

The Aging Curriculum: Dental Case Management

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FACULTY DEVELOPMENT SHOWCASE WEEK:
ENGAGING STUDENTS
SUE SPACKMAN, DDS, FASGD
LOMA LINDA UNIVERSITY
SCHOOL OF DENTISTRY
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Educational Tools: Need and Usage

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- **Dental Case Management in Primary Care Requires:**
 - Teamwork to coordinate care in aging
 - Implementation and Practice in Training Techniques
 - Brief Historical Perspective
- **IPE tools for health care education**
 - presented by Dr. Euni Cho, LLUSD
- **The application of an Inter-Professional exercise and a sensitivity training exercise for Dental Third Year Students here at LLUSD**
- **Outcomes of the Exercises**

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The Medical Home: Model of primary care

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- **Defined by the Agency for Healthcare Research and Quality (AHRQ-U.S. Department of Health and Human Services):**
 - Patient-centered—clinicians, patients, families
 - Comprehensive
 - **Team-based**
 - **Inter-Professional**
 - Coordinated
 - **Multiple conditions**
 - Accessible
 - **IT, Telemedicine, Mobile**
 - Focused on quality and safety.
- **Does Dentistry Fit Here?**



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Oral Care: Integral to Health

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- **Dentistry in primary care for the aging patient**
 - Accomplish inclusion of oral care of our aging patients for optimal health.
 - Understand the normal life cycle and disease.
- **Dentistry is integral to the Geriatric Interdisciplinary team and the training of the healthcare team**
- **Demystify aging and oral care—the team approach**
 - Finding the places in the current curriculum throughout Loma Linda University to put dental care and management in aging.



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SAETRU: Senior Assessment, Evaluation, Treatment and Research Unit

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- Increase student experiences in treating older adults
- Referral from LLUSD Clinic and the Community
- Expanding clinical competencies



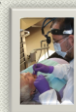
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SAETRU: Triage Assessment—IPE and IPT

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Define patient needs

Define treatment complexities using assessments and evaluation of the care, support, equipment needed



Communication

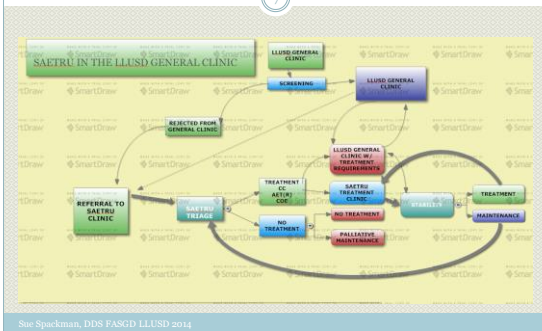
Limitations /Restrictions: Oral Treatment and Home Care

- **Inter-Professional Team**
- **Personnel**
- **Patient concerns**
- **Family**
- Triage treatment
- Determine stability

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Example of Model in Clinic

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SAETRU Triage: Treatment Plan and Staging

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TREATMENT and No Treatment Options

- Establish course of care options (Complete oral Exam) with
 - Inter-Professional Team
 - Personnel
 - Family
 - Patient
- No treatment/Hospice
- No treatment/Palliative care as needed

REFERRALS/Treatment

- Specialist treatment and return
- Hospital treatment and return
- Treatment
 - SAETRU
 - LLUSD Clinic with needed adjustments to care

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SAETRU: Follow-up

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Use of Assessments

Re-Assessment and Evaluation

Stability-Continuum of care



Maintenance

More Frequent To assure Stability



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IPE Tools

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- Dr. Euni Cho

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Summary Comparison of Health Science Schools' Accreditation Standards

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THEMES	SCHOOLS:					
	Dentistry	Medicine	Nursing	Pharmacy	Public Health	Social Work
Communication with other members of healthcare team or other professionals	x	x	x	x	x	x
Understand roles of other members of healthcare team	x		x			
Collaboration and teamwork with colleagues/teams	x		x	x	x	x
Opportunity to practice or learn with other members/teams	x	x		x		

IPE Collaborative Practice Competency Domains

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Competency Domain 1: Values/Ethics for Interprofessional Practice

Competency Domain 2: Roles/Responsibilities

Competency Domain 3: Interprofessional Communication

Competency Domain 4: Teams and Teamwork

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Dentistry and Aging Challenges: Educational Exercises

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• Effective Methods to Empower Dental Students

A. Sensitivity Training—

“Walking in My Old Shoes” a take on “The Aging Game”

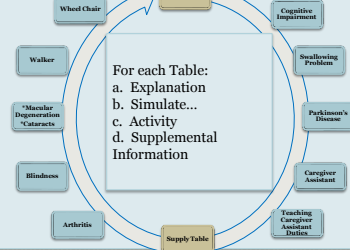
- Dental Students are expected to be understanding, aware, compassionate, and realistic about care options.
- #### B. Learning to Interact with the Inter-Professional Team (IPT)—
- Older patients can have diverse and complicated medical conditions, social and psychological problems, and multiple medications.
 - Dental Students meet and discuss treatment plans and show leadership when it comes to the best overall care plan including oral health.

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MODEL: “Walking in My Old Shoes”

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10 Stations:

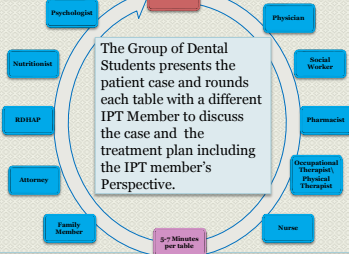


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MODEL: Inter-Professional Team

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10 Stations:



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IPE Exercises: Sensitivity/IPT

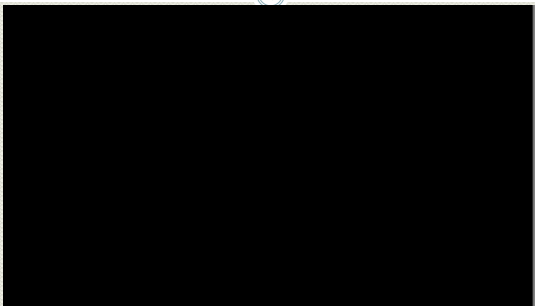
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Thank you to Joe Arnett, MSIT
Manager, LLUSD Educational Support Services

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IPE Exercises: Sensitivity/IPT

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Reflections: “Walking in My Old Shoes”

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“...I participated in ... The Walker activity....It was physically demanding just to move around the area....even to go to the end of the room to get a drink of water....I need to have patience.... and also to make accommodations....”

--Third Year Dental Student

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Reflections: IPT

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“..allowed us to understand how a different health care professional will treat a patient and what their concerns are....to keep in mind the whole person rather than isolating the oral environment from the rest...it prepares us for effective means of communication so that there are no delays or confusion when treating patients.”

--Third Year Dental Student

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Statistics

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- Thank you to Dr. Udo Oyoyo

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Conclusion: Two Educational Exercises in Our Management of the Aging Patient in Dentistry Course.

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- IPT in Aging—history of training, example of uses
- Models of Care in Medicine
- IPE Training-Concept at LLUSD:
 - Thank you to Dr. Euni Cho
 - Educational Literature support for methods
- Film
 - Thank you to Joe Arnett, MSIT
- Methodology
 - Examples in our course
- Outcome Attitude Data
 - Thank you to Dr. Udo Oyoyo
- Questions?

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