

# Community Access Reach Education in Pediatric Dentistry INTERPROFESSIONAL EDUCATION (IPE)

Pediatric Nurse Practitioner Collaboration:  
Interprofessional Education (IPE)  
Course Guide

**Course Title:** UCLA School of Nursing and UCLA School of Dentistry Interprofessional Partnership

**Course Enrollment:** Pediatric Nurse Practitioners & Pediatric Dental Residents in interprofessional educational setting

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This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number (DHHS-HRSA 1D88HP39034-01-00)

## Course Chair/Co-Chair



### Francisco Ramos-Gomez, DDS, MS, MPH

Francisco Ramos-Gomez, D.D.S., M.S., M.P.H. is a professor in the Division of Pediatric Dentistry and the Director for the Pediatric Dentistry Preceptorship Program at the UCLA School of Dentistry. Dr. Ramos-Gomez joined the school as a faculty member in 2008. Dr. Ramos-Gomez has been a pediatric dentist for more than twenty years with specific focus and research in the areas of early childhood caries (ECC) prevention, oral disease risk assessment, and community health with an emphasis on underserved populations.

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### Nancy Pike, PhD, FNP-BC, CPNP-AC/PC, FAHA, FAAN

Dr. Pike is a Professor at UCLA School of Nursing and is certified as both a Family (FNP) and Pediatric Nurse Practitioner (PNP) in Cardiothoracic Surgery at Children's Hospital Los Angeles. She has a 27-year career as a nurse practitioner in both pediatric and adult cardiothoracic surgery. She is an award-winning researcher, teacher, and clinician. She is a fellow in AHA and the American Academy of Nursing. Her biobehavioral program of research has received several NIH/NINR funded grants to study structural brain injury, cerebral blood flow and its correlations to cognitive and psychosocial outcomes in adolescents and young adults with single ventricle heart disease. Dr. Pike is the lead faculty for the PNP program at UCLA School of Nursing. Dr. Pike is dedicated to training future nurse practitioners / nurse scientists and improving health outcomes for children and families impacted by congenital heart disease.

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## Course Description

This three-part course aligns with SPICE PD Goal A (Focus Area I) which is to establish an integrated oral and primary healthcare clinical training program for UCLA Community Health and Advocacy training in Pediatric Dentistry (CHAT-PD), Advanced Education General Dentistry (AEGD), pediatric medicine, and nursing programs.

## Course Competency

Describe and apply basic oral health strategies and risk-based diagnosis and treatment to prevent dental disease.

## Course Objectives

On successful completion of this course, residents will be able to:

- Understand and be able to identify basic normal and abnormal pediatric oral and dental anatomy/health
- Understand oral-systemic link and health problems associated with poor oral health
- Understand the oral health and pregnancy connection
- Demonstrate the inclusion of the oral cavity in the HEENT (head, ears, eyes, nose, and throat) component of the review of systems and demonstrate inclusion of the oral cavity exam in the HEENOT (head, ears, eyes, nose, oral cavity, and throat) component of the physical exam
- Articulate and perform a six-step caries risk assessment including applying fluoride varnish
- Describe the role of interprofessional collaborations in improving oral health for children

## Instructional Method(s) used in this course (Check all that apply)

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|--|--|
| <ul style="list-style-type: none"> <li>✓ Lecture</li> <li>  Seminar</li> <li>  Literature Review</li> <li>  Resident Presentation</li> </ul> | <ul style="list-style-type: none"> <li>✓ Clinical Rotations</li> <li>  Projects</li> <li>  Grand Rounds</li> <li>  Other: _____</li> </ul> |
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## GME Competencies addressed by this course (Check all that apply)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>✓ Patient Care</li> <li>✓ Medical Knowledge</li> <li>✓ Practice-based learning and improvement</li> </ul> | <ul style="list-style-type: none"> <li>Professionalism</li> <li>✓ Systems-based practice</li> </ul> |
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## CODA Standards addressed by this course (Check all that apply)

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Biomedical sciences</li> <li>✓ Behavior guidance</li> <li>  Growth and development</li> <li>  Oral facial injury and emergency care</li> <li>✓ Oral diagnosis, oral pathology, &amp; oral medicine</li> <li>✓ Prevention and health promotion</li> <li>  Comprehensive dental care</li> </ul> | <ul style="list-style-type: none"> <li>Management of a contemporary dental practice</li> <li>✓ Patients with special health care needs</li> <li>  Hospital dentistry</li> <li>  Pulp therapy</li> <li>✓ Pediatric Medicine</li> <li>✓ Advocacy</li> <li>✓ Teaching</li> </ul> |
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## PART A: Prerequisites

The residents are required to review a list of required course material prior to the start of the course.

9. Complete the online course <http://www.smilesforlifeoralhealth.org/> Complete online Courses 2, 4 & 6  
*Note: you will need to create an online profile, this should take ~1 hour.*
10. Read the paper “Into the Future: Keeping Health Teeth Caries Free: Pediatric CAMBRA Protocols” available at: [https://www.uclaiocp.org/uploads/1/5/7/0/15703160/into\\_the\\_future\\_-\\_keeping\\_healthy\\_teeth\\_caries\\_free.pdf](https://www.uclaiocp.org/uploads/1/5/7/0/15703160/into_the_future_-_keeping_healthy_teeth_caries_free.pdf).
11. Watch the short IOCP six-step videos at: <http://www.uclaiocp.org/six-step-protocol.html>.
12. View Colgate Webinar on : “The Art of Perinatal and Infant Oral Health” By Dr. Ramos-Gomez <http://www.colgateoralhealthnetwork.com/webinar/the-art-of-perinatal-and-infant-oral-health/> *Note: you will need to create an online profile, this should take ~1 hour.*

Additional Resources, Readings & IOCP Clinic Documents: <https://www.uclaiocp.org/required-readings.html>.

For more specific evidence-based information and guidelines, please see:

“Oral Health During Pregnancy and Early Childhood: Evidence-Based Guidelines for Health Professionals,” [http://www.cdafoundation.org/Portals/0/pdfs/poh\\_guidelines.pdf](http://www.cdafoundation.org/Portals/0/pdfs/poh_guidelines.pdf).

## PART B: Didactics

Through a combination of classroom lecture and discussion, this course introduces residents to evidence related to oral-systemic health and knowledge of the nature, prevalence, and consequences oral manifestations of chronic diseases across the lifespan. Skills to obtain an appropriate health history, including baseline oral health, risk factors, chronic disease implications and acute/episodic problems will be presented. Residents will learn their role in preventing oral disease, addressing frequently encountered oral problems, and promoting oral health among their patients.

## PART C: Hands-on clinical training and experience

Through a hands-on clinical training, residents will learn to assess a patient’s oral health, be able to identify basic healthy vs. abnormal oral conditions, apply the concepts of caries risk assessment and perform the clinical portions of a caries management by risk assessment (CAMBRA- 6 step protocol). Part C of this course will be accomplished in close collaboration between the residents and the pediatric dental residents for interprofessional collaboration and peer learning. Residents will gain the confidence in performing a six step caries risk assessment and an oral exam on infants and toddlers.

## Evaluation Criteria/Methods

Residents will be evaluated based on attendance and active participation in discussions, lectures and treatment/case study session. Annual post course online survey will be collected Newly acquired clinical skills will be tested via peer to peer and faculty observational assessments and resident self-assessments for confidence.

## Remediation Policies

A customized remediation program will be designed to address areas of deficiency.

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## Course Schedule Part B – Didactic Portion

### Session 1 - Basics of oral health and dental anatomy (2 hours)

**Overarching Goal:** Understand and be able to identify basic normal and abnormal pediatric oral and dental anatomy/health.

Desired Learning Outcomes	Instructor	Methods	Assessments
<ul style="list-style-type: none"> <li>• Understand and name the basic oral anatomy and characteristics of the pediatric dentition and soft tissues</li> <li>• Identify differences between</li> <li>• normal and abnormal findings</li> <li>• Discuss common dental development issues in children and adolescents</li> <li>• Offer appropriate anticipatory guidance regarding oral developmental issues</li> </ul>	Faculty (Dr. Garell)	Lectures, Reading Assignments and Responses	Annual Post course online survey

### Session 2 - Oral-systemic link (1 hour)

**Overarching Goal:** Understand oral-systemic link and health problems.

Desired Learning Outcomes	Instructor	Methods	Assessments
<ul style="list-style-type: none"> <li>• Understand the prevalence and sequelae of oral disease</li> <li>• Understand the interrelationship between oral and systemic disease</li> <li>• Develop a patient centered management plan that includes oral health interventions related to overall health</li> <li>• Make appropriate interprofessional referrals</li> <li>• Discuss the role of the pediatrician in promoting oral health including lifestyle counseling</li> </ul>	Faculty (Dr. Garell)	Lectures, Reading Assignments and Responses	Annual Post course online survey

### Session 3 - Prenatal Oral Health (1 hour)

**Overarching Goal:** Understand oral health and pregnancy connection

Desired Learning Outcomes	Instructor	Methods	Assessments
<ul style="list-style-type: none"> <li>• Understand the oral health link to pregnancy</li> <li>• Understand the evidence for periodontitis affecting pregnancy outcomes</li> <li>• Counsel about oral health</li> <li>• conditions in pregnancy</li> <li>• Understand the evidence for caries risk transmission from mother to child</li> </ul>	Online reading & webinars  Dr. Francisco Ramos-Gomez	Lectures, Reading Assignments and Responses	Annual Post course online survey

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### Session 4 - HEENT to HEENOT (2 hours)

**Overarching Goals:** Demonstrate the inclusion of the oral cavity in the **HEENT** (head, ears, eyes, nose, throat) components of the comprehensive history and physical examination to the **HEENOT** (head, ears, eyes, nose, oral cavity, throat).

Understand and perform appropriate oral exams of children

Desired Learning Outcomes	Instructor	Methods	Assessments
<ul style="list-style-type: none"> <li>Understand the prevalence, etiology, and consequences of dental caries, in particular Early Childhood Caries (ECC)</li> <li>Understand the role of culture and oral health</li> <li>Review use of proper positioning and equipment to perform oral exams on children</li> <li>Develop awareness of particular challenges involved in the examination of special needs patients</li> <li>Consistently perform thorough and non-threatening oral exams of infants and children</li> </ul>	Faculty (Dr. Garell)	Lectures, Reading Assignments and Responses	Annual Post course online survey

### Session 5 (2 hours)

**Overarching Goals:** Perform appropriate oral exams.

Desired Learning Outcomes	Instructor	Methods	Assessments
<ul style="list-style-type: none"> <li>Recognize the various stages of ECC on oral examination</li> <li>Describe and implement prevention of ECC through the use of fluoride, proper hygiene, diet, and appropriate dental referrals</li> <li>Describe and practice a fluoride application</li> </ul>	Dr. FRG Pediatric dental residents/ ACTs	Dental Residents/ACTs will train the residents in proper oral health clinical examination, oral hygiene instructions (OHI – toothbrushing, flossing, auxiliary aids) and application of fluoride varnish.	Peer to peer observational assessment

### Session 6 (1 hour)

**Overarching Goals:** Perform appropriate oral exams.

Desired Learning Outcomes	Instructor	Methods	Assessments
<ul style="list-style-type: none"> <li>Complete a variety of case-based clinical history and physical examination simulation gaining confidence in placing hands in mouth of patients and linking overall health to oral health (oral-systemic risk assessment profile)</li> <li>Make appropriate interprofessional referrals</li> </ul>	Dr. FRG Pediatric dental residents/ ACTs	Supervised hands-on clinical rotation at IOCP sites at Simms Mann and Lou Colen	Peer to peer observational assessment

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*Session 7 (1 hour)***Overarching Goals:** Articulate and perform a six-step caries risk assessment

<b>Desired Learning Outcomes</b>	<b>Instructor</b>	<b>Methods</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Assess a child's risk for developing ECC</li> <li>• Perform caries risk assessment, proper oral exam and FL varnish on patients:               <ol style="list-style-type: none"> <li>1. Caries risk assessment</li> <li>2. Knee-to-knee positioning</li> <li>3. Toothbrush prophylaxis</li> <li>4. Clinical oral screening of the patient</li> <li>5. Fluoride varnish application</li> <li>6. Self-management goals</li> </ol> </li> </ul>	Dr. FRG Pediatric dental residents/ ACTs	Supervised hands-on clinical rotation at IOCP sites at Simms Mann and Lou Colen	Peer to peer observational assessment

*Session 8 – Reflection Session (1 hour)***Overarching Goals:** Articulate and perform a six-step caries risk assessment

<b>Desired Learning Outcomes</b>	<b>Instructor</b>	<b>Methods</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Discuss and evaluate didactic lessons on oral health and practical experience</li> </ul>	Faculty (Dr. Garell)	Group Team Discussion	

**Learning Resources & Readings:**

All available online at UCLA MedHub prior to each class.

- Keeping Healthy Teeth Caries Free: Pediatric CAMBRA Protocols. Ramos-Gomez & Ng 2011. CDA Journal 39(10): 723-733.
- Six Step Protocol for a Successful Infant Oral Care Visit. Ramos-Gomez & Ng 2009. Committee on Adolescents, PDT.
- Selected case studies for review with IPE resident participants—Dental faculty and respective faculty to provide and residents can bring their own cases for group review

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