

INTRODUCTION

The Institute of Medicine advocates for the need to include Interprofessional Education (IPE) and collaborative practice (IPECP), as core competencies in the education of healthcare professions. IPE focuses on patient centered care is an emerging trend in health care education. Interprofessional education promotes teamwork and positive interprofessional attitudes. Interprofessional education usually involves educators and learners from 2 or more health professions and the nature of interactions should be focused on the learner with the educational goal of providing the knowledge, skills, and attitude/values focused on patient-centered care.

Conditions of the oral cavity that may require the attention of the dentist and SLP maybe linked to extend use of pacifier, bottle, or sippy cup, thumb-sucking; reverse swallow/tongue thrust and many others. Impairments associated with speech and language can be primary, lacking the specific cause for the impairment, or secondary where the impairment is due to another condition or syndrome such as Down syndrome; anatomical defects such as cleft lip/palate and tongue-tie; habits such as mouth breathing and tongue thrusting; and special conditions such as hearing loss and early childhood caries (ECC). Pedagogical strategies that Engaging the dental specialist and speech and language pathologist (SLP) through pedagogical strategies may enhance patient support and comprehensive treatment leading to improved overall health and quality of life.

OBJECTIVE

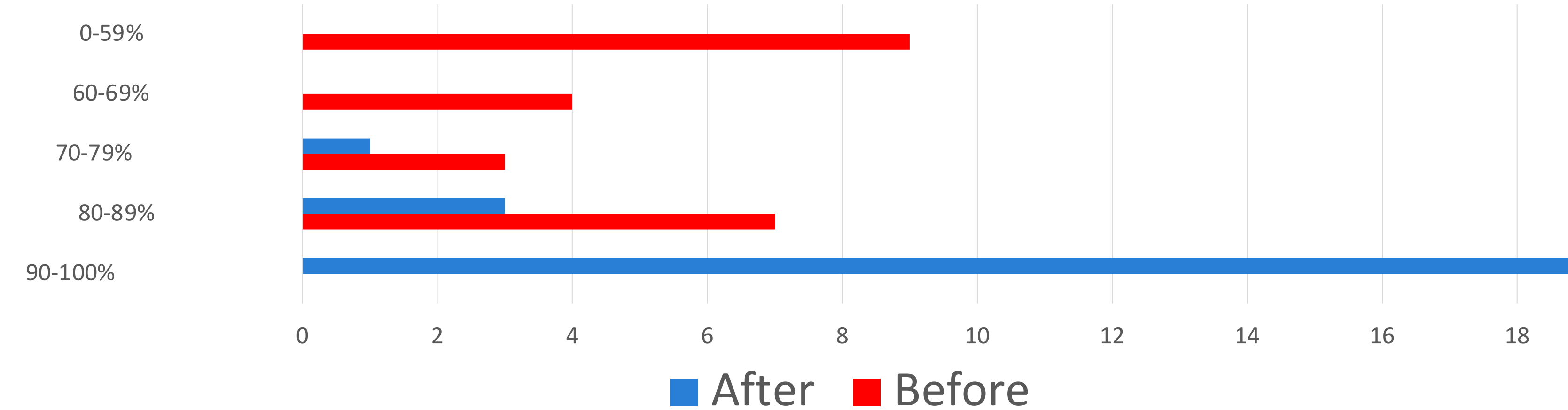
This study explores the effectiveness of an IPE elective module as a means of improving competency in collaborative practice by having Pediatric Dentistry and Orthodontic postdoctoral dental residents participate in an interprofessional educational experience led by a licensed Speech and Language Pathologist

METHODS

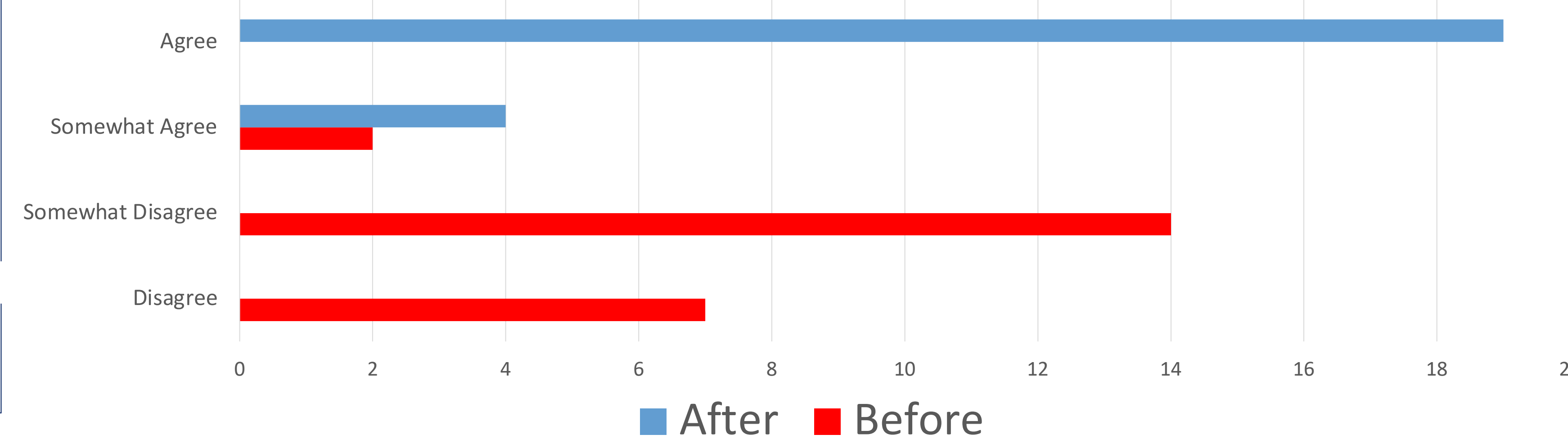
- An elective course on the education, roles and responsibilities of a Speech and Language Pathologist was designed to include interprofessional content based on Interprofessional Education Collaborative competency domains.
- Interdisciplinary educational sessions were conducted with a cohort of pediatric dentistry and orthodontic residents participating and a licensed SLP as the presenters.
- Three sessions totaling one hour each were conducted.
- The Interdisciplinary Education Perception Scale (IEPS) Readiness for Interprofessional Learning Scale (RIPLS) were the measurement tools administered
- Surveys were administered before the interdisciplinary education sessions as well as after course completion.. The results of the pre-intervention and post-intervention surveys were analyzed to evaluate the impact of the IPE experience.

RESULTS

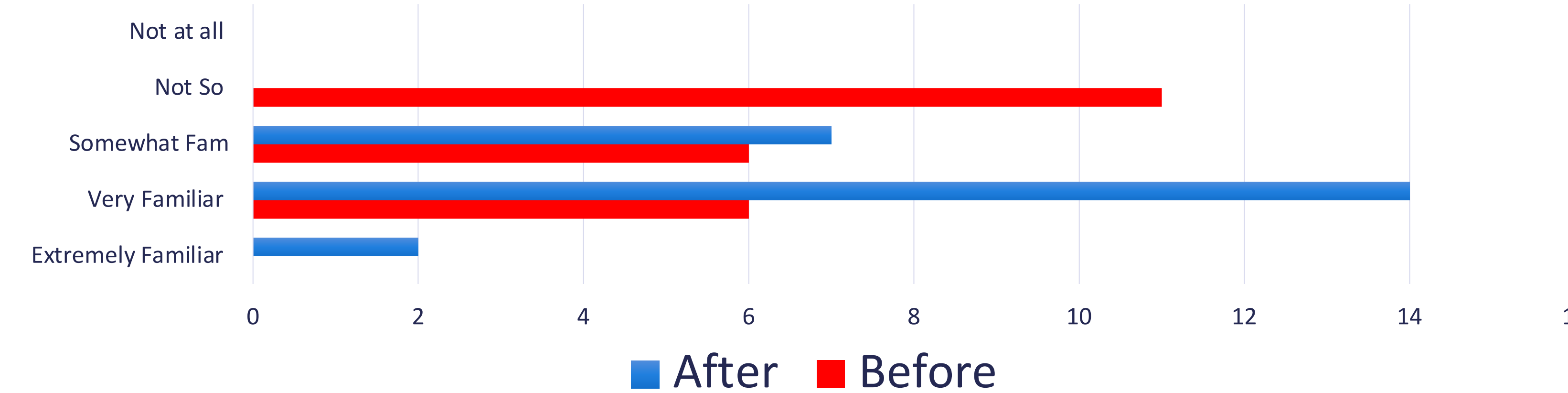
"Knowledge of Speech and Language Disorders" Test Results



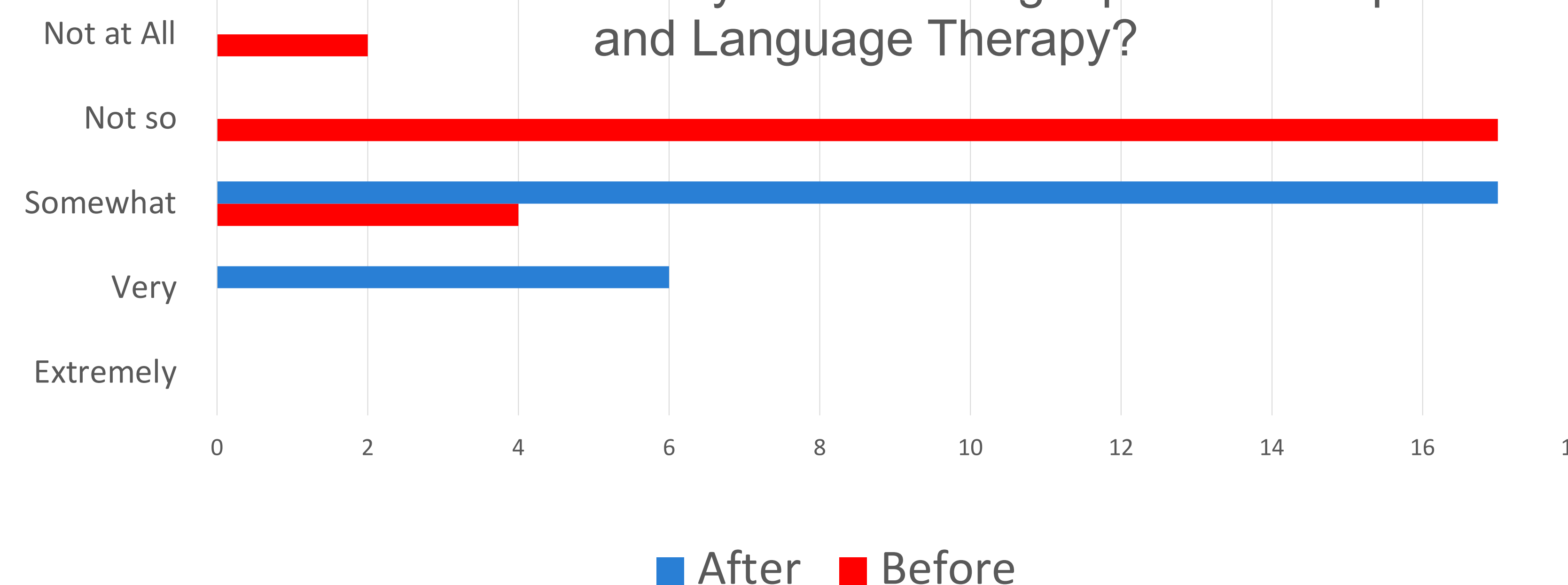
I understand the contributions of SLP to my patients' treatment outcomes



How knowledgeable are you in the speaker's profession (SLP)?



How Comfortable are you in referring a patient for Speech and Language Therapy?



DISCUSSION

- 23 residents completed three sessions for the study.
- Significant improvements in the confidence levels in referring patients for SLP consultations and knowledge of speech and language disorders were noted among the cohort of residents after course completion.
- The results also indicate a significant improvement in the perceived respect and the desire for more communication between residents and SLP.

CONCLUSION

Although further studies with a larger sample size is our desire, the results of the study indicates that Interdisciplinary education can improve the confidence levels of pediatric and orthodontic residents in recognizing speech and language disorders and understanding appropriate scenarios that may require referrals to a speech and language pathologist.

These results also indicate an overall positive response among the cohort through the integration of IPE. The outcome translates into improved consultation, collaboration, and patient care.

REFERENCES

- Cooper, D., et al. "Interprofessional Oral Health Education Improves Knowledge, Confidence, and Practice for Pediatric Healthcare Providers." *Frontiers in Public Health* 5 (2017): 209.
- Doshi, U. H., and W. A. Bhad-Patil. "Speech Defect and Orthodontics: A Contemporary Review." *Orthodontics: the art and practice of dentofacial enhancement* 12.4 (2011): 340-53.
- Palatta, A., et al. "20 Years Beyond the Crossroads: The Path to Interprofessional Education at U.S. Dental Schools." *Journal of Dental Education* 79.8 (2015): 982-96.
- Salam, S., S. Al Badri, and G. T. Lee. "A Review of Referrals of New Patients to the Pediatric Department of a Teaching Hospital during a Six-Month Period in 2004."
- mPriary Dental Care : journal of the Faculty of General Dental Practitioners (UK) 12.3 (2005): 106-10.

ACKNOWLEDGEMENTS

We are grateful to the Department of Pediatric Dentistry and Orthodontics at Howard University College of Dentistry for supporting this project. We also want to thank Dr. Caprice Lee-Holloway in the Graduate School-SLP Program- Howard University.