The Aging Curriculum: Dental Case Management

Educational Tools: Need and Usage

The Medical Home: Model of primary care

Oral Care: Integral to Health

SAETRU: Senior Assessment, Evaluation, Treatment and Research Unit

SAETRU: Triage Assessment—IPE and IPT

Sue Spackman, DDS, FASGD LLUSD 2014
Example of Model in Clinic

SAETRU Triage: Treatment Plan and Staging

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

SAETRU: Follow-up

Use of Assessments

- Re-Assessment and Evaluation
- Stability-Continuum of care

Maintenance

- More Frequent To assure Stability

IPE Tools

- Dr. Euni Cho

Summary Comparison of Health Science Schools’ Accreditation Standards

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Dentistry</th>
<th>Medicine</th>
<th>Nursing</th>
<th>Pharmacy</th>
<th>Public Health</th>
<th>Social Work</th>
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<tbody>
<tr>
<td>Communication with other members of healthcare teams or other professions</td>
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<tr>
<td>Understanding role of other members of healthcare teams</td>
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<td>Collaboration and coordinated care with colleagues/teams</td>
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<td>Competency in working with other members/teams</td>
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IPE Collaborative Practice Competency Domains

- Competency Domain 1: Values/Ethics for Interprofessional Practice
- Competency Domain 2: Roles/Responsibilities
- Competency Domain 3: Interprofessional Communication
- Competency Domain 4: Teams and Teamwork
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.

MODEL: “Walking in My Old Shoes”

10 Stations:

For each Table:
- a. Explanation
- b. Simulate...
- c. Activity
- d. Supplemental Information

MODEL: Inter-Professional Team

10 Stations:

The Group of Dental Students presents the patient case and rounds each table with a different IPT Member to discuss the case and the treatment plan including the IPT member’s Perspective.

IPE Exercises: Sensitivity/IPT

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

Reflections: “Walking in My Old Shoes”

“....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
Reflections: IPT

“...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

Statistics

• Thank you to Dr. Udo Oyoyo

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

• 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?