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ADVANCING EDUCATION
AND ORAL HEALTH

ANNUAL MEETING
20-22 **AUGUST 2025**
DUBLIN IRELAND

50
ANNIVERSARY

Reflect,
recognize and
reimagine

Dr Catrine Buck Jensen

Dr Christine Riedy Murphy

Dr Emer McGowan

August | 2025

Reflect

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UiT The Arctic
University of Norway

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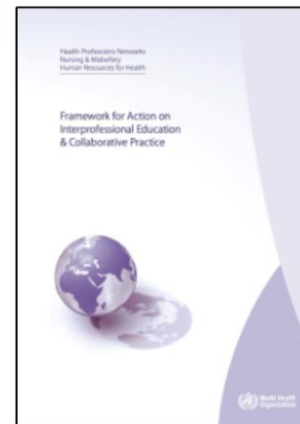
IPE from a historic perspective

1. From urban legends to global strategies, extensive documentation, and research
2. From local initiatives to global movement
3. "Interprofessional science: An international field of study reaching maturity" (Xyrichis, 2020)

1960's



1988



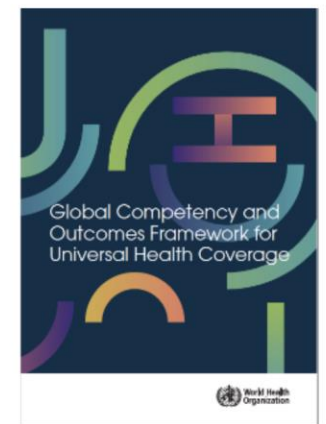
2010



2010



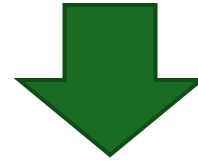
2016



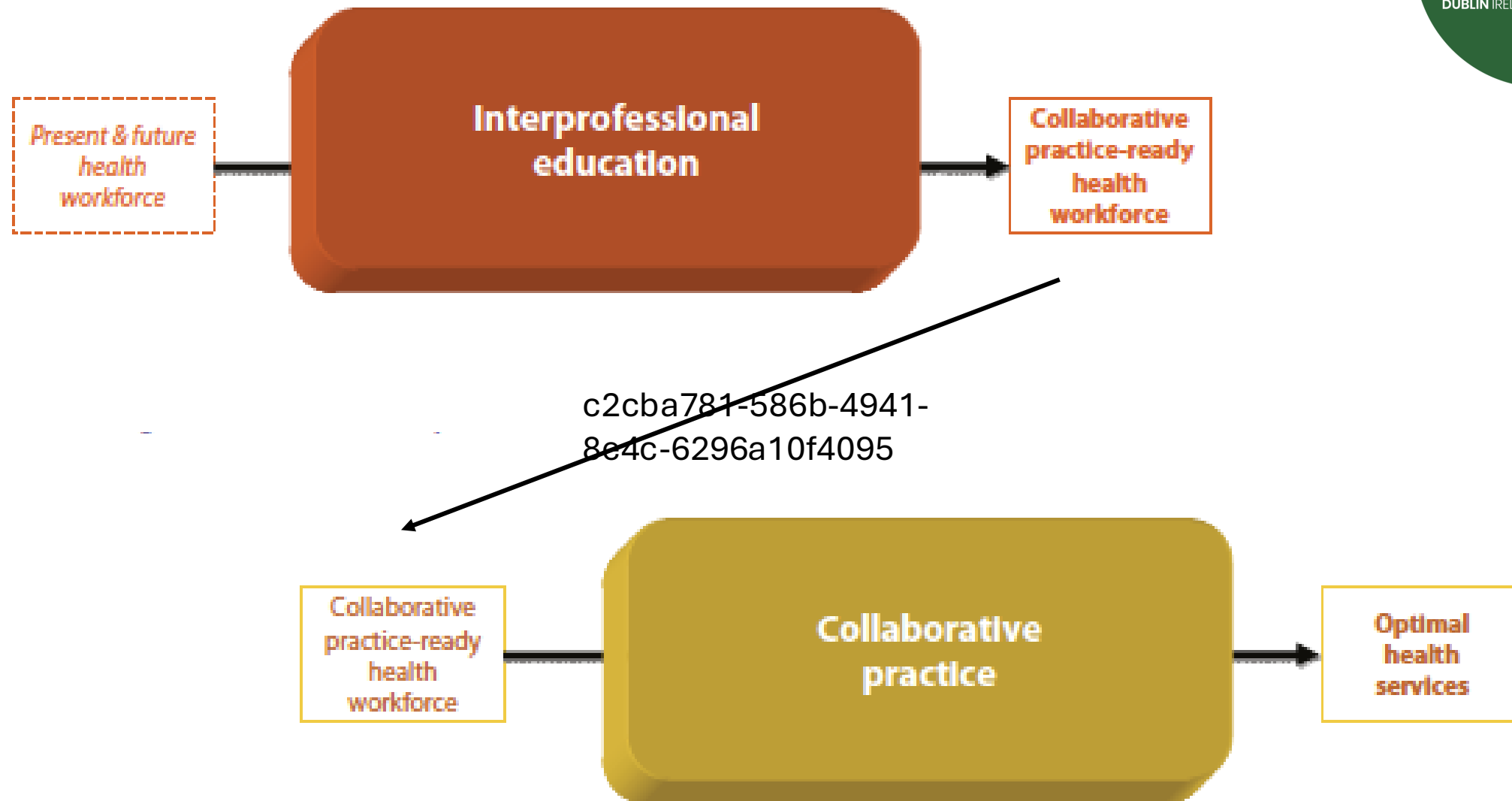
2022

CENTRAL DEFINITIONS

Interprofessional Education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)



Collaborative Practice in healthcare occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, carers and communities to deliver the highest quality of care across settings. (WHO, 2010)

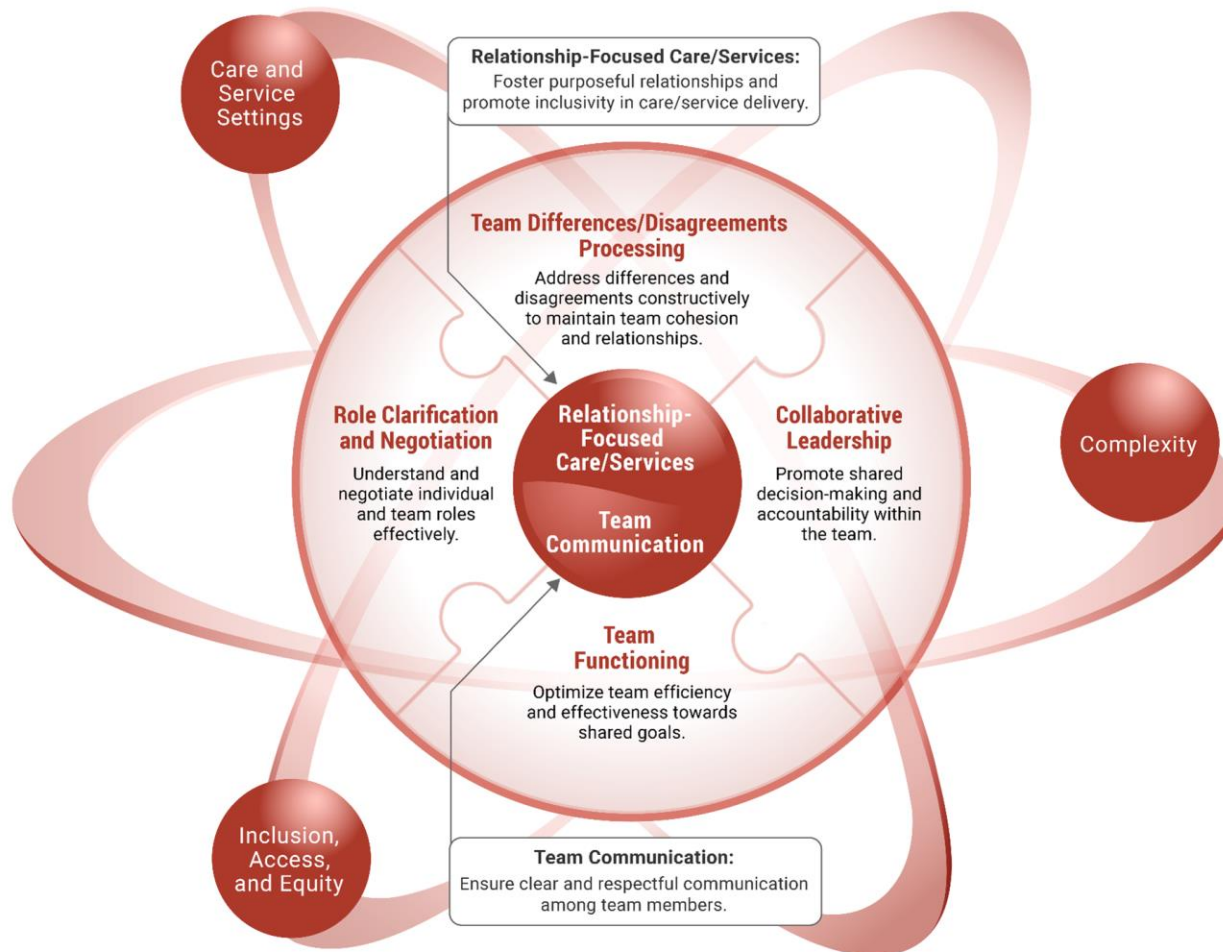


IPEC Interprofessional Core Competencies



- Values and Ethics
- Roles and responsibilities
- Communication
- Teams and teamwork

Canadian Interprofessional Health Collaborative Framework



- Collaborative leadership
- Team Functioning
- Role Clarification and Negotiation
- Team Differences/Disagreement Processing

The patient's role in IPE – the patient as a resource and partner for learning

- From a paternalistic view (doing and deciding for)
- To an understanding of the patient (the person and their family) as a part of the interprofessional team
- Learning with, from, and about the patient (Bleakley, 2014; Bleakley & Bligh, 2008)



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YEARS

Christine Riedy, PhD, MPH

Delta Dental of MA Associate Professor, Oral Health
Policy and Epidemiology
Harvard School of Dental Medicine



HARVARD
School of Dental Medicine

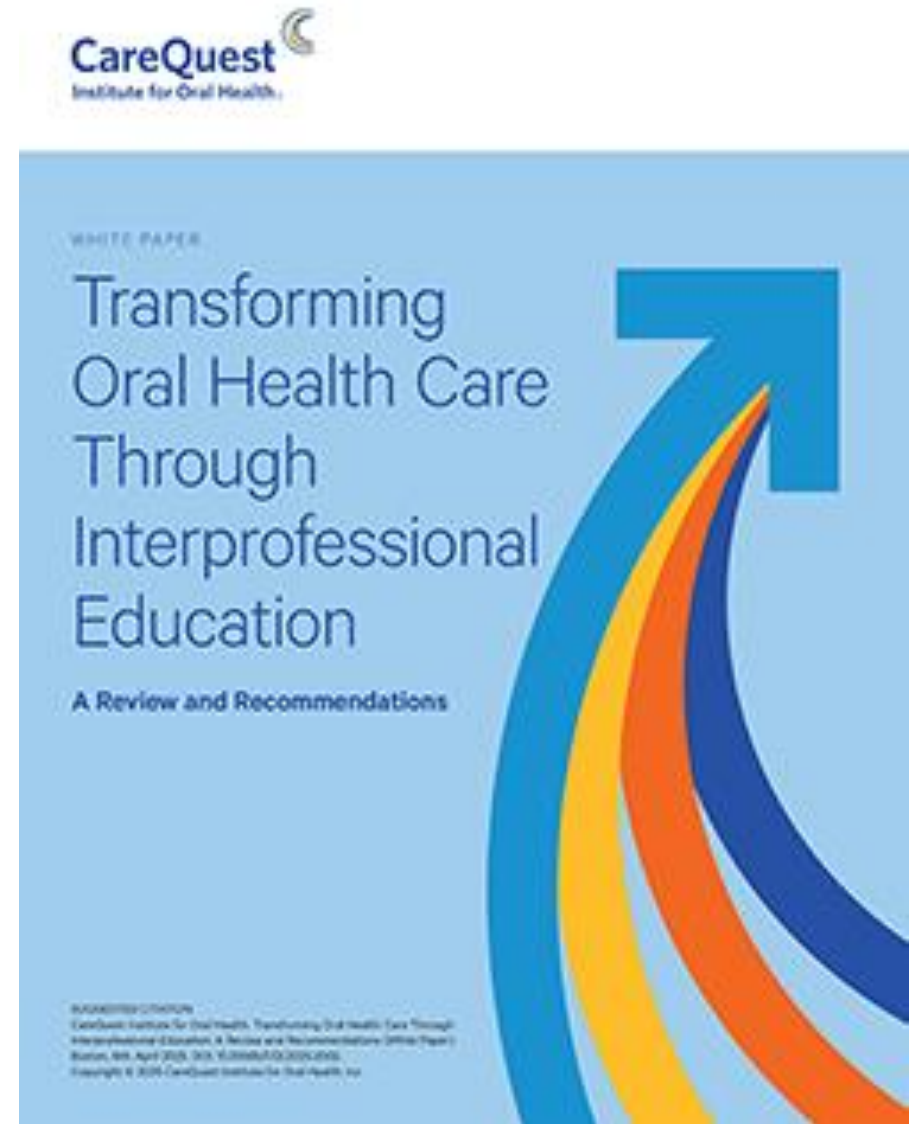


RECOGNIZE
INTERPROFESSIONAL EDUCATION

Image generated by ChatGPT

Transforming Oral Health Care Through Interprofessional Education

- Review and Recommendations
- IPE Use Cases (among U.S. Dental Schools)



<https://www.carequest.org/resource-library/transforming-oral-health-care-through-interprofessional-education>

Figure 2: An Abbreviated Timeline of the Development of IPE in Dental and Other Health Professional Education in the United States
(see Appendix B for Figure 2 references)

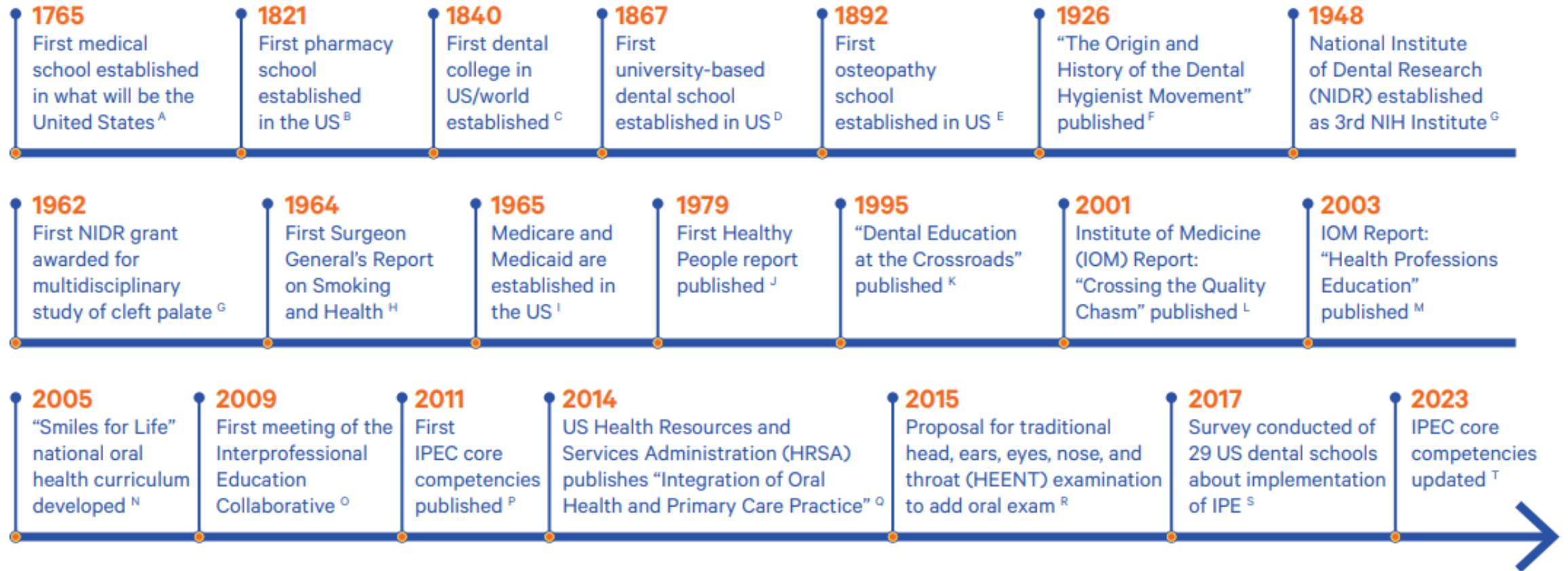
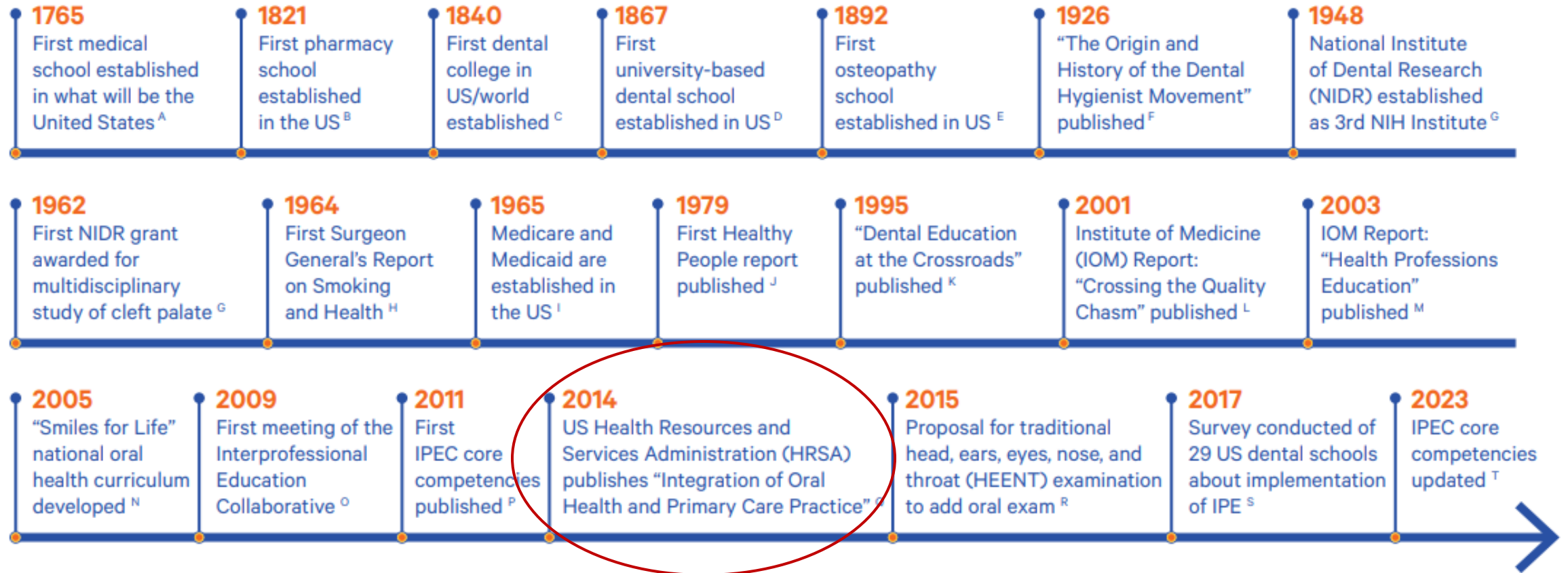
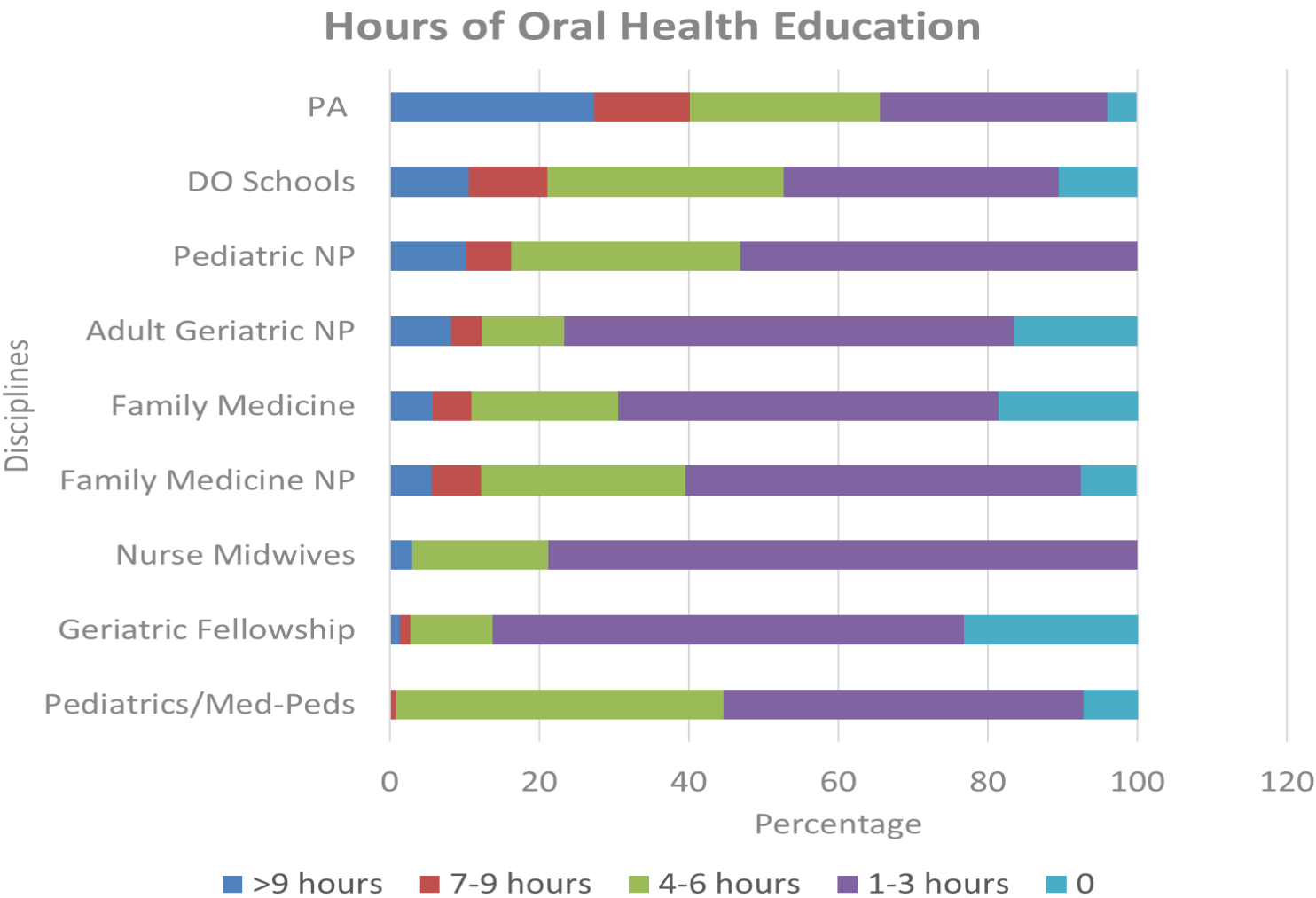


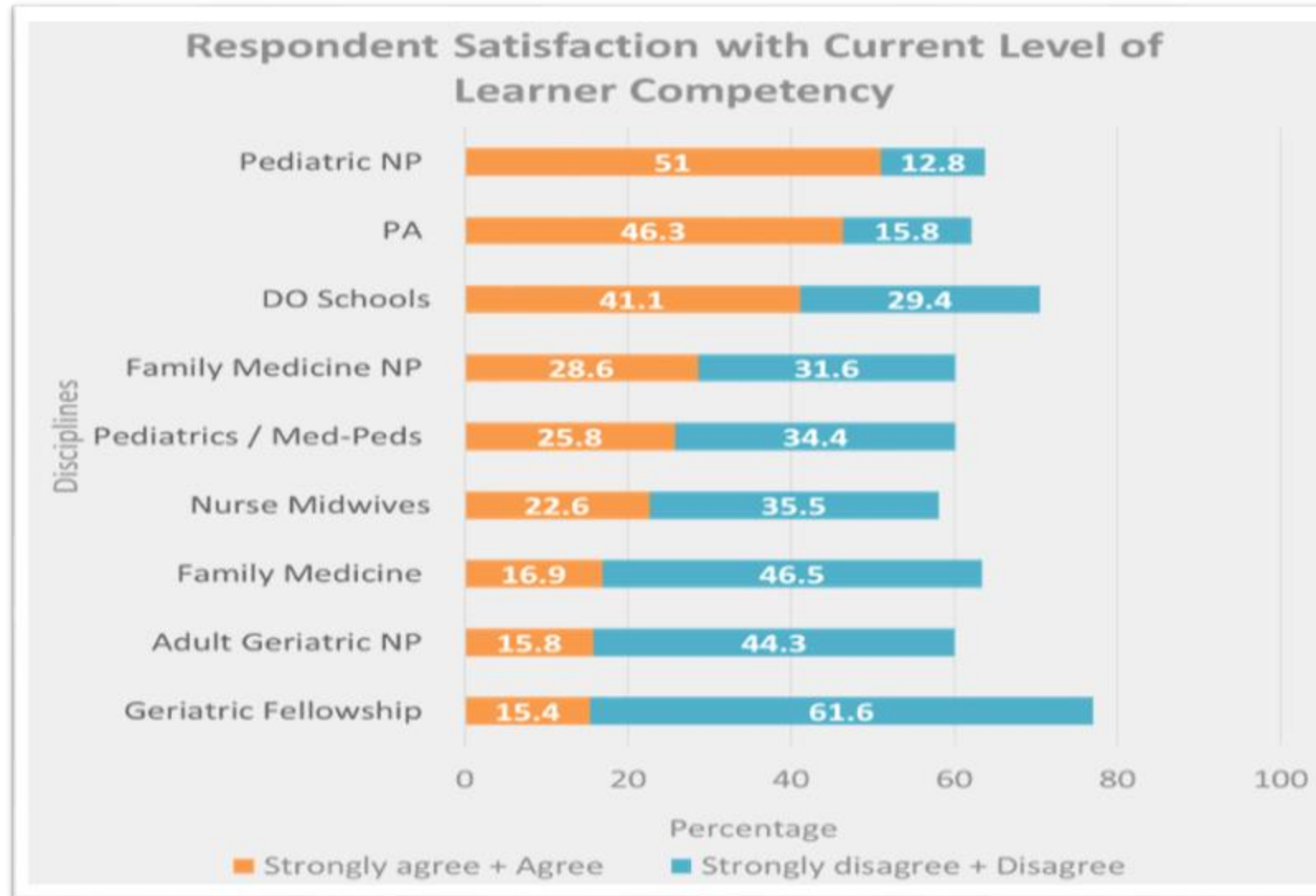
Figure 2: An Abbreviated Timeline of the Development of IPE in Dental and Other Health Professional Education in the United States
(see Appendix B for Figure 2 references)



Percent respondents per number of oral health hours in curriculum



Respondents satisfaction with graduates' competence in oral health



Recommendation: Incorporating Oral Health into IPE Standards

- Creating an oral health standard within each discipline places the topic in a vulnerable position if an accreditation committee is faced with competing priorities.
- Recommendation focuses on the notion that oral health is integral to meeting IPE requirements for primary care training programs' accreditation standards.

CODA IPE standards for dental and dental hygiene programs

1-9. The dental school must show evidence of interaction with other components of the higher education, health care education and/or health care delivery systems.

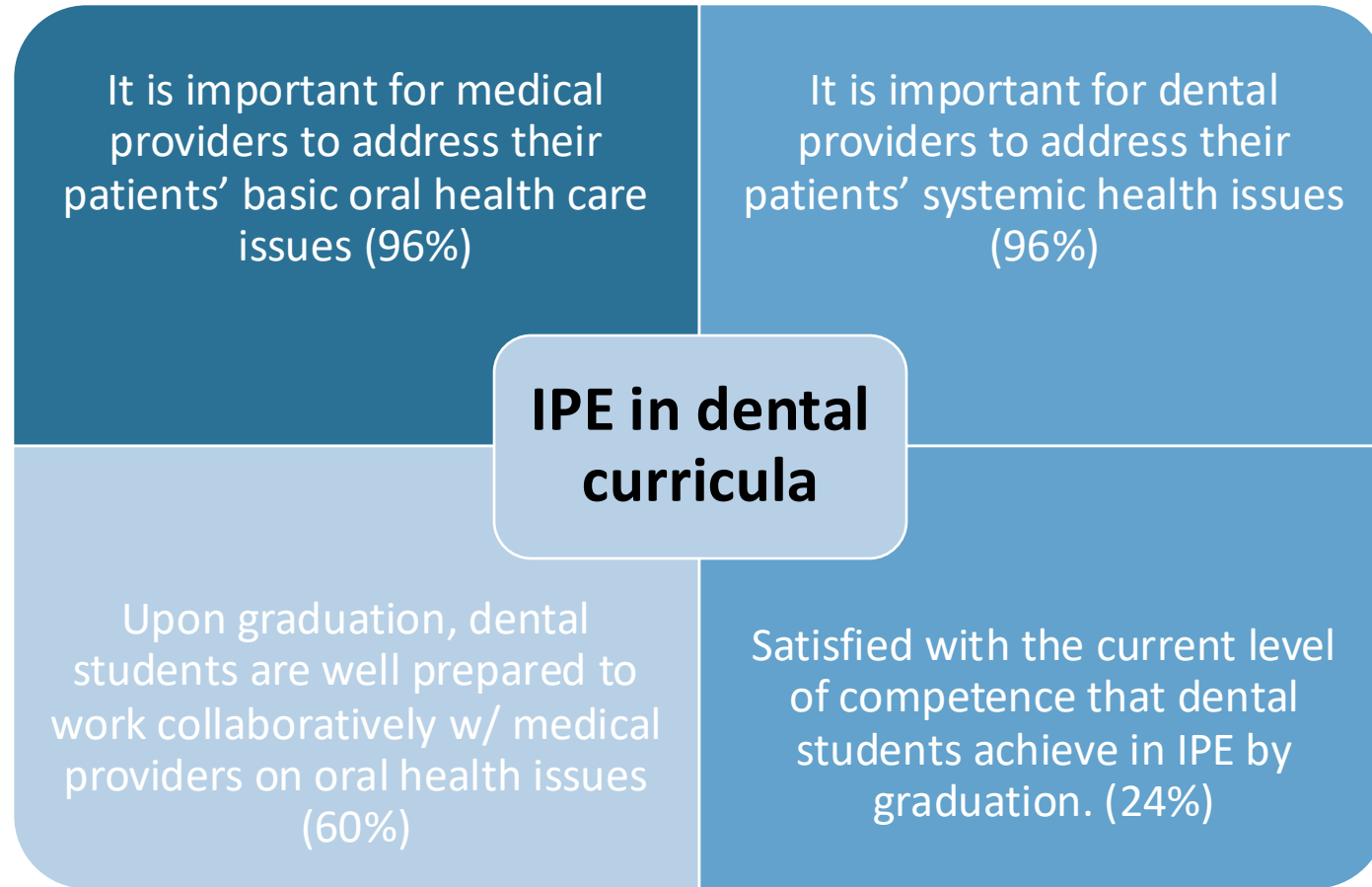
2-20 Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.

Intent: In attaining competence, students should understand the roles of members of the health care team and have educational experiences, particularly clinical experiences, that involve working with other healthcare professional students and practitioners. Students should have educational experiences in which they coordinate patient care within the health care system relevant to dentistry.

2-15 Graduates must be competent in interprofessional communication, collaboration, and interaction with other members of the health care team to support comprehensive patient care.

Intent: Students should understand the roles of members of the health care team and have interprofessional educational experiences that involve working with other health care professional students and practitioners. The ability to communicate verbally and in written form is essential to the safe and effective provision of oral health services for diverse populations. Dental hygienists should recognize the cultural influences that affect the delivery of health services to individuals and communities (i.e., health status, health services, and health beliefs).

Percent of U.S. dental school respondents agreed that...



How are U.S. dental schools assessing IPE in their curricula?



Objective Structured Clinical Examination (OSCE) (42%)



Review of clinical documentation (42%)



Direct observation in clinical setting (38%)



Simulation experiences (28%)



No assessment of IPE learning (17%)



Written or computer testing (3%)



Portfolio (3%)

What does IPE look like in U.S. dental schools?

- Implementation of IPE activities
- Longitudinal curriculum, IPE day and episodic events
- In-person and online/virtual learning
- IPE pedagogical approaches
- Facilitation of IPE activities

Who is engaging with oral health in IPE?

Primary Healthcare Professionals (HCPs):

- Primary care providers/Physicians and Physician Assistants
- Nurses (Registered Nurses, Nurse Practitioners)
- Pharmacists
- Social Workers/Behavioral Health Professionals
- Physical/Occupational Therapists

Other HCPs:

- Audiologists
- Nutritionists/Dieticians
- Speech/Language Pathologists
- Respiratory Therapists
- Sports Medicine Physicians/Athletic Coaches



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What *challenges* do educators face in implementing IPE?

- Scheduling/time issues
- Lack of co-location
- Lack of resources
- Mis-alignment of academic schedules
- Lack of trained faculty and student resistance
- Inconsistent standards for assessment

What *strategies* can they use to overcome these challenges?

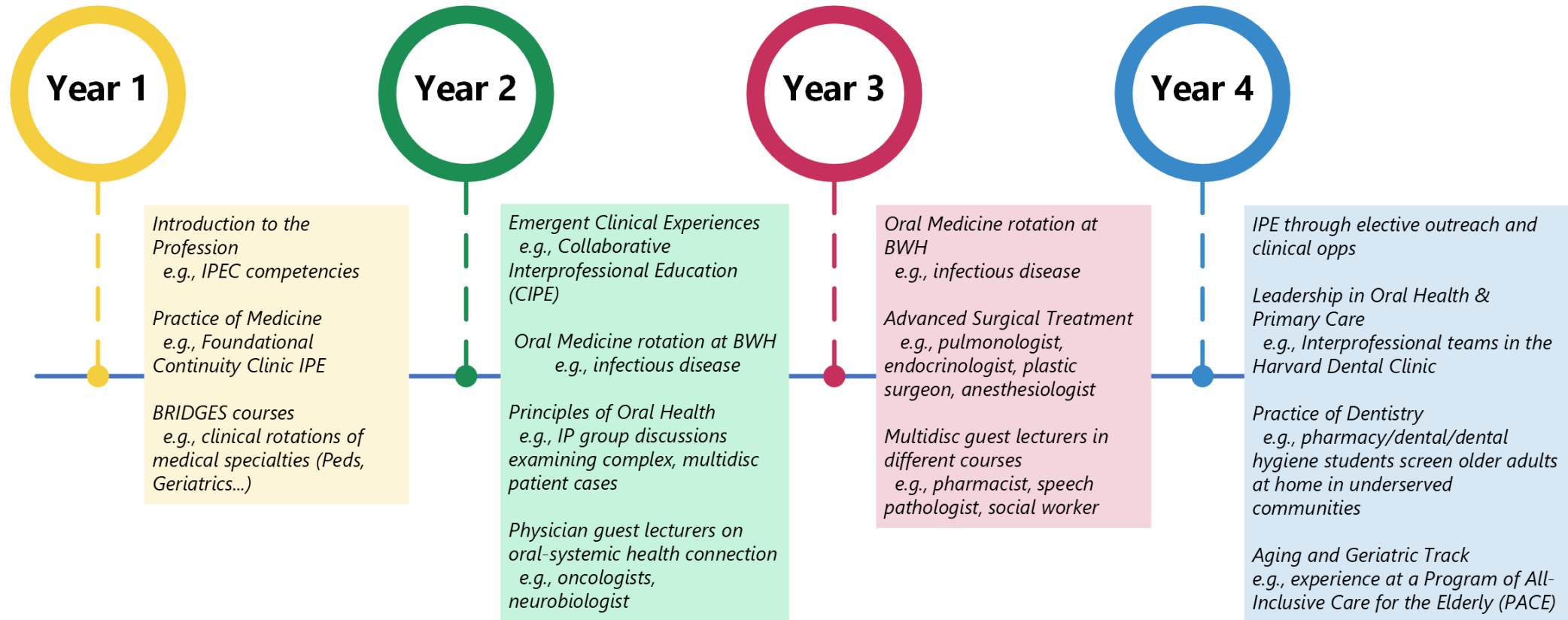
- Modify delivery approach – use virtual or online sessions, embed IPE into standing clinical experiences
- Improve student engagement – use pedagogical approach to capture student interest (e.g., flipped classroom, peer learning)
- "Daylight" feedback and assessment – use reflection and peer assessments grounded by IP competency frameworks

Harvard School of Dental Medicine (HSDM) was the first dental school to be affiliated with a university and a medical school (Harvard Medical School) in the U.S.

1
At a meeting of the
President and Fellows of Harvard College
July 17th 1867.

The Committee on the Medical School
to whom was referred again the subject of
a Dental School submitted a report recom-
mending the adoption of the following votes

Noted, to establish a Dental School in the
University



HSDM IPE Approach

Nurse Practitioner Dentist Model
Oral Medicine Day
Action for Children and Teens in Oral Health Need Clinic

IPE Use Cases Recommendations

- Centralize university-wide IPE offices
- Create a culture of IPE within all health professional schools
- Recruit and retain interprofessional faculty to develop and implement IPE curricula
- Standardize and evaluate IPE curricula utilizing valid assessment tools
- Align IPE to ensure development of a career-ready workforce

U.S. Dental Schools Use Cases -Takeaways

- Assessment/evaluation strategies
- Programming structure
- Learner level
- Interprofessional partners
- Institutional structures for IPE
- Novel programming

Acknowledging interdisciplinary
collaborators and colleagues

Dr. Shenam Ticku
Dr. Elizabeth Alpert
Dr. Tien Jiang
Dr. Lisa Thompson
Dr. Hugh Silk
Dr. Peter Maramaldi

"Learn to recognise when you need to
know something"

: Bruce Nauman (American artist)

Thank you!



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Re-imagine

Emer
McGowan

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TRINITY COLLEGE DUBLIN CURRENT IPE PROGRAMME



Students

1600 students participate every year



Programmes

Students from 13 programmes



Workshops

There were 15 workshops delivered last year



Facilitators

43 educators facilitated the workshops



Simulations

There are currently two simulation workshops



Extracurriculars

All-Ireland Interprofessional Healthcare Education Challenge
Elective module on suicide prevention

WHERE DOES DENTISTRY FIT IN?



IPE Initiatives

Can be excluded from broader IPE initiatives



Faculty Preparation

Might not feel prepared to teach in interprofessional settings, can be uncertainty around how to assess IPE outcomes in dental students.



Clinical Integration

Many programs still operate in silos, largely due to logistical barriers



Oral health – systemic health

Oral health is deeply linked to systemic health. Dental professionals must be part of the broader care team—not working in isolation



Dental Science IPE Learning Units in TCD

#1

Introduction to IP collaboration

Second year dental students. Near-peer facilitators and panel of speakers.

#2

Oral Health and Medication Management

Third year dental students and second year pharmacy students

#3

Primary Care

Large workshop (seven programmes) including fifth year dental students

#4

Oral Cancer

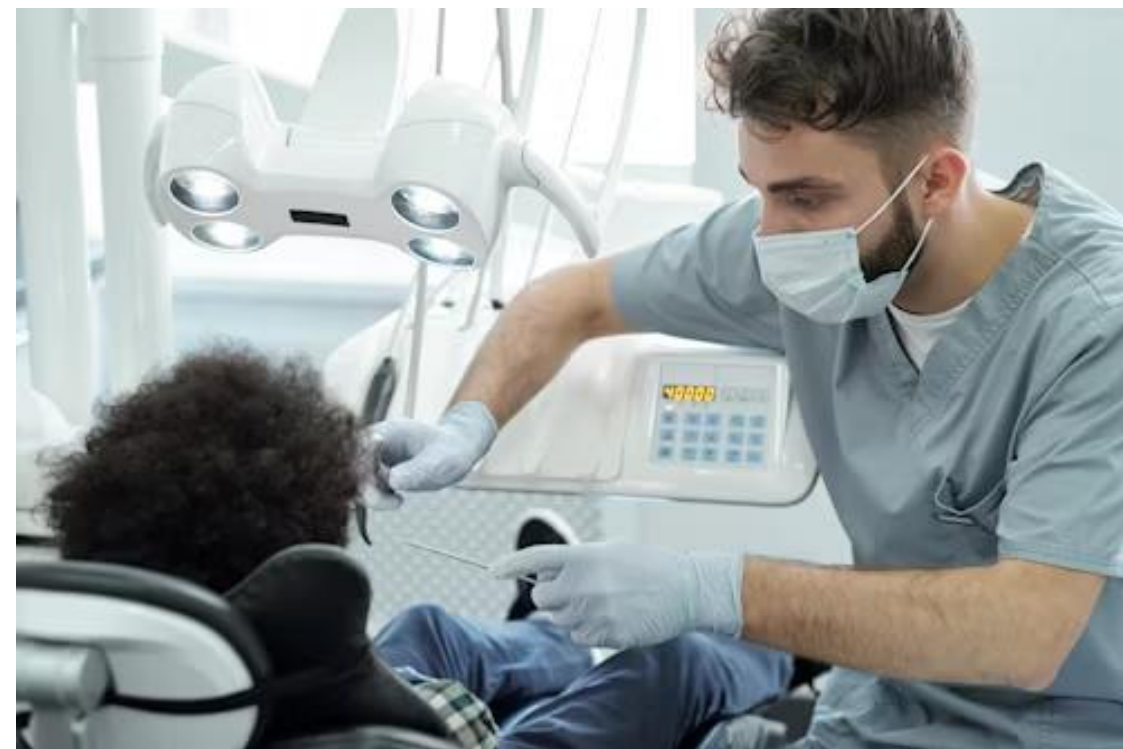
Large workshop (five programmes) including fifth year dental students

#05

Paediatrics

New workshop to be introduced this year

- Fourth year dental students, fourth year childrens nursing students and second year clinical speech and language therapy students.
- Case study - three year old boy with sensory issues, poor oral hygiene and delayed speech
- Working as a team to plan how to respond to different scenarios related to the same case. Then present work to other groups.





EVALUATION OF THE IPE PROGRAMME

The student perspective

How feedback is collected and acted upon:

- Student feedback questionnaires
- Open channels of communication for feedback in real time
- Student IPE Committee 2023

Changes are made to the workshops every year according to student input.

Suggestions from student IPE Committee



In-person

Move away from online workshops



Increase time

So that students can discuss more without feeling rushed



Real case studies

Feel more authentic and engaging



Distribution of students

There can be large numbers of medical students due to that class size



Clinical

Opportunities for IPE in clinical settings



Extracurriculars

Provide more elective IPE opportunities e.g. competitions

Changes that have been implemented:



More IPE Opportunities

Programme is growing year-on-year



Feedback and discussion

Included at the end of workshops so that students have confirmation that what they did was correct



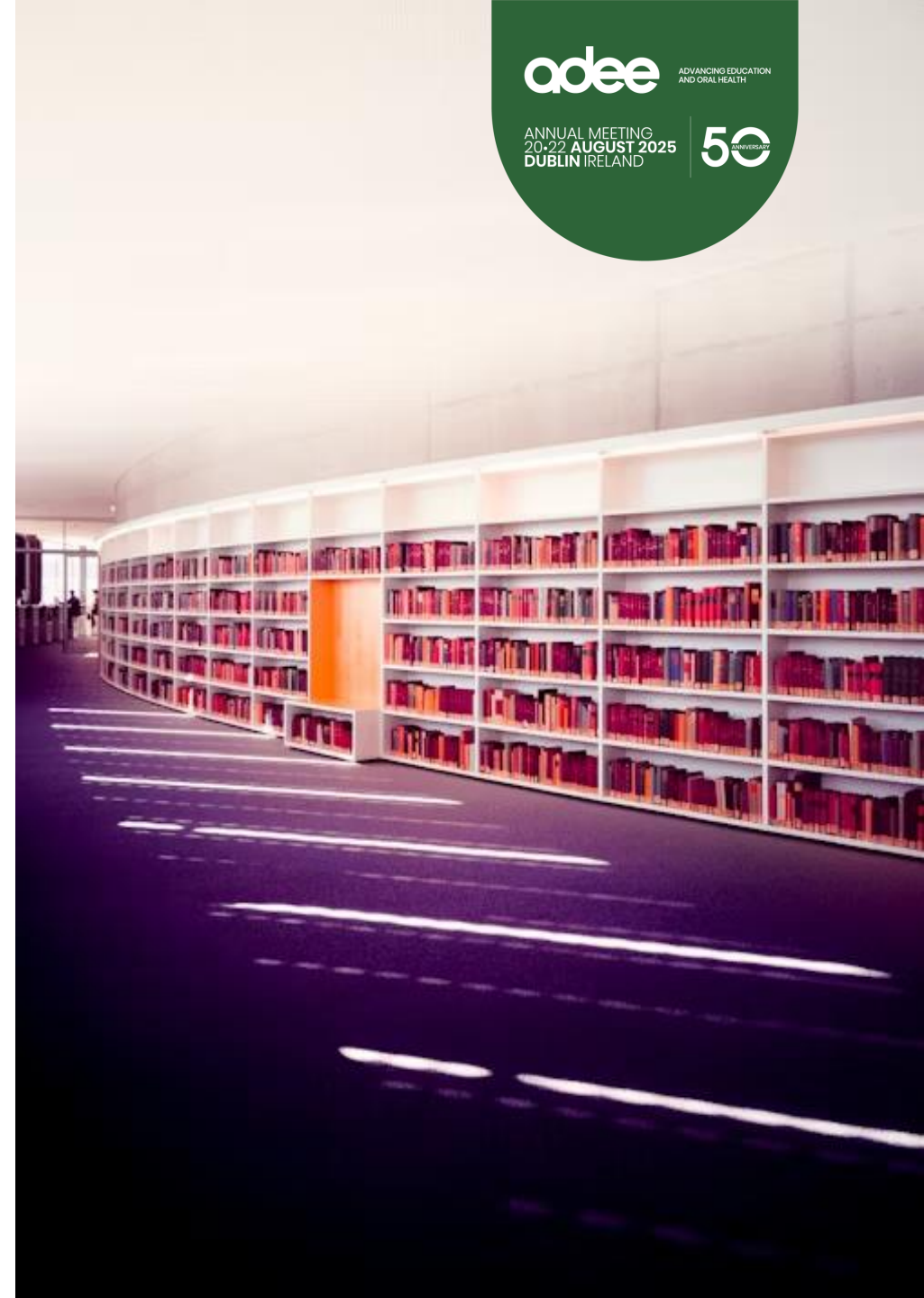
Handouts

Explaining the roles and responsibilities of any student programme not represented in a group



Workshop structure

More questions to better structure the workshop and aid discussion



FUTURE DIRECTIONS

FUTURE DIRECTIONS

Community-based interprofessional opportunities

Real-world collaboration—like dental-medical co-located clinics or integrated patient care teams—where students jointly manage patients.



Simulation-based IPE

Students participate in emergency scenarios using mannequins or chronic disease management simulations alongside other health profession students.



FUTURE DIRECTIONS

Curriculum Integration

IPE needs to be longitudinal—not just a one-off workshop. Embedded across all years of training and during clinical education



Faculty development

Faculty need support, tools, and training to guide interprofessional learning.



FUTURE DIRECTIONS

Assessment

IPE competencies should be assessed in college and clinical settings.



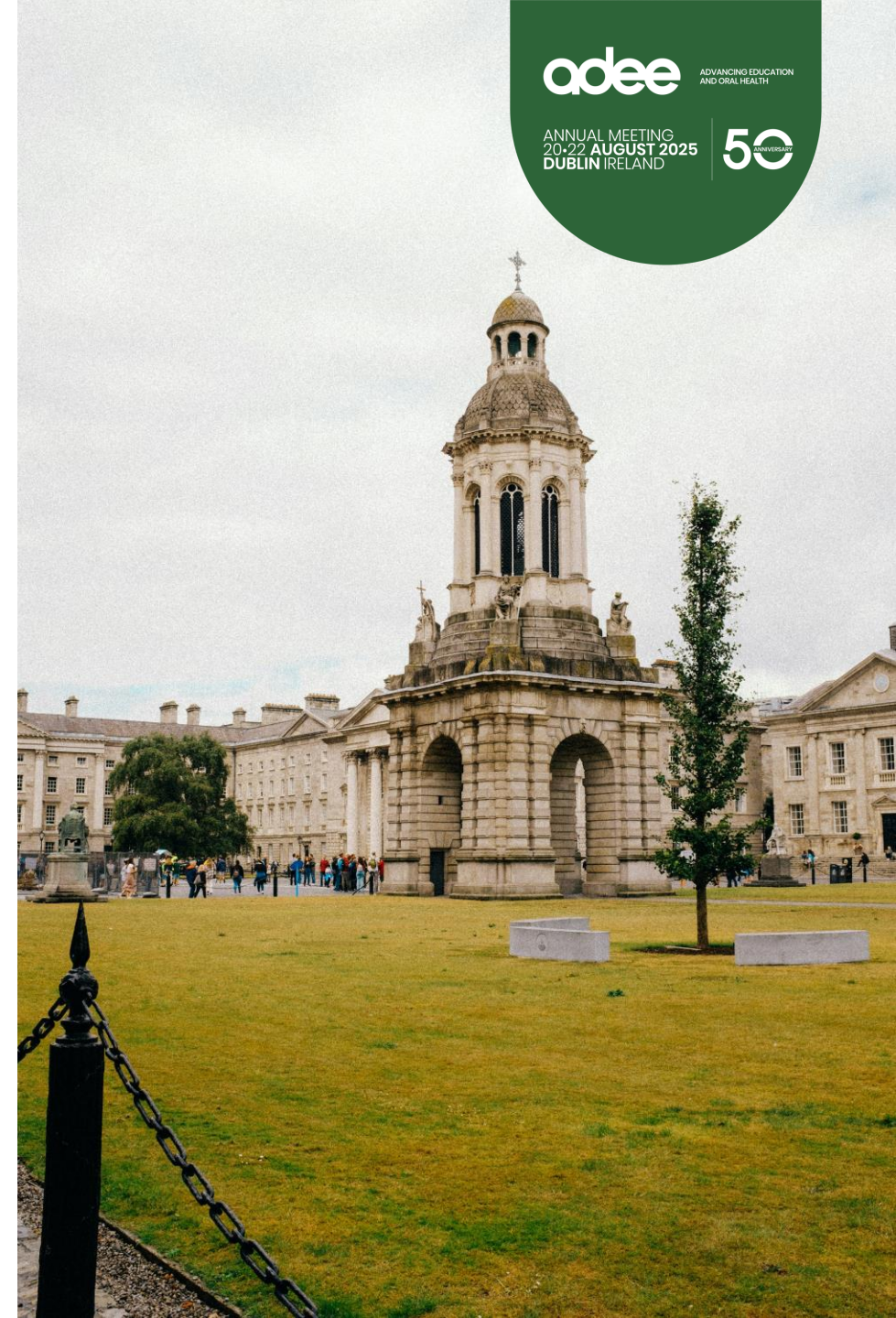
Accreditation and regulation alignment

Unified IPE standards across professions.
Accreditation will lead to better assessment and evaluation of interprofessional competencies



Future directions in TCD

- More simulation-based workshops (high and low fidelity)
- Workshops for educators on facilitating IPE
- Incorporate authentic, meaningful, and feasible assessment
- Form collaborations with key patient groups to inform and evaluate the IPE programme
- Student outreach activities in collaboration with Healthy Trinity and community partner(s) to include health promotion activities and screening clinics.





Health Sciences student volunteers and preceptors pose for a picture by the van at the end of an outreach.

Example from University of Washington

Mobile Health Outreach

Interprofessional clinic includes students from medicine, dentistry, nursing, pharmacy, and other health programs. They work together to provide care for underserved populations.

- Provides supportive bridge-to-care services in collaboration with a community partner
- Free clinic staffed by student volunteers and clinicians
- Longitudinal structure – follow patients over time
- Improvements not only in patient care outcomes but also in student satisfaction and team readiness

This model is scalable, and it shows how dentistry can—and should—be deeply embedded in IPE frameworks.

#1

Oral Systemic Health Modules

Joint modules exploring how oral health connects with systemic disease—often in collaboration with nursing or medical students

#2

Joint Screening Programmes

Dental students work with their peers to conduct blood pressure checks, glucose testing, or oral cancer screenings, often in community clinics.

#3

Integrated Care Planning

Students across disciplines collaboratively design care plans for shared patients in a clinical setting.

Specific directions for IPE in dentistry



Thanks

Does anyone have any questions?

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