

From Awareness to Action: The Role of Dental Professionals in HPV Vaccination and Oral Cancer Prevention

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IPEC Core Competencies

Competency 1

Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect. (Values and Ethics)

Competency 2

Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes. (Roles/Responsibilities)

Competency 3

Communicate in a responsive, responsible, respectful, and compassionate manner with team members. (Communication)

Competency 4

Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings. (Team and Teamwork)



Learners: Identified From 3 different UT Health Schools



School of Health Professions



School of Dentistry



School of Nursing



- Interprofessional education (IPE) and collaborative activities provide students with opportunities to get familiarized with the roles and responsibilities of each other's professions.
- The aim of this pilot project was to advance an interprofessional experiential learning opportunity among students from dental, nursing and physician assistant, programs on HPV infection and vaccination.

- This project focused on peer-to peer cross training of related inter-professional skills.
- A total of 30 students participated in the pilot project.
- Physician assistant students taught HPV infection related didactic content, best practice guidelines, and ideal SOAP note documentation to their IPE peers.
- Nursing students taught hands-on training on vaccine administration.
- Dental students demonstrated hands-on training on head and neck cancer examinations and patient communication.



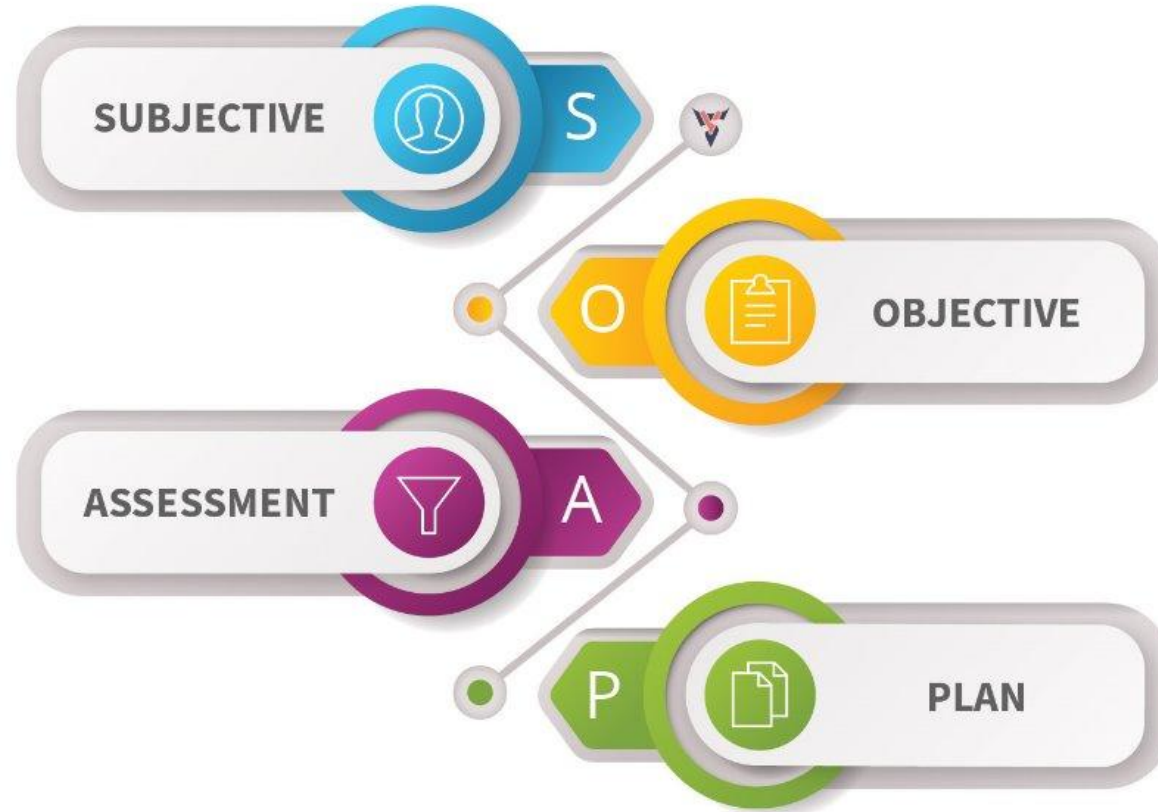
Learning Objectives: PA

- ▶ Review the epidemiology of Human Papilloma infection
- ▶ Assess the 4 overarching components of the SOAP note
- ▶ Distinguish what makes focused history taking effective

PA students taught about HPV infection related didactic content, best practice guidelines, development of soap notes, effective communication



PA Students Taught SOAP NOTES



Role Play Scenario

Scenario :

16-year-old Hispanic male visits the dental clinic accompanied with his conservative parent for an annual cleaning, evaluation for possible wisdom teeth removal, and possibly braces. Once in the room, he starts friendly conversation with the dental professional. When asked if he has oral discomfort, he states he does not. When the parents leave the room to take a work phone call, he enthusiastically describes his new girlfriend that he has been dating for 6 weeks. He notes their intense chemistry and that they spend as much time as possible with each other. Especially after school when his and her parents are still at their respective occupations.

He does not smoke cigarettes; yet reluctantly admits to smoking marijuana often as well as drinking cans of beer at his friend's house before every Friday night high school football game.

Activity:

How would you proceed as a healthcare professional?

Develop a comprehensive **SOAP note** based on the above scenario and your physical examination

Role play and practice the **conversation** you will have with the parent and the patient.



Learning Objectives: Dental

- ▶ Describe the role that oral health providers can play regarding recommendation and administration of the HPV vaccine during routine dental visits.
- ▶ To learn about patient perspectives regarding HPV vaccine counselling and administration during dental visits.
- ▶ Understand interprofessional collaboration between a dental school, nursing school, and physician assistant program to understand and advocate for HPV vaccination

Dental Students Taught Head and Neck Exams



Nursing and PA students Practicing Head and Neck Exams





Learning Objectives: Nursing

- ▶ Demonstrate interprofessional collaboration between dental students, nursing students, and physician assistant students to prepare and administer HPV vaccination IM
- ▶ Identify appropriate anatomical landmark to safely administer HPV Vaccine IM
- ▶ Demonstrate how to document and record IM injection

Nursing Students Taught IM Injections



Vaccination Procedure

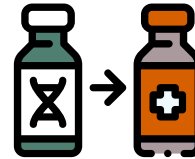


Fill out Vaccine Form

Make sure all information is checked including consent



Put On Gloves



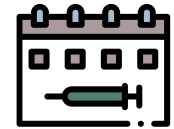
Prep Syringe & Supplies

If pre-filled, attach correct needle.
Alcohol swabs, gauze and bandaid



Administer Vaccine

Ensure correct placement and procedure.
Here's a video on proper administration of a vaccine:



Plan Next Appointment

For 2 dose series, 6-12 months apart.
For 3 doses: at 1-2 and 6 months from initial

Students Practicing IM injections

- Wearable injectable pads added to the reality of the Simulated Experience
- Students took turns practicing
- IM injections

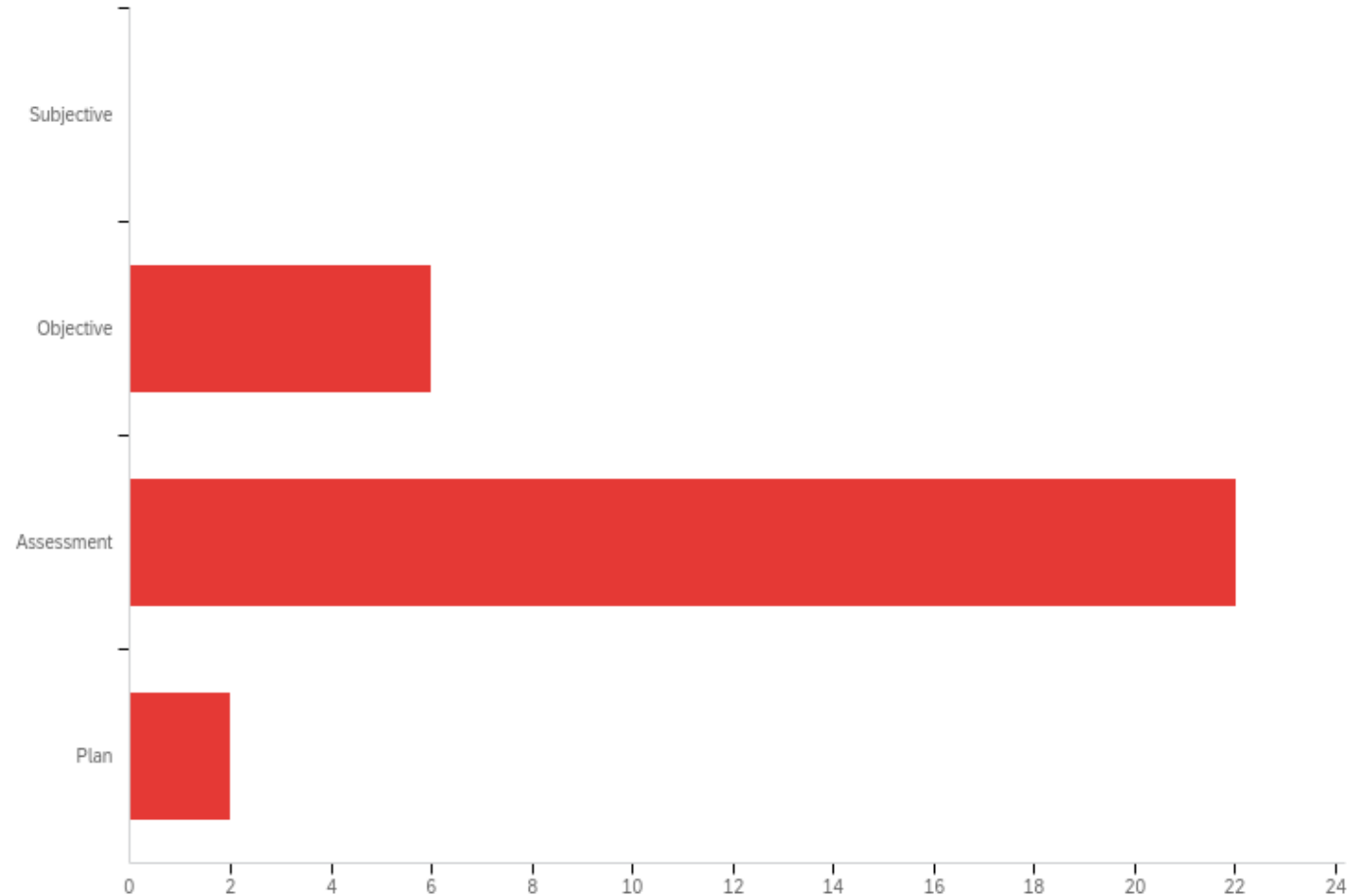


How was the impact of the project measured?

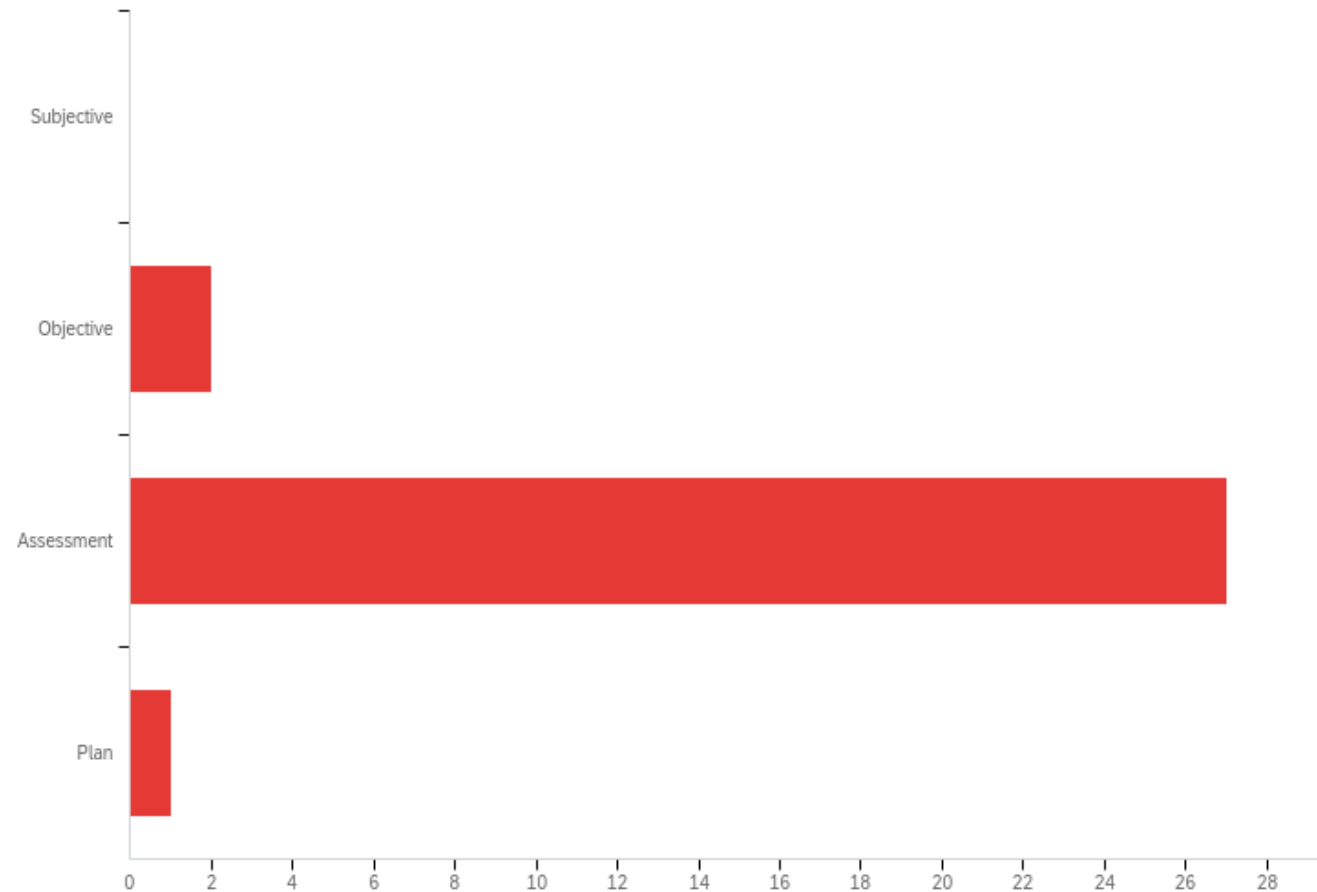
- Pre and post knowledge tests
- Validated Assessment Tools
- Debrief and Reflection
- Student surveys

Snapshot of the Pre- and Post- Assessments: Knowledge Questions

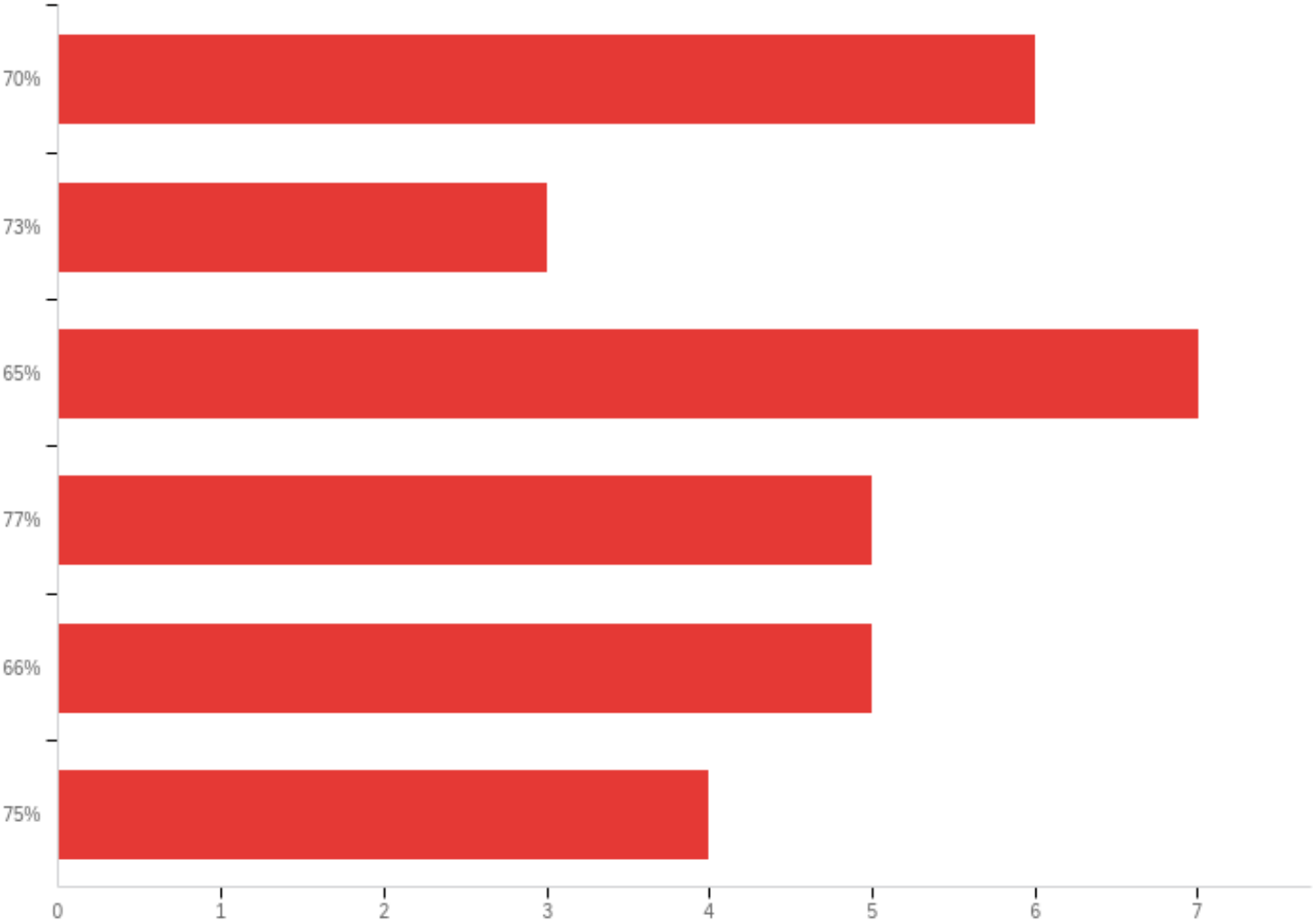
Q4 - Which is the most appropriate section of the SOAP note for the following information? Provisional Diagnosis: Streptococcal Pharyngitis (Strep Throat) with differentials' including viral pharyngitis, tonsillitis, and viral mononucleosis (pre-assessment).



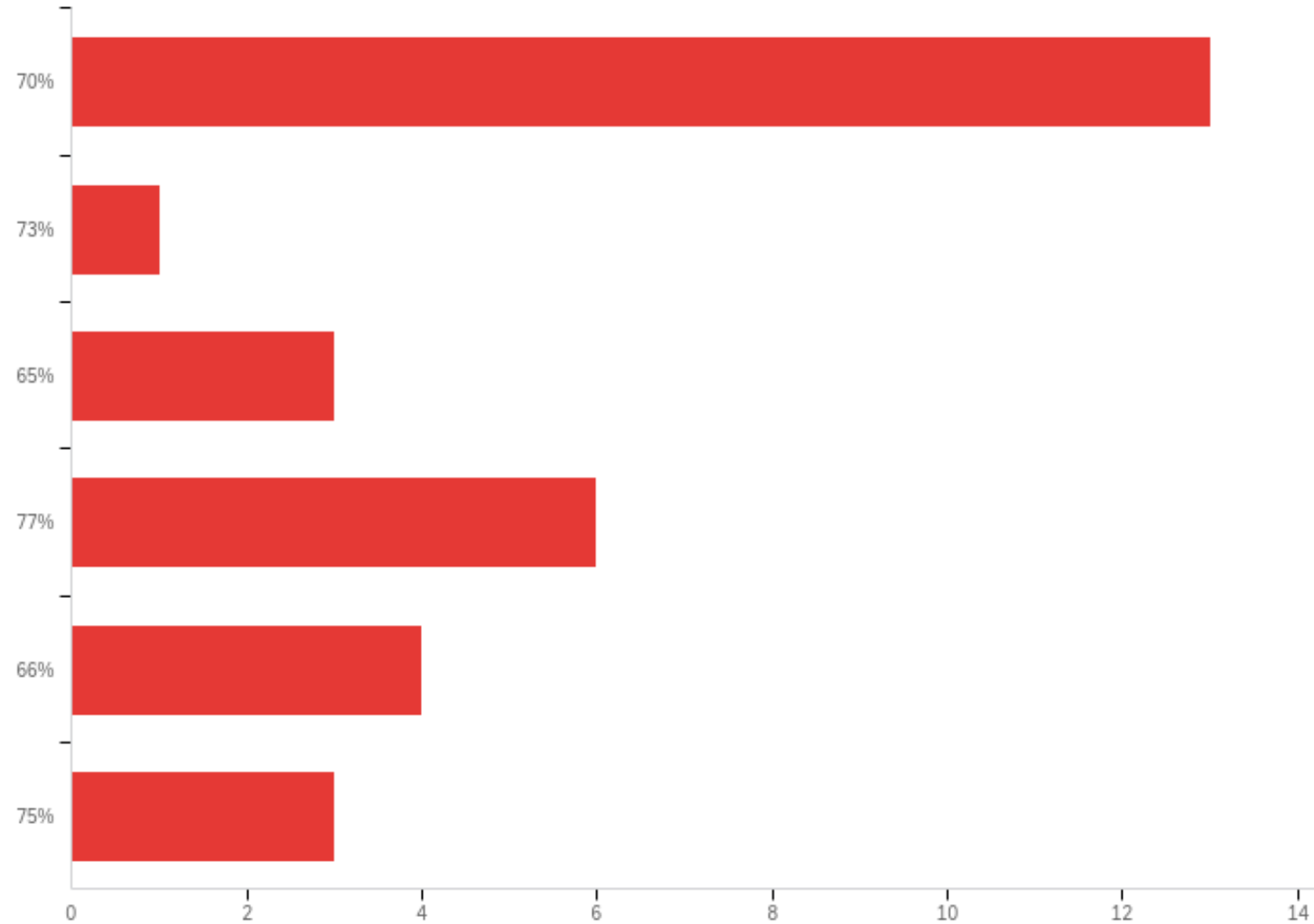
Q4 - Which is the most appropriate section of the SOAP note for the following information? Provisional Diagnosis: Streptococcal Pharyngitis (Strep Throat) with differentials' including viral pharyngitis, tonsillitis, and viral mononucleosis (post-assessment).



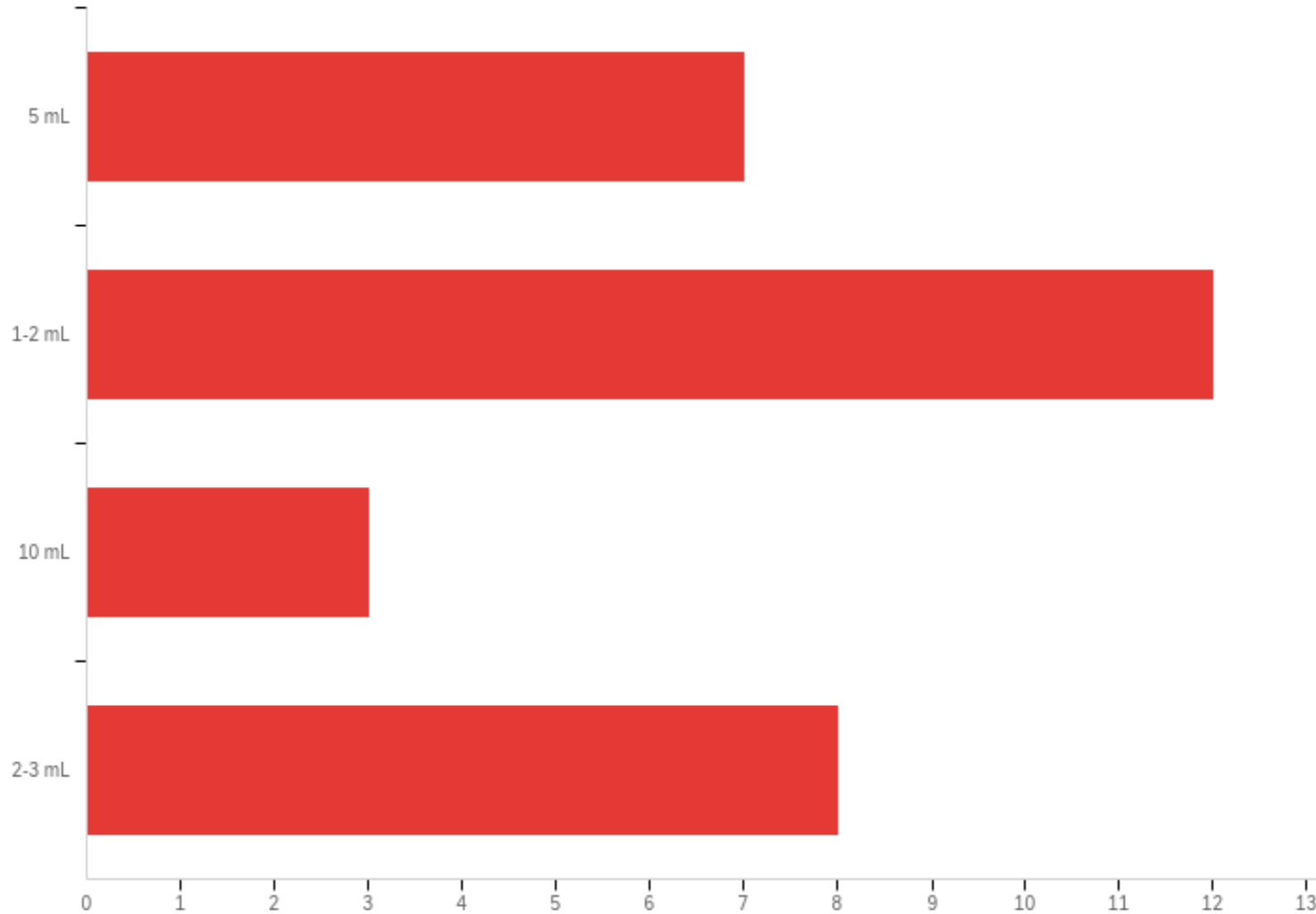
Q13 - HPV causes nearly _____ of oropharyngeal cancers (pre-assessment).



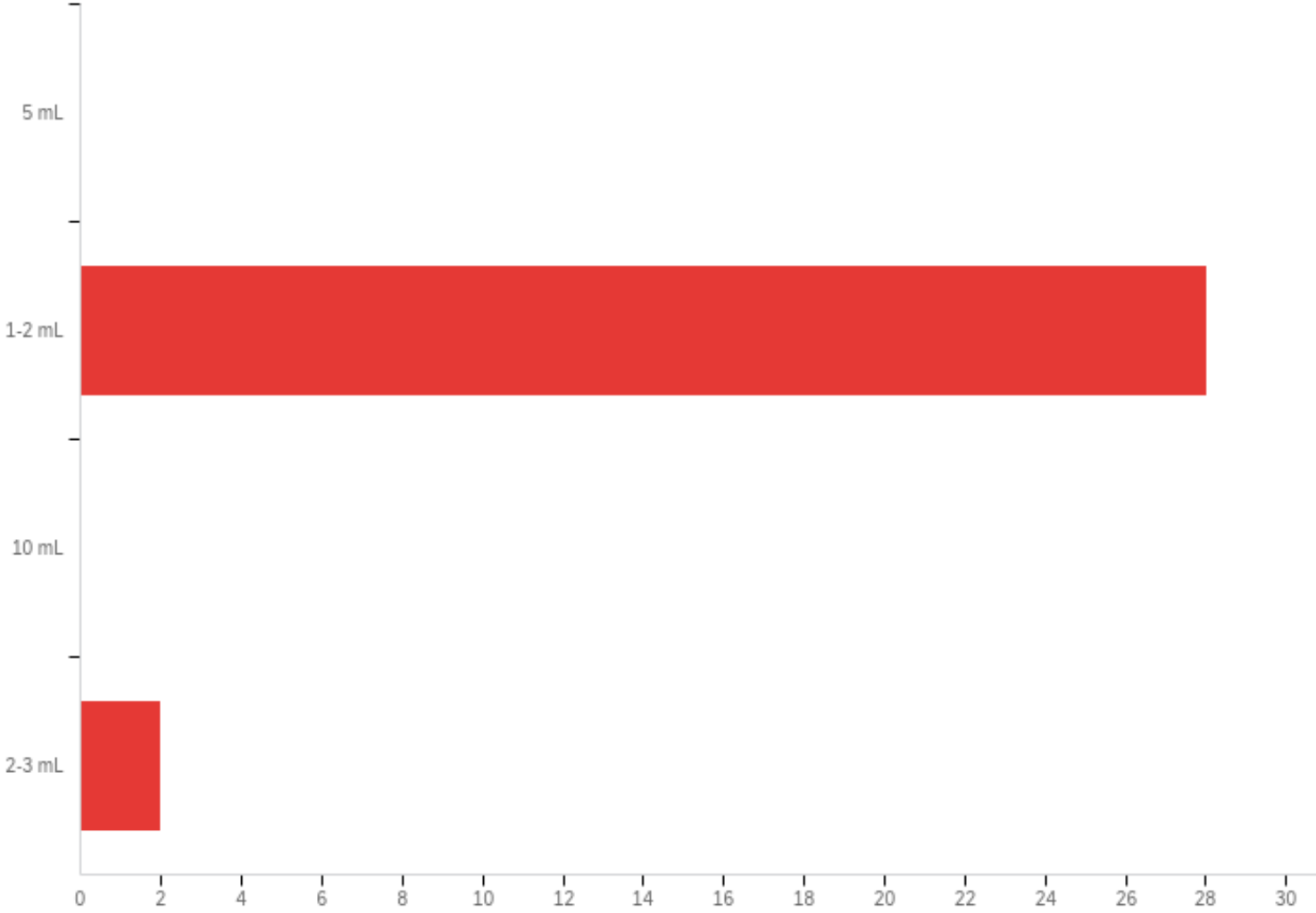
Q13 - HPV causes nearly _____ of oropharyngeal cancers (post assessment).



Q7 - How much medication can the provider safely administer to the deltoid muscle? (pre-assessment)



Q7 - How much medication can the provider safely administer to the deltoid muscle? (post- assessment)

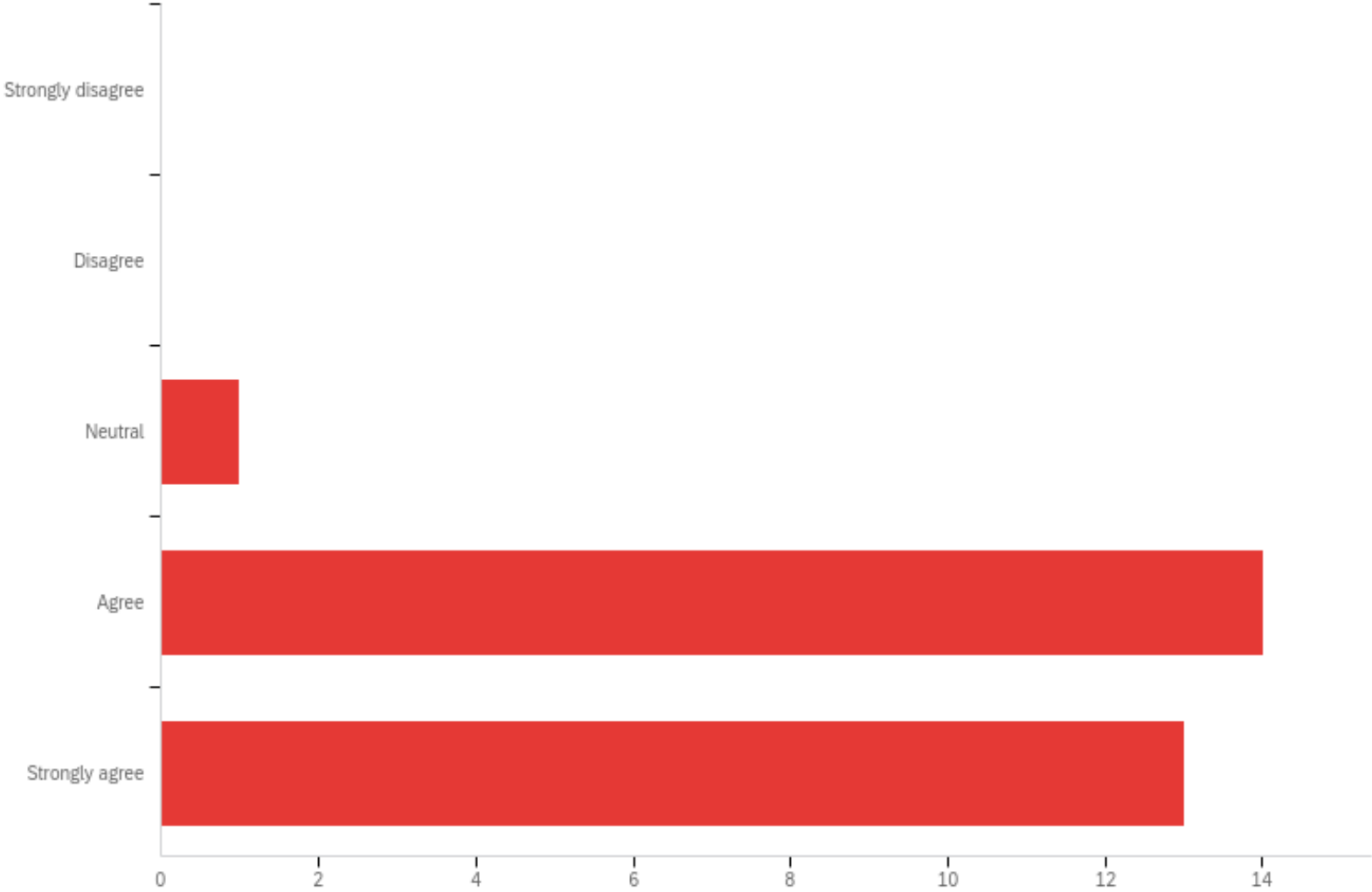


IPE Assessment Tool

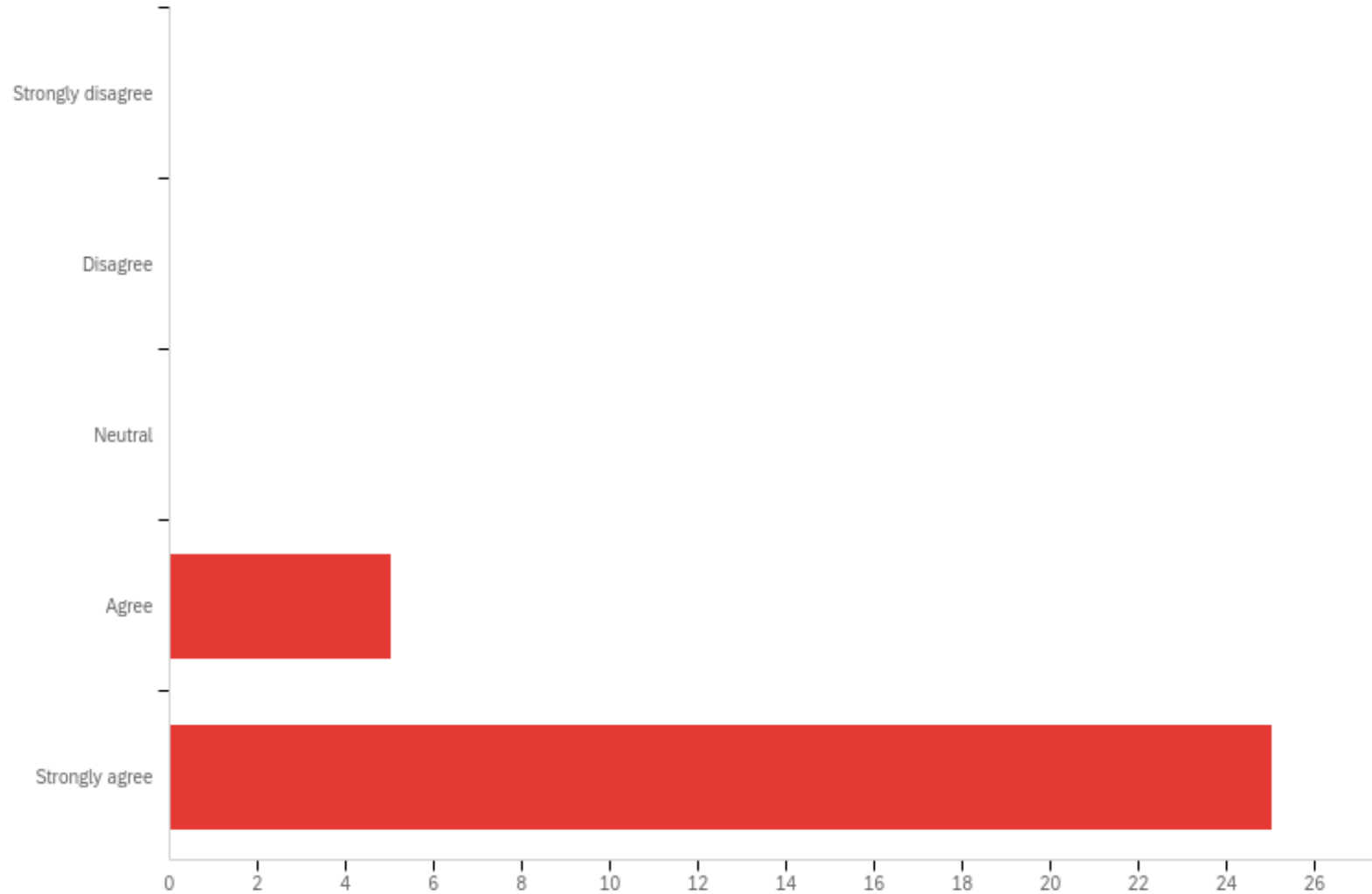
- The IPE assessment tool used was a validated tool known as the SPICE-R. Student Perceptions of the Interprofessional Clinical Education Revised (SPICE-R)
- The SPICE-R is a short 10 item self report survey designed to measure Health Professions Students Perceptions in Interprofessional Education and Interprofessional Collaborative Practice

Snapshot of the SPICE R-2: Pre-Post-Tests

Q10 - During their education, health professional students should be involved in teamwork with students from different disciplines in order to understand their respective roles (pre- test)



Q10 - During their education, health professional students should be involved in teamwork with students from different disciplines in order to understand their respective roles (post-tests)



Student Feedback, Perceptions and Future Opportunities

- This project opened doors for students for further collaboration and for faculty to expand project and seek further funding
- Student Feedback was Positive and Indicated value in the project
“It was worth getting up early on a Saturday Morning”
- Accomplishments include multiple presentations, abstract and poster submissions

Conclusions

Predominantly students were positive on their learning experience with suggestions on how to improve the didactic lecture delivery model by changing it to a hybrid platform instead of just in -person.

This pilot learning experiences will allow all 3 professions of dentistry, nursing and physician assistant studies gear up to screen for HPV associated cancers and advocate for & administer HPV vaccination.

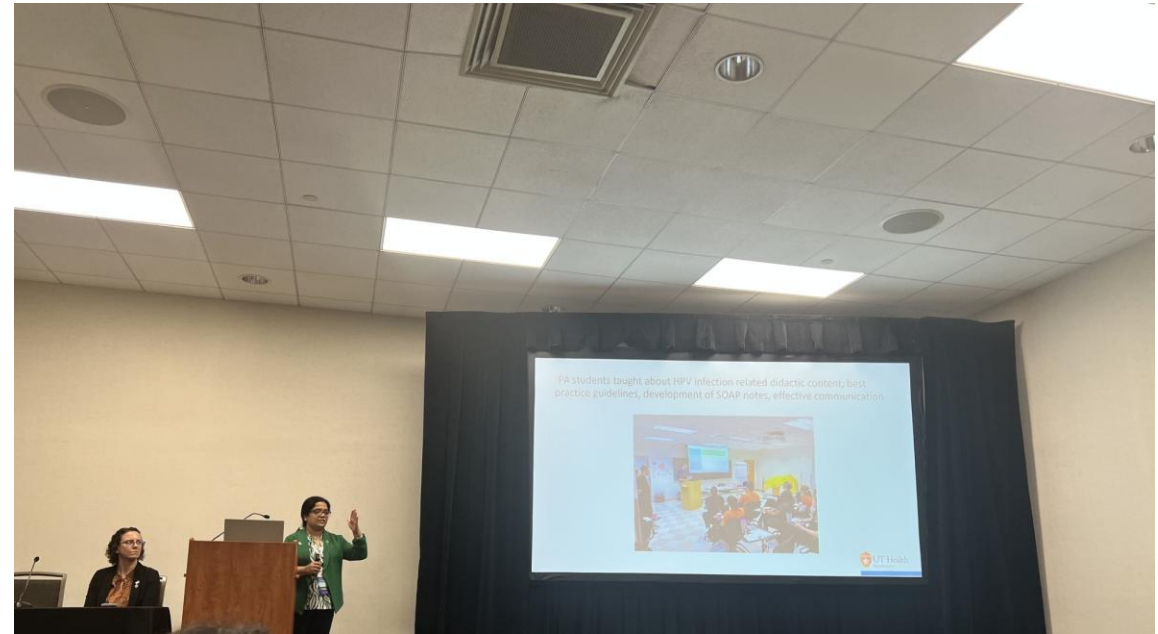
Lessons Learned

Planning, planning and more planning-faculty members met weekly; preparation of students was completed at each school to prepare the students to teach their designated content

Challenge between schools to align school calendars. Difficult to find time to implement project around student and faculty schedules.

Used weekend to schedule the workshop. We also provided Incentives and door prizes. Some schools made this project part of the curriculum others as enrichment IPE opportunity.

Allow more time to practice Psychomotor Skills and less time spent on Didactic.





IPE Project Participants

Thank you!