

Educational Curriculum on
Perinatal and Infant Oral Health Care:
Current Standards of Care for
Dental and Dental Hygiene Students

Module 4- Lifelong Learner

Acknowledgments

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Objectives

After viewing these resources students will be able to appreciate the importance, professional responsibility and skills needed to be a life long learner by:

1. Recognizing how the profession of dental hygiene is constantly changing.
2. Identifying credible sources of current oral health information.
3. Identifying community resources and referral sources to address concerns of patients.
4. Understanding motivational interviewing techniques and how they can be utilized to improve patient adoption of healthier oral health behaviors.

Professional Organizations



American
Dental
Hygienists'
Association



Wisconsin

Dental Hygienists' Association

Find out more:

<http://www.adha.org/>

Find out more:

<http://widha.org/>



CORE IDEOLOGY

Unite, empower and support the dental hygiene profession

VISION

Dental hygienists are valued and integrated into the broader health care delivery system to improve the public's oral and overall health



Giving you our best,
so you can give your best
to your patients

STRATEGIC PLAN

GOALS

1

Support dental hygiene professionals throughout their careers

Develop resources that support dental hygienists to explore current and future career pathways

Provide access to professional resources

2

Strengthen ADHA's infrastructure

Ensure ADHA has the financial, operational and human resources to support our strategic plan

Ensure unity among ADHA's tri-partite governance structure

Develop and foster a robust leadership pipeline

3

Advocate for the profession

Support state and federal advocacy efforts that advance direct access and the role of dental hygienists

Advance dental hygiene education programs to best prepare professionals for their evolving scope of practice

Foster constituent and member usage of ADHA's advocacy information

As a member you have access to:

- Access magazine
- *Journal of Dental Hygiene*
- Discounts on goods and services
- Networking opportunities
- Leadership support and development
- Career support
- Advocacy on behalf of your interest as a dental hygiene professional.
- Connections to volunteer opportunities.



Wisconsin

Dental Hygienists' Association

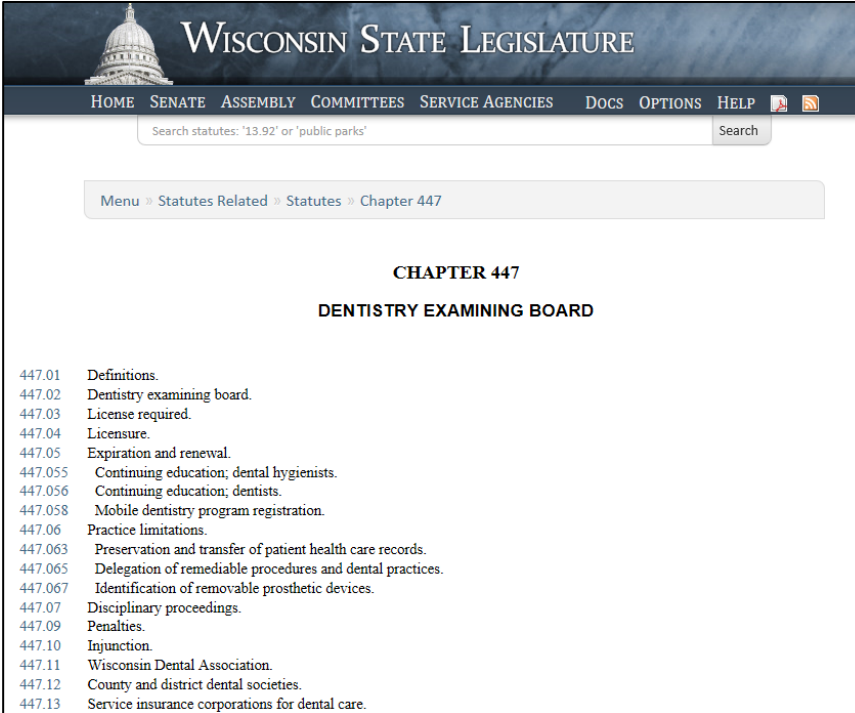
- WI-DHA supports your goals by helping to ensure access to quality oral health care; promoting dental hygiene education, licensure, practice and research; and representing your legislative interests at the local, state and federal levels. Membership in WI-DHA provides you with the benefits of, and membership in, the ADHA.
- INDIGO Conference is the region's premier conference planned by dental hygienists with the specific needs of dental hygienists as the top priority. Join more than 500 of your closest colleagues for 60+ hours of CE presented by state and national speakers, social events, networking and more than 35 exhibitors and sponsors.
- <http://widha.org/event/indigo-conference/>

Activity 1 – Dental Providers

- Review the following slides with information on changes to the Dental Hygiene Practice Act from the 1990s to today.
- Review the emerging provider types and proposed legislation from 2017/2018.
- Complete the assessment activity described on slide 13.

Activity 1 – Dental Hygiene Practice Act

- Review the Dental Hygiene Practice Act found in State Statute 447.06
<http://docs.legis.wisconsin.gov/statutes/statutes/447/06>



The screenshot displays the Wisconsin State Legislature website. At the top, there is a header with the Wisconsin State Capitol dome and the text "WISCONSIN STATE LEGISLATURE". Below this is a navigation menu with links for HOME, SENATE, ASSEMBLY, COMMITTEES, SERVICE AGENCIES, DOCS, OPTIONS, and HELP. A search bar is located below the navigation menu, containing the text "Search statutes: '13.92' or 'public parks'" and a "Search" button. Below the search bar is a breadcrumb trail: "Menu > Statutes Related > Statutes > Chapter 447". The main content area is titled "CHAPTER 447" and "DENTISTRY EXAMINING BOARD". Below this title is a list of statutes from 447.01 to 447.13, each followed by a brief description.

WISCONSIN STATE LEGISLATURE

HOME SENATE ASSEMBLY COMMITTEES SERVICE AGENCIES DOCS OPTIONS HELP

Search statutes: '13.92' or 'public parks' Search

Menu > Statutes Related > Statutes > Chapter 447

CHAPTER 447
DENTISTRY EXAMINING BOARD

447.01 Definitions.
447.02 Dentistry examining board.
447.03 License required.
447.04 Licensure.
447.05 Expiration and renewal.
447.055 Continuing education; dental hygienists.
447.056 Continuing education; dentists.
447.058 Mobile dentistry program registration.
447.06 Practice limitations.
447.063 Preservation and transfer of patient health care records.
447.065 Delegation of remediable procedures and dental practices.
447.067 Identification of removable prosthetic devices.
447.07 Disciplinary proceedings.
447.09 Penalties.
447.10 Injunction.
447.11 Wisconsin Dental Association.
447.12 County and district dental societies.
447.13 Service insurance corporations for dental care.

Changes in State Practice Act for Dental Hygienists

1998

Administer local
anesthetic.

2004

Can work as an
agent of a public
health
department, in
public school and
schools of dental
hygiene and
dentistry without
direct supervision.

2007

Became a
Medicaid
provider.

2013

Administer
nitrous oxide
inhalation
analgesia.

2015

Use lasers for
soft tissue
therapy.

2017

Expansion
of practice
settings
without
direct
supervision.

Emerging Providers

- During 2018, two new dental provider types were introduced into the Wisconsin State Legislature. While legislation did not pass, it is important to keep up-to-date on proposed changes to the dental practice act.
- Read the following legislation drafted to introduce the two new provider types:
 - Expanded Function Dental Auxiliary (EFDA)
 - Dental Therapists

Emerging Providers – EFDA

- To access drafted legislation go to
 - <https://docs.legis.wisconsin.gov/>
 - In the search box type ‘Expanded Function Dental Auxiliary’

Emerging Providers – Dental Therapist

- To access drafted legislation go to
 - <https://docs.legis.wisconsin.gov/>
 - In the search box type 'Dental Therapist'
- View this video on what a Dental Therapist is
 - <http://www.pewtrusts.org/en/multimedia/video/2018/what-is-a-dental-therapist>

Activity 1 – Assessment

- Create a Venn Diagram that compares and contrasts the two emerging providers. Consider the following themes:
 - Does the provider increase access to dental care?
 - Can the provider work independently from a dentist?
 - Where does the provider primarily work?
 - What education/training is required?

Activity 2-Options for Bachelor Degree Completion

- Articulation agreement programs: the following programs have signed agreements with Wisconsin Technical Colleges to accept all credits toward completion of a Bachelor's Degree.
 - [Minnesota State University-Mankato](#)
 - [Normandale Community College/ Metropolitan State University](#)
 - University of Wisconsin- Stout (pending)
- [National list of degree completion programs](#)

Activity 2 – Assessment

- Identify a hygienist who has completed their Bachelor's Degree and ask if you can interview them. Ask them about their experience, what challenges they encountered and what opportunities completing their degree has helped them achieve.
- Write a one page summary of your interview to include:
 - The name and background of the hygienist you interviewed.
 - Brief summary of the challenges and opportunities they've had.
 - Reflect on how their experience might influence your own decision to pursue your Bachelor's Degree.



Activity 3 – Oral Health Resources

Scavenger Hunt

- Complete the resource scavenger hunt by finding the answer to each question listed on the following slides.
- Compile your scavenger hunt answers into a word document to provide to your instructor.
- If you are asked to find a document, copy and paste the link to the document.

Online Resources Scavenger Hunt

Wisconsin State Oral Health Program

- What oral health data is available in the *Environmental Public Health Tracking* oral health module?
- List the four strategic areas of the *Roadmap for Improving Oral Health in Wisconsin* document.

National Maternal and Child Oral Health Resource Center

- Find:
 - The consumer brochure: *Two Healthy Smiles: Tips to Keep You and Your Baby Healthy*.
 - *National Consensus Statement: Oral Health Care During Pregnancy*.

Wisconsin Dental Examining Board

- List the composition of members on the Examining Board.

Online Resources Scavenger Hunt

[Early Childhood Learning and Knowledge Center](#)

- Find one of the “*Brush Up on Oral Health*” tip sheets.

[American Academy of Pediatric Dentistry](#)

- Find the policy statement “*Use of Silver Diamine Fluoride for Pediatric Dental Patients*”.

[American Dental Hygienists’ Association](#)

- Find the dental hygiene standard of care white paper.

[Wisconsin Practice Act](#)

- Find the requirements for license renewal including how often and how many continuing education credits are needed.

Activity 3 – Assessment

- In one paragraph describe the top two resources you will use as you begin your professional career. Describe what aspects of the resource you find to be helpful.

Activity 4 – Community Resources

Community Resources Activity (choose one)

- As a group of 3 or 4 choose **one** of the organizations listed below to research. Identify a contact person within that organization to do a brief interview with either in-person or via email. Introduce yourselves and ask them to provide a brief background on the oral health programs or initiatives they are working on. Topics to consider asking about include; school sealant programs, fluoride varnish programs, education and dental referrals for pregnant women.
- Local public health department in your county or city. Contact a public health nurse or health officer.
- Local oral health coalition in your county or city.
- The Wisconsin Oral Health Coalition.

Activity 4 – Assessment

- Write a one page description of the organization that you interviewed including:
 - The name and title of the staff person you communicated with.
 - Key oral health initiatives the organization is working on.
 - What about their project is most interesting to you.
 - Any suggestions you have to improve or expand their programs.

Activity 5 – Motivational Interviewing

- Read the Motivational Interviewing article on the following slide.
- Watch the Motivational Interviewing video that can be accessed on the next slide.
- Choose **one** activity on slides 25-26 to do with a partner.

“Motivational Interviewing”

- Read the following article.



- <https://dimensionsofdentalhygiene.com/article/motivational-interviewing-dental-hygienists/>

Motivational Interviewing

- Watch the Tooth Talk video depicting a home visitor using motivational interviewing techniques to discuss oral health with a young mother.
 - <http://toothtalk.org/portfolio-view/motivational-interviewing-for-kids-healthy-smiles-2/>

Activity 5 – Assessment

- Choose **one** of the five activities on the next two slides to complete with a partner.



Listening Online Training Activity

We demonstrate our willingness to partner with families when we engage families in an open discussion and actively listen to what is being said. We may be tempted to lead or offer advice during oral health discussions without considering a family's needs and desires.

LISTENING ACTIVITY

This activity will help you discover how challenging it is to listen to another individual without interjecting your thoughts or suggestions. You also will experience what it is like to have someone really listen to what you have to say.

Step 1: Divide participants into groups of two.

Step 2: Designate one individual as the **story teller** and the other as the **interviewer**.

Step 3: Have the **interviewer** ask the **story teller** one of the following questions:

- "Tell me about a time when you really felt like you learned something."
- "Tell me about your professional goals for the next five years."
- "What would be something you would change about our world today?"
- "What do you like best about what you do?"

The **story teller** will answer the question for two full minutes.

Once the question is asked, the **interviewer** cannot speak and may only use nonverbal communication. (smile, head nod...)

Step 4: Reverse roles and ask another open-ended question from the list above or develop your own question.

Reflection

When playing the role of the story teller:

- What feelings did you experience when responding to the question?
- How did the interviewer's responses affect you?
- What did you appreciate or not appreciate about how the interviewer responded?
- What would you change about the scenario?

When playing the role of the interviewer:

- What feelings did you experience listening to the story teller's response?
- How did your silence affect you?
- What would you change about the scenario?



Convert Closed-Ended Questions to Open-Ended Questions Online Training Activities

An open-ended question requires more than a yes or no answer. Start conversations with an open-ended question to engage a parent or pregnant woman. Using open-ended questions allows a parent or pregnant woman an opportunity to fully express their ideas and thoughts.

Open-ended questions reflect the home visitor's willingness to listen and partner with families. The home visitor should refrain from questions that include words or phrases that may be perceived by families as judgmental.

DO – "Tell me a little about how you care for your child's mouth?"

Avoid – "Do you brush your child's teeth 2 times a day?"

ACTIVITY ONE

Test your skill in recognizing an open-ended or closed-ended question by circling the correct response. Answers are located at the bottom of page 2.

| | | |
|-----------------------------------------------------------------------|------|--------|
| 1. Are you going to take your child to the dentist? | Open | Closed |
| 2. How often do you brush your child's teeth? | Open | Closed |
| 3. What else might you try to get your child's teeth brushed? | Open | Closed |
| 4. What are your challenges to making a dental appointment? | Open | Closed |
| 5. Do you eat a balanced diet? | Open | Closed |
| 6. What changes have you noticed in your mouth during your pregnancy? | Open | Closed |



Goal Setting Online Training Activity

The home visitor can guide a discussion toward the pregnant woman or parent identifying a goal they feel they can successfully implement to improve their oral health or the oral health of their family. When using motivational interviewing skills and partnering with families, the home visitor can support the family's efforts in achieving their oral health goals.

GOAL SETTING ACTIVITY

This activity is designed to help the home visitor gain experience in using a confidence scale. Using a confidence scale can assist the home visitor in assessing pregnant woman or parent confidence, motivation and readiness toward making an oral health behavior change.



You have been discussing oral health with Wendy who is three months pregnant. Wendy has chosen a goal to make a dental appointment with a dentist. During your conversation you noticed that Wendy seemed a bit unsure about receiving dental care during pregnancy. You decide to move the conversation forward using a confidence scale to explore Wendy's confidence, motivation and readiness to make a dental appointment.

Choose the best answer to the following question:

- Which question might you ask Wendy to assess her confidence toward making a dental appointment?
 - Are you planning to make a dental appointment?
 - Why haven't you seen a dentist?
 - On a scale of 1 to 10, with 1 being not confident and 10 being very confident, how confident are you that you can make a dental appointment?
 - Did you know that the American Dental Association recommends you see a dentist while you are pregnant?
- What made you choose your answer in the above question over the other answers?

Activity 5 – Assessment (continued)



Reflections – Infant & Toddler Online Training Activities

The online Oral Health for Infants training module covered the tooth decay process and how to prevent cavities in children. Experience and practice of oral health discussions with families are effective skill development strategies.

This activity will allow you to reflect on what you have learned and practice what you might do or say in the following three scenarios. There are no single correct responses to each scenario.

ACTIVITY ONE – Case Study

A 2 year old child in your caseload has sixteen of her primary teeth. She has yet to grow the last four primary molars into her mouth. As you look into her mouth, you see at least eight large cavities.

Ask yourself or discuss in a group the following questions:

1. What are some possible reasons this child has severe tooth decay?
2. What questions might you ask of the parent to determine if the child needs a dental referral or case management?
3. How might you approach or what questions might you ask to guide the parent in the understanding of the child's oral disease?
4. What questions might you ask to help the parent follow through with the needed dental care?
5. What is the likelihood that the child will develop tooth decay in the last four primary molars if there are no changes in diet, fluoride exposure or oral hygiene? Why?



Reflections – Pregnant Woman Online Training Activities

The online Oral Health for Pregnant Women training module covered Experience and practice of oral health discussions with families. Experience and practice of oral health discussions with families are effective skill development strategies.

The following activities will allow you to reflect on what you have learned and practice what you might do or say in the following scenarios. There are no single correct responses to each case study.

ACTIVITY ONE – Case Study

Jane, who is pregnant, chose the goal of making a dental appointment following a discussion during your previous home visit. Today, Jane reports that she was unable to make the dental appointment because the dentist would not provide care to a pregnant woman.

Ask yourself or discuss in a group the following questions:

1. What are some possible reasons the dentist would not see Jane?
2. What open-ended questions might you ask of Jane to gather more information?
3. What might you suggest or do to help Jane make a dental appointment?
4. Who might Jane choose to advocate for her so she can receive the needed dental care? Why?

Activity 6 – Oral Health Literacy

- Review the American Dental Association webpage on oral health literacy.
- Read the Oral Health Literacy article from *The Journal of Dental Hygiene*.
- Choose one of the *First Impressions* activities on slide 30 to complete.
- Complete the assessment activity on slide 31.

Activity 6 – Oral Health Literacy

- Review the American Dental Association webpage on oral health literacy.
 - <https://www.ada.org/en/public-programs/health-literacy-in-dentistry>



“Improving Oral Health Literacy – The New Standard in Dental Hygiene Practice”

- Read the following article.

<https://www.ncbi.nlm.nih.gov/pubmed/24357560>

Critical Issues in Dental Hygiene

Improving Oral Health Literacy – The New Standard in Dental Hygiene Practice

Lisa E. Bress, RDH, MS

Introduction

Dental caries, periodontal disease and oral and pharyngeal cancers continue to burden a significant portion of the American public. According to the most recent NHANES survey (1999 to 2002), 41% of children ages 2 to 11 had tooth decay in their primary teeth, 50% ages 12 to 15 had tooth decay in their permanent teeth and 95% of adults ages 40 to 59 had a history of coronal tooth decay.¹ Untreated decay is close to crisis proportions in children from lower income families, with children and adolescents having twice as much untreated decay as those from higher income families.¹ The proportion of children ages 2 to 5 years with dental caries is disproportionately concentrated among families who qualify for Medicaid coverage.² In addition, 1 in 4 U.S. adults ages 60 and over are completely edentulous with a higher prevalence found among lower income adults.¹ Oral cancer also continues to affect lives in America with an estimated 36,000 citizens diagnosed annually and more than 7,800 cases ending in death.³ Oral health diseases can negatively impact quality of life and often lead to difficulty with concentration and speech, low self-esteem, inadequate nutrition, and hours lost from work and school. Additionally, emergency room visits, hospital stays and treatment requiring general anesthesia increase with dental problems. The Centers for Disease Control estimates that Medicaid expenditures for operating room cases range from \$1,500 to \$5,000 per child per year.⁴

Abstract

Purpose: Oral diseases continue to burden a significant portion of the American public, especially those in low-income groups. The misconception that oral health is less important than general health exists among America's citizens even though it has been 13 years since the Surgeon General's report affirmed oral health as an essential component of general health. Research has shown that poor oral health literacy (OHL) affects oral health, can negatively influence quality of life and has a significant financial impact on society. National initiatives to increase the OHL levels of American citizens include training health care professionals about effective communication skills and disseminating oral health information to groups outside of dentistry. This paper describes a new course on OHL and communication techniques for dental hygiene students at the University of Maryland, School of Dentistry.

Keywords: oral health literacy, effective communication skills, oral health disparities, patient - provider interactions

This study supports the NDHRA priority area, **Health Promotion/Disease Prevention:** Assess strategies for effective communication between the dental hygienist and client.

component of general health,⁴ the misconception that oral health is less important than general health continues to exist among American citizens, including health care workers, legislators, insurance companies, educators, and community leaders. At a recent Institute of Medicine (IOM) meeting, U.S. representative Elijah Cummings stated that "People don't know what they don't know," drawing attention to the significance of oral health literacy (OHL) as a method to improving oral health (Cummings, personal communication, March 29, 2012). Health literacy and OHL have been increasingly visible in the literature since the release of the 2004 Institute of Medicine's report emphasizing the right of all individuals to receive health care information in ways that can be understood.⁵ Literacy skills impact an individual's health more than age, income, employment status, education level, and race or ethnicity.⁶ The

Oral Health Literacy

Activity 6 – Oral Health Literacy

- Complete one of the *First Impressions Activities* in The Health Literacy Environmental Activity Packet:
 - Telephone
 - Web
 - Walk to the Entrance
- <https://cdn1.sph.harvard.edu/wp-content/uploads/sites/135/2012/09/activitypacket.pdf>

The Health Literacy Environment Activity Packet

First Impressions &
Walking Interview

Eliminating Barriers – Increasing Access

Rima E. Rudd
Health Literacy Studies

On-Line Resources
www.hsph.harvard.edu/healthliteracy

Activity 6 – Assessment

- Complete the worksheet/checklist for the '*First Impressions*' activity that you did.
- In a paragraph provide suggestions on how the clinic could make their telephone answering system, website or entrance more user friendly for all patients.

CODA Standard 2-22

Critical Thinking Competencies

2-22

Graduates must be competent in the evaluation of current scientific literature.

Intent:

- *Dental hygienists should be able to evaluate scientific literature as a basis for life-long learning, evidenced-based practice and as a foundation for adapting to changes in healthcare.*

Examples of evidence to demonstrate compliance may include:

- Written course documentation of content in the evaluation of current and classic scientific literature.
- Evaluation mechanisms designed to monitor knowledge and performance.
- Outcomes assessment mechanisms.

CODA Standard 2-23

Critical Thinking Competencies

2-23

Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.

Intent:

- *Critical thinking and decision making skills are necessary to provide effective and efficient dental hygiene services. Throughout the curriculum, the educational program should use teaching and learning methods that support the development of critical thinking and problem solving skills.*

Examples of evidence to demonstrate compliance may include:

- Evaluation mechanisms designed to monitor knowledge and performance.
- Outcomes assessment mechanisms demonstrating application of critical thinking skills.
- Activities or projects that demonstrate student experiences with analysis of problems related to comprehensive patient care.
- Demonstration of the use of active learning methods that promote critical appraisal of scientific evidence in combination with clinical application and patient factors.

Please Provide Feedback

- Use the link below to provide feedback on the content and how you used these modules.
- Thank you!
- <https://www.surveymonkey.com/r/66Q3ZQ2>
- For questions contact: dfischer@chw.org