAP

Read

- [Implementing oral care as a nursing intervention to reduce hospital-acquired pneumonia across the United States Department of Veterans Affairs Healthcare System](#) (Munro & Baker, 2018)

Do

- Discuss the incidence and prevalence of NVHAP as a population health issue
- Discuss the cost-benefit of implementing an NVHAP prevention program in hospitals

Collaborate

- Collaborate with an IP student team (e.g. RN, DH, DDS, Pharm, RT) on developing an evidence-based oral hygiene protocol for hospitalized older adults to prevent NVHAP

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Psychotropics

- [Bruxism and psychotropic medications](#) (Reyad et al., 2020)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Identify relationship between side effects of psychotropic medications and oral health

- Interview local pharmacist about counseling psychiatric patients about oral health and management of bruxism

Respiratory

- [Impact of asthma and its medication on salivary characteristics and oral health in adolescents: A cross-sectional comparative study](#) (Bairappan et al., 2020)
- [Impact of asthma on oral health: a review](#) (Mitra, 2021)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Identify the relationships between asthma, treatment for asthma and oral health

- Collaborate with an IP student team (e.g. RN, DDS, DH, RT, PNP, Pharm) to prepare an evidence-based presentation about how to prevent oral health problems for asthma patients

Diabetes

- [How to raise awareness of the links between oral health and diabetes](#) (Mathi et al., 2021)

- Submit [Smiles for Life](#) Completion Certificates for courses 3 & 5
- Identify how nurses can positively impact glycemic control through oral health patient education

- Collaborate with an IP student team (e.g. RN, DDS, MD, Pharm, RD) on [a case study](#) for a patient with diabetes and periodontal disease to promote overall health

Cardiovascular Disease

- [Periodontal disease, systemic inflammation and the risk of cardiovascular disease](#) (Carrizales-Sepúlveda et al., 2018)
- [Interdisciplinary care model: cardiovascular diseases and oral health](#) (Shimpi et al., 2018)

- Submit [Smiles for Life](#) Completion Certificate for course 8
- List oral health risk factors for patients with cardiovascular disease

- Present an IP panel (e.g., RN, AGACNP, MD, DDS, RD, RT) on oral health issues in patients with cardiovascular disease

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Systems-based Partnerships; Informatics and Healthcare Technologies; Professionalism; Personal, Professional and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Periodontal Disease

Read

- [Periodontal complications of prescription and recreational drugs](#) (Hughes & Bartold, 2018)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Identify the oral effects of both prescription and recreational drugs on the periodontal tissue

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, NP, PMHNP, MD, Pharm) to prepare a brochure/presentation on the oral effects of recreational drugs

Salivary Production

Read

- [Medication-induced xerostomia and hyposalivation in the elderly: culprits, complications, and management](#) (Barbe, 2018)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Identify medications associated with alterations in salivary production

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, NP, PMHNP, Pharm, MD, PA, RD) to prepare and present evidence based case study for a patient experiencing xerostomia

Immunosuppression

Read

- Watch: [Learning from clinicians and their patients: why oral health collaboration is essential to overall health outcomes](#) (Santa Fe Group, 2021)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Identify oral health risks of patients receiving chemotherapy and/or radiation therapy

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, NP, PMHNP) to develop a collaborative presentation for oncology providers on the importance of oral health in cancer care

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Informatics and Healthcare Technologies; Professionalism

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

HEENOT

- [Putting the Mouth Back in the Head: HEENT to HEENOT](#) (Haber et al., 2015)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Practice HEENOT exam in a simulation or clinical setting

- Demonstrate use of HEENOT approach in oral health history and physical exam in a simulation experience with an IP student team (e.g. RN, DDS, MD, Pharm)

Health Promotion

- [Healthy People 2030 - Oral Conditions](#) (2020)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Describe reasons that oral health is a leading health indicator for HP 2030

- Collaborate with an IP student team (e.g. RN, NP, MD, Pharm, PA, RD) to discuss how each profession can integrate oral health and overall health

Motivational Interviewing

- [A systematic review of the use of common behavioural interventions in oral health and diabetes management](#) (Ucheka et al., 2021)
- [Motivational interviewing: a step in the right direction to better interprofessional oral care](#) (Cipollina, 2019)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify the importance of motivational interviewing in promoting oral health

- Role play the use of MI in promoting positive oral health behavior with a diabetic patient with an IP student team (e.g. RN, DDS, MD, NP)

Health Literacy

- ["I Didn't Know": Pregnant Women's Oral Health Literacy Experiences and Future Intervention Preferences](#) (Vamos et al., 2019)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify health literacy gaps about the importance of prenatal oral health care

- Collaborate with an IP student team (e.g. RN, DDS, MD, MW) to develop a health literacy brochure to prompt oral health-seeking behaviors in pregnant women

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Informatics and Healthcare Technologies; Professionalism

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Vaccine Hesitancy

Read

- [Making the case for interprofessional education and practice collaboration to address rising rates of HPV-associated oropharyngeal cancer](#) (Haber et al., 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 7
- Identify reasons why parents refuse the HPV vaccine for their children

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, MD, FNP, PNP) on [the case study](#) of an adolescent at his annual check-up with his primary care provider

Maternal/Child

Read

- [Effectiveness of preventive dental programs offered to mothers by non-dental professionals to control early childhood dental caries: a review](#) (George et al., 2019)
- [Promoting oral health for mothers and children: a nurse home visitor education program](#) (Haber et al., 2020)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 7
- Identify interventions which can promote maternal/child oral health

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to present interventions to promote maternal/child oral health

Older Adults

Read

- [What's Hot: A Newsletter of the Gerontological Society of America](#) (GSA, 2020)
- [Breaking the vicious circle of diet, malnutrition and oral health for the independent elderly](#) (Antoniadou & Varzakas, 2020)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 7
- Identify chronic diseases that impact oral health and overall health of older adults

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP) to identify recommendations for oral health in chronic disease management for older adults

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Informatics and Healthcare Technologies; Professionalism

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Nutrition

Read

- [What's Hot: A Newsletter of the Gerontological Society of America](#) (GSA, 2020)
- [Nutrition and oral health](#) (Gondivkar et al., 2019)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify the relationship between nutrition and oral health

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to present the relevance of the [2020-2025 Dietary Guidelines](#) (USDA, 2020) for an older adult population

Smoking Cessation

Read

- [The oral health impact of electronic cigarette use: a systematic review](#) (Yang et al., 2020)
- [Five Major Steps to Intervention \(The "5 A's"\)](#) (AHRQ)
- [Vaping: the smoking gun of poor oral health in teens](#) (Cipollina, 2019)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify the five A's framework to promote smoking cessation
- Identify the oral health risks of e-cigarettes

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to design a plan for an adolescent/adult patient to quit smoking cigarettes and/or e-cigarettes

Substance Abuse

Read

- [Cocaine, polysubstance abuse, and oral health outcomes, NHANES 2009 to 2014](#) (Bahdila et al., 2020)
- [Oral health in people who use methamphetamine](#) (Bloxom & Dika, 2021)
- [Oral Health, Mental Health, and Substance Use Treatment](#) (National Council for Mental Wellbeing, 2022)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Describe the effects of different substance abuse products on oral health

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, ACPCNP) to present an educational program on the oral health risks of substance abuse

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-based practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

HEENOT

Read

- [Putting the Mouth Back in the Head: HEENT to HEENOT](#) (Haber et al., 2015)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify components of the oral exam which must be included in HEENOT

Collaborate

- Demonstrate the [HEENOT exam](#) in an IP Simulation Lab (OHNEP)
- Collaborate with an IP student simulation team (e.g. RN, NP, PA, DDS, DH) to demonstrate the HEENOT exam

Oral Hygiene

Read

- [Efficacy of strategies to provide oral hygiene activities](#) (Jablonski et al., 2018)
- [Integrating oral health care into patient management to prevent hospital-acquired pneumonia: a team approach](#) (Munro et al., 2019)
- [Nurses' oral hygiene care practices with Oral Health Patient Fact Sheets](#) (OHNEP)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- Demonstrate integration of oral hygiene in care plan of patient to prevent hospital-acquired pneumonia (HAP)

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, AGACNP) to develop an interprofessional oral hygiene care plan for a hospitalized patient with dementia, poor oral hygiene, tooth decay and/or periodontal disease

Nutrition

Read

- [Nutrition care practices of dietitians and oral health professionals for oral health conditions: a scoping review](#) (Liefers et al., 2021)
- [What's Hot: A Newsletter of the Gerontological Society of America](#) (GSA, 2020)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Conduct an appropriate oral health history including frequency of sugar/tobacco/alcohol intake

Collaborate

- Collaborate with an IP student team (e.g. RN, RD, MD, PA, AGACNP) to increase knowledge of older adult patients about nutrition and their oral health

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Interprofessional Communication

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Diabetes

Read

- [How to raise awareness of the links between oral health and diabetes](#) (Mathi et al., 2021)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Use MI strategies to engage diabetic patients in making lifestyle changes to improve glycemic control

Collaborate

- Collaborate with pharmacy and/or pharm tech students to discuss medications that promote glycemic control to decrease risk of periodontal disease

Stroke

Read

- [Toothbrushing for dependent neurological patients in the intensive care unit](#) (Haning et al., 2020)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- Identify risk factors that contribute to poor oral health for stroke patients

Collaborate

- Collaborate with student oral health team members (e.g. RN, DDS, DH, OT, PT, SL) to develop an oral care plan for a patient who has had a stroke

Surgery

Read

- [In Hospitals, Pneumonia is a Lethal Enemy](#) (Lagnado, 2018)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 3
- Role play explaining to a patient why they should brush their teeth before surgery

Collaborate

- Collaborate with an IP team (e.g. RN, MD, NP, Pharm, NP) to develop a health literacy handout to explain rationale for tooth brushing before surgery

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Nutrition

Read

- [Nutrition care practices of dietitians and oral health professionals for oral health conditions: a scoping review](#) (Lieffers et al., 2021)
- [What's Hot: A Newsletter of the Gerontological Society of America](#) (GSA, 2020)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1, 3 & 8
- List the social determinants of health (SDH) associated with tooth loss

Collaborate

- Collaborate with an IP student team (e.g. RN, SW, DDS, MD, NP, CHW, Pharm) to develop an interprofessional care plan that addresses social determinants of health for patients at risk of tooth loss

Cancer

Read

- [Oral complications in cancer patients: a review of practical interventions in the dental setting](#) (Bissonette et al., 2020)
- [Dental and oral complications of cancer treatment](#) (Leukemia & Lymphoma Society, 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 8
- Discuss SDOH that contribute to disparities in oral cancer screenings
- Develop an evidence-based oral care plan to prevent mucositis in patient on chemotherapy

Collaborate

- Collaborate with an IP student team (e.g. RN, AGACNP, DDS, RD, RDT) to develop an oral care plan for patients with cancer
- Identify when to collaborate with a dentist or dental hygienist for a patient on chemotherapy

Arthritis

Read

- [The effect of periodontal treatment on clinical and biological indicators, quality of life, and oral health in rheumatoid arthritis patients: a quasi-experimental study](#) (Posada-López et al., 2022)
- [Oral health-related quality of life among individuals with rheumatoid arthritis](#) (de Azevedo Branco et al., 2019)

Do

- Submit *Smiles for Life* Completion Certificate for course 1
- List oral complications related to arthritis

Collaborate

- Collaborate with an IP student team (e.g. RN, NP, PA, MD, DH, DDS, RD, RDT) to develop oral care plan for patient with rheumatoid arthritis

AACN Essentials: Knowledge for Nursing Practice; Scholarship for Evidence-based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Kidney Disease

Read

- [Pathological characteristics of periodontal disease in patients with chronic kidney disease and kidney transplantation](#) (Kitamura et al., 2019)
- Watch: [Learning from clinicians and their patients: why oral health collaboration is essential to overall health outcomes](#) (Santa Fe Group, 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 8
- Develop care plan for patients with periodontal disease and chronic kidney disease

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, MD, Pharm) to develop an evidence-based protocol for interprofessional management to prevent periodontal disease for patients with chronic kidney disease

GI Disease

Read

- [The impact of GERD on oral and dental health](#) (Moein, 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 8
- Describe oral health symptoms of GERD

Collaborate

- Collaborate with an IP student team (e.g. RN, DH, OT, PT, SLP, RD) to develop an evidence-based care plan for a patient with GERD

Cardiovascular Disease

Read

- [Interdisciplinary care model: cardiovascular diseases and oral health](#) (Shimpi et al., 2018)
- [Periodontal disease, systemic inflammation and the risk of cardiovascular disease](#) (Carrizales-Sepúlveda et al., 2018)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1, 3 & 8
- Identify oral health risk factors in CAD

Collaborate

- Collaborate with an IP student team (e.g. RN, AGPCNP, MD, DDS, nutritionist, PT) to present on oral health issues in patients with CAD

AACN Essentials: Scholarship for Evidence-based Practice; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Systems-based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

VAP/NV HAP

Read

- [Oral care and ventilator-associated pneumonia](#) (Namrita et al., 2019)
- [Implementing oral care as a nursing intervention to reduce hospital-acquired pneumonia across the United States Department of Veterans Affairs healthcare system](#) (Munro et al., 2022)

Do

- Develop an oral care plan for a mechanically ventilated patient using the VAP bundle
- Develop an evidence-based oral hygiene-focused care plan for non-ventilated hospitalized patients

Collaborate

- Collaborate with an IP student team (e.g. RN, MD, PA, RT, Pharm, NP) to develop an interprofessional plan to implement evidence-based VAP or NV HAP prevention guidelines in a hospital

Dementia

Read

- [Randomized clinical trial: Efficacy of strategies to provide oral hygiene activities to nursing home residents with dementia who resist mouth care](#) (Jablonski et al., 2018)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 8
- Develop a list of oral hygiene strategies to facilitate mouth care for patients with dementia
- Watch [Providing Mouth Care for Persons with Dementia](#)

Collaborate

- Collaborate with DDS and DH students on an oral hygiene care plan for patients with dementia living in a nursing home

Parkinson's Disease

Read

- Download the [Parkinson's Disease Oral Health Course: Interprofessional Coordination of Care](#) (Jeter et al., 2018)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- Develop a list of oral hygiene strategies to provide care for patients with Parkinson's Disease

Collaborate

- Collaborate with nutrition and speech & language pathology team members about strategies to promote adequate nutrition for Parkinson's patients with dysphagia

AACN Essentials: Scholarship for Evidence-based Practice; Information Management and Application of Patient Care Technology; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; Baccalaureate Generalist Nursing Practice

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Older Adults

ACE.S (NLN, 2019):

- [Importance of Oral-Systemic Health in Older Adults](#)
- [Oral Health for the Older Adult Living in the Community](#)
- [Developing Interprofessional Education and Practice in Oral Health](#)
- [Performing Oral Health Assessments](#)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- Develop a presentation about the importance of oral health for older adults at a senior center

- Collaborate with an IP student team (e.g. RN, DDS, DH, PA, AGPCNP, CHW) on a scavenger hunt to identify affordable oral health resources in local zip codes for older adults

Elder Care

- [Practical Guidelines for Physicians in Promoting Oral Health in Frail Older Adults](#) (Kossioni et al., 2018)
- [Senior oral health: a community-based, interprofessional educational experience for nursing and dental students](#) (Greenberg et al., 2020)
- [Oral Health in Residential Aged Care](#) (Villarosa et al., 2018)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- Discuss the relevance of the 6 oral health history questions from Kossioni et al., 2018 to overall health of older adults

- Describe the oral health roles and responsibilities of the geriatric interprofessional team

End of Life

- [Oral health problems among palliative and terminally ill patients: an integrated systematic review](#) (Venkatasalu et al., 2020)
- Watch: [Supporting family caregivers to provide oral palliative care for older adults](#) (National Center for Equitable Care for Elders, 2021)
- Watch: [Oral Health for Older Adults in Palliative Care and Long-Term Care Settings](#)

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 8
- List strategies for oral care for patients at end of life

- Collaborate with an IP student team (e.g. RN, MD, PA, NP) to develop an end-of-life oral care plan that promotes comfort and dignity

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Quality and Safety; Scholarship for Nursing Discipline; Interprofessional Partnerships; Systems-based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Oral Assessment

- [Oral Health Recommendations for Preventive Pediatric Health Care](#) (AAP, 2021)

- Submit [Smiles for Life](#) Completion Certificates for courses 2, 6 & 7
- Watch [Knee-to-Knee video](#) on SFL website and practice pediatric oral assessments using the knee-to-knee exam at a Head Start center or preschool

- Collaborate with an IP student team (e.g. RN, DDS, DH, PNP) to host oral health screenings at a Head Start center
- Using the [MCOH Head Start Tip Sheets](#), develop a new Head Start or preschool staff oral health tip sheet

Well-Child

- [ACE.P Mia Jones Unfolding Case](#) (NLN)
- [Perinatal and Infant Oral Health Care](#) (AAPD, 2021)
- [Caries-risk Assessment and Management](#) (AAPD, 2019)
- [The Interprofessional Role in Dental Caries Management](#) (AAPD, 2019)

- Submit [Smiles for Life](#) Completion Certificates for courses 2 & 7
- Perform appropriate oral health history of child, including frequency of carb/sugar intake
- Use motivational interviewing to engage parent/caretaker into adopting one change that promotes child's oral health

- Choose an age group and collaborate with an IP student team (e.g. RN, DDS, PNP, FNP, SW) to develop a parent advice column on promoting their child's oral health

Autism

- [Management of autistic patients in dental office: a clinical update](#) (Chandrashekhar & Bommangoudar, 2018)
- [Autism spectrum disorders and oral health status: review of the literature](#) (Ferrazzano et al., 2020)

- Identify the barriers to dental care for children with autism
- Describe 4 questions to ask parents about their children's oral hygiene practice

- Collaborate with an IP student team (e.g. RN, DDS, DH, PNP, SW) to present an educational program to other professions on sensory adaptive dental environments for children with autism

Human Papillomavirus

- [HPV Oral Health Fact Sheet](#) (OHNEP)
- [Policy on Human Papilloma Virus Vaccinations](#) (AAPD, 2020)
- [Making the case for interprofessional education and practice collaboration to address rising rates of HPV-associated oropharyngeal cancer](#) (Haber et al., 2021)

- Discuss factors contributing to increased HPV vaccine confidence in parents and children

- Collaborate with an IP student team (e.g. RN, DDS, DH, PNP, SW) on [the case study](#) of an adolescent at his annual check-up with his primary care provider

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Fluoride Varnish

Read

- [Oral Health Toolkit for Primary Care Practice](#) (2022)
- [Prevention of Dental Caries in Children Younger Than 5 Years: Screening and Interventions](#) (USPSTF, 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 2, 6 & 7
- Demonstrate application of FV in Simulation lab

Collaborate

- Collaborate with an IP student team (e.g. RN, FNP, PNP, MD) to develop a parent advice column on benefits of fluoride varnish for children age 0-5

GI/Celiac Disease

Read

- [GERD \(Gastroesophageal Reflux Disease\) in children](#) (2022)
- [The effects of celiac disease on oral health in children and adults](#) (Balucci & Jones, 2022)

Do

- Describe oral manifestations of celiac disease
- Discuss GI diseases that have oral manifestations

Collaborate

- Collaborate with an IP student team (e.g. RN, RD, MD, NP, PA, DDS) on [a case study](#) of child with celiac disease to develop an interprofessional care plan that includes oral health

Cancer

Read

- [Dental Management of Pediatric Patients Receiving Immunosuppressive Therapy and/or Radiation Therapy](#) (AAPD, 2021)
- [Oral health, caries risk profiles, and oral microbiome of pediatric patients with leukemia submitted to chemotherapy](#) (Wang et al., 2021)

Do

- Provide anticipatory guidance about the importance of oral hygiene and regular dental care for children with cancer
- Identify risk factors for oral health side effects of cancer treatment

Collaborate

- Collaborate with Hem-Onc team (e.g. RN, NP, PA, MD, DH, DDS, RD, SW) to plan for oral health needs of child with cancer

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Read

Do

Collaborate

Pregnancy

- [Improving access to dental care for pregnant women](#) (APHA, 2020)
- [Integrating oral health care into primary care: A resource guide](#) (Barzel & Holt, 2020)
- [Promoting oral health for mothers and children: a nurse home visitor education program](#) (Haber et al., 2020)

- Submit [Smiles for Life](#) Completion Certificates for courses 2 & 5
- Identify barriers to accessing oral health care during pregnancy

- Collaborate with an IP student team (e.g. RN, WHNP, MW) on a case presentation, including an antepartum and postpartum care plan for promoting the mother's and baby's oral health

Newborn

- [Policy on Oral Health Care Programs for Infants, Children, Adolescents, and Individuals with Special Health Care Needs](#) (AAPD, 2020)
- [Oral Health Campaign Toolkit](#) (AAP, 2020)

- Develop an anticipatory guidance plan for parents about promoting the oral health of their infant
- Use motivational interviewing to engage parent/caretaker in one activity to promote their child's oral health

- Collaborate with an IP student team (e.g. RN, MW, SW, DDS, DH, CHW) to write an oral health parent advice column

STI

- [Oral Health Topics](#) (ADA, 2019)
- [HPV and Oropharyngeal Cancer](#) (CDC, 2021)
- [Making the case for interprofessional education and practice collaboration to address rising rates of HPV-associated oropharyngeal cancer](#) (Haber et al., 2021)
- [Oral Health Patient Fact Sheet: HPV](#) (OHNEP)

- Submit [Smiles for Life](#) Completion Certificates for courses 3 & 5
- Identify oral health lesions associated with STIs
- Develop a 2-minute presentation that advocates for HPV vaccinations

- Collaborate with an IP student team (e.g. RN, WHNP, MW, SW) to identify strategies to teach STI prevention, including HPV

Post-menopause

- [Oral manifestation and its management in postmenopausal women: an integrated review](#) (Sen et al., 2020)

- Submit [Smiles for Life](#) Completion Certificate for course 8
- Identify risk factors associated with oral health problems in menopausal and post-menopausal women

- Collaborate with an IP student team (e.g. RN, WHNP, SW) to educate about oral health issues in menopausal and post-menopausal women

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-based Practice; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Social Determinants of Health (SDOH)

Read

- [Oral Health in America: Advances and Challenges \(Section 1\)](#) (National Institutes of Health, 2021)
- [Disparities in access to oral health care](#) (Northridge et al., 2020)
- [Oral diseases: a global public health challenge](#) (Peres et al., 2019)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Identify older adult patients' concerns about reforms for Medicare dental benefit
- Identify how SDOH impact global oral health
- Identify common SDOH in communities that are barriers to obtaining oral health services

Collaborate

- Hold a scavenger hunt with students from other professions (e.g. RN, DDS, DH, MD, PA) to locate affordable oral health providers and resources for older adults in each assigned zip code
- Collaborate with an IP student team (e.g. RN, DDS, DH, MD, PA) to identify SDOH that are barriers to obtaining oral health services for a specific population

Nutrition

Read

- [Household food insecurity and children's oral health: Findings from the 2016–2018 National Survey of Children's Health](#) (Jackson & Testa, 2020)
- [What's Hot: A Newsletter of the Gerontological Society of America](#) (GSA, 2020)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Identify the relationship between food insecurity and dental caries in children

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, CHW) to present an evidence-based nutrition and oral health education program in senior centers

Health Literacy

Read

- [The evolving role of health literacy in improving oral health](#) (Horowitz et al., 2020)
- [Oral Health](#) (HRSA, 2022)
- [Oral Health Patient Fact Sheets](#) (OHNEP)

Do

- Each student will choose one racial/ethnic population and report on oral health beliefs and practices of that population
- Identify specific SDOH in a community that are barriers to obtaining oral health services

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, SW) to develop an oral health literacy brochure

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Public Water Supply

Read

- [Water fluoridation and dental caries in U.S. children and adolescents](#) (Slade et al., 2018)
- [America's Path to Drinking Water Infrastructure Inequality and Environmental Injustice: The Case of Flint, Michigan](#) (Katner et al., 2018)

Do

- Students will identify importance of public access to water and identify problems in public water supply
- Students will investigate fluoridation policies in their community using [My Water's Fluoride](#)
- Students will investigate the incidence and prevalence of ECC in their state

Collaborate

- Present an IP debate on the pros and cons of water fluoridation
- Collaborate with an IP student team (e.g. RN, DH, DDS, CHW, SW) to develop and present an evidence-based campaign for community water fluoridation

Infectious Disease

Read

- [Human papillomavirus and oral manifestations in a patient with HIV: A case report and literature review](#) (Rajarammohan et al., 2021)
- [HPV and Oropharyngeal Cancer](#) (CDC, 2020)
- [Sexually Transmitted Diseases and Your Mouth](#) (Mouth Healthy)
- [Oral Health Patient Fact Sheet: HPV](#) (OHNEP)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Discuss oral manifestations of STIs, special focus on HPV
- Discuss communication strategies for building vaccine confidence

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, CHW) to develop and implement evidence-based oral cancer screening program

Medicare/Medicaid

Read

- [2021 Santa Fe Group Updated Plan and Cost Estimates for Medicare Part B Dental Coverage](#)
- [Comprehensive Health Without Oral Health: The Medicare Paradox](#) (Santa Fe Group, 2019)
- [The association between medicaid adult dental coverage and children's oral health](#) (Lipton et al., 2021)

Do

- Identify affordable oral health resources for patients with Medicare
- Identify dental resources in your zip code that accept Medicaid for children's dental care

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, NP, MD) to develop and implement an advocacy program for obtaining a Medicare dental benefit

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Systems-based Practice; Informatics and Technologies; Professionalism; Personal, Professional, and Leadership Development

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Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Smoking Cessation

Read

- [The oral health impact of electronic cigarette use: a systematic review](#) (Yang et al., 2020)
- [Occupational health nurses' self-efficacy in smoking cessation interventions: an integrative review of the literature](#) (Thornberry et al., 2020)
- [Five Major Steps to Intervention \(The "5 A's"\)](#) (AHRQ)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 3
- Develop a smoking cessation plan for a patient from a targeted population (e.g. adolescent)
- Use motivational interviewing strategies to implement a smoking cessation patient encounter using the 5 As

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, NP, MD, RT) to develop and present an e-cigarette smoking cessation campaign a local middle or high school
- Collaborate with an IP student team (e.g. RN, DDS, DH, NP) to develop a collaborative smoking cessation plan using the 5As

Substance Abuse

Read

- [Cocaine, polysubstance abuse, and oral health outcomes, NHANES 2009 to 2014](#) (Bahdila et al., 2020)
- [Oral health in people who use methamphetamine](#) (Bloxom & Dika, 2021)
- [Oral Health, Mental Health, and Substance Use Treatment](#) (National Council for Mental Wellbeing, 2022)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 3
- Describe the effects of different substance abuse products on oral health, mental health, and overall health

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, CHW) to present an educational program to a community organization on the oral, mental health, and overall health risks of substance abuse

Opioids

Read

- [Oral health and addiction: consequences of substance use](#) (Arora & Freeman, 2020)
- [Alternatives to opioids for acute pain management after dental procedures: A Department of Veterans Affairs consensus paper](#) (Wehler et al., 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 3
- Discuss pain management guidelines for patients with orofacial pain following surgery

Collaborate

- Discuss with an IP student team (e.g. RN, DDS, DH, MD, Pharm, PT) indications for orofacial pain intervention strategies and priorities for pain management

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Eating Disorders

Read

- [Eating disorders through the periodontal lens](#) (Rangé et al., 2021)
- [Dental and periodontal health in adults with eating disorders: A case-control study](#) (Pallier et al., 2019)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 3
- Identify the oral health problems associated with eating disorders
- Using health literacy principles, develop evidence-based oral health education program for adolescents with eating disorders

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, MD) to develop a collaborative care plan for an adolescent with an eating disorder that includes oral health issues

Metabolic Syndrome

Read

- [The association of periodontal diseases with metabolic syndrome and obesity](#) (Jepsen et al., 2020)
- [Association between metabolic syndrome and periodontitis: The role of lipids, inflammatory cytokines, altered host response, and the microbiome](#) (Pirih et al., 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 3
- Present an oral health care plan for an adult patient with major psychiatric disorder at risk for metabolic syndrome
- Identify the association between metabolic syndrome and oral health

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, Pharm, MD) to describe how improved patient understanding of metabolic syndrome and periodontal disease could promote mental health, oral health and overall health status

Psychiatric Medication Side Effects

Read

- [Bruxism and psychotropic medications](#) (Reyad et al., 2020)
- [Oral health, organic and inorganic saliva composition of men with Schizophrenia: Case-control study](#) (Rosa et al., 2021)

Do

- Submit *Smiles for Life* Completion Certificates for courses 1 & 3
- Describe the oral health side effects of psychotropic medications and their impact on overall health
- Develop a list of psychotropic medications which cause xerostomia

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, PMHNP, SW) to prepare and present evidence based case study for a patient with a psychiatric disorder experiencing one or more oral health side effects of psychotropic medications

AACN Essentials: Knowledge for Nursing Practice; Scholarship for Nursing Discipline; Person-centered Care; Population Health; Quality and Safety; Interprofessional Partnerships; Systems-based Care; Informatics and Healthcare Technologies; Professionalism; Personal, Professional, and Leadership Development

IPEC Competencies: Values/Ethics for Interprofessional Practice; Roles/Responsibilities; Interprofessional Communication; Teams and Teamwork

Exposure: Introduction

Immersion: Development

Competence: Entry-to-Practice

Insurance Coverage

Read

- [2021 Santa Fe Group Updated Plan and Cost Estimates for Medicare Part B Dental Coverage](#)
- [Comprehensive Health Without Oral Health: The Medicare Paradox](#) (Santa Fe Group, 2019)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Identify cost-effectiveness of preventive oral health interventions for Medicare recipients
- Develop a 1-minute elevator speech about the important role of RNs in promoting oral health as an essential component of overall health

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, MD, SW) to write an email to a state or federal legislator advocating for a Medicare dental benefit for older adults

Medicaid

Read

- [The association between medicaid adult dental coverage and children's oral health](#) (Lipton et al., 2021)
- [Dental services and health outcomes in the New York State Medicaid program](#) (Lamster et al., 2021)

Do

- Submit [Smiles for Life](#) Completion Certificate for course 1
- Identify the quality and cost-effectiveness of implementing a fluoride varnish program in a pediatric primary care setting
- Discuss how Medicaid insurance coverage does not guarantee access to dental care for children

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, DH, MD, SW) to present a case presentation which focuses on overcoming barriers to obtaining oral health care

Global Public Health

Read

- [Oral diseases: a global public health challenge](#) (Peres et al., 2019)
- [Promoting radical action for global oral health: integration or independence?](#) (Beaglehole & Beaglehole, 2019)
- [Oral health at a tipping point](#) (The Lancet, 2019)

Do

- Submit [Smiles for Life](#) Completion Certificates for courses 1 & 7
- Identify how oral health is a global public health problem. What is the impact of global oral health disparities on overall health?

Collaborate

- Collaborate with an IP student team (e.g. RN, DDS, SW) to present one of Lancet's 8 important recommendations for ending oral health neglect

AACN Essentials: Knowledge for Nursing Practice; Person-centered Care; Population Health; Scholarship for Nursing Discipline; Professionalism; Personal, Professional, and Leadership Development; Interprofessional Partnerships; Systems-based Practice; Quality and Safety; Informatics and Healthcare Technologies

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Scope of Practice

Read

- [Entrustable professional activities in oral health for primary care providers based on a scoping review](#) (Goodell et al., 2019)
- [Promoting oral health for mothers and children: a nurse home visitor education program](#) (Haber et al., 2020)
- [Senior oral health: a community-based, interprofessional educational experience for nursing and dental students](#) (Greenberg et al., 2021)

Do

- Review state’s nurse practice act to explore whether integrating oral health into overall health is in the scope of your state’s nurse practice act
- Develop a 1-minute elevator speech describing the importance of a nurse’s role in promoting oral health as an essential component of overall health

Collaborate

- Meet with an IP student team and have each student describe their profession’s role in promoting oral health

TeamSTEPPS

Read

- [Educating healthcare students: strategies to teach systems thinking to prepare new healthcare graduates](#) (Clark & Hoffman, 2019)
- [Reducing missed oral care opportunities to prevent non-ventilator associated hospital acquired pneumonia](#) (Munro & Baker, 2018)
- [Improving oral health during pregnancy: a call to action](#) (Haber et al., 2022)

Do

- Watch TeamSTEPPS [SBAR Training Video](#)
- Identify 1 TeamSTEPPS communication strategy that promotes collaborative relationships among nursing, medical and dental providers

Collaborate

- Role play the TeamSTEPPS SBAR to make a referral to a social worker, pharmacist or dental or medical provider for the patient in [the case study](#)

Policy

Read

- [COVID-19: A Catalyst for Engendering Public Trust in Health Care and Building Back a Better Health Profession Response](#) (Santa Fe Group, 2021)
- [Disparities in access to oral health care](#) (Northridge et al., 2020)

Do

- Identify consequences of the COVID-19 pandemic that affected public trust in health care professionals and systems

Collaborate

- Discuss with an IP student team how the COVID-19 pandemic exposed the disproportionate burden of oral and overall health disparities in communities negatively impacted by social determinants of health

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