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DENTAL EDUCATION

Opportunities and Challenges in Interprofessional Education and Training for Temporomandibular Disorders (TMD)

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Engineering, and Medicine*

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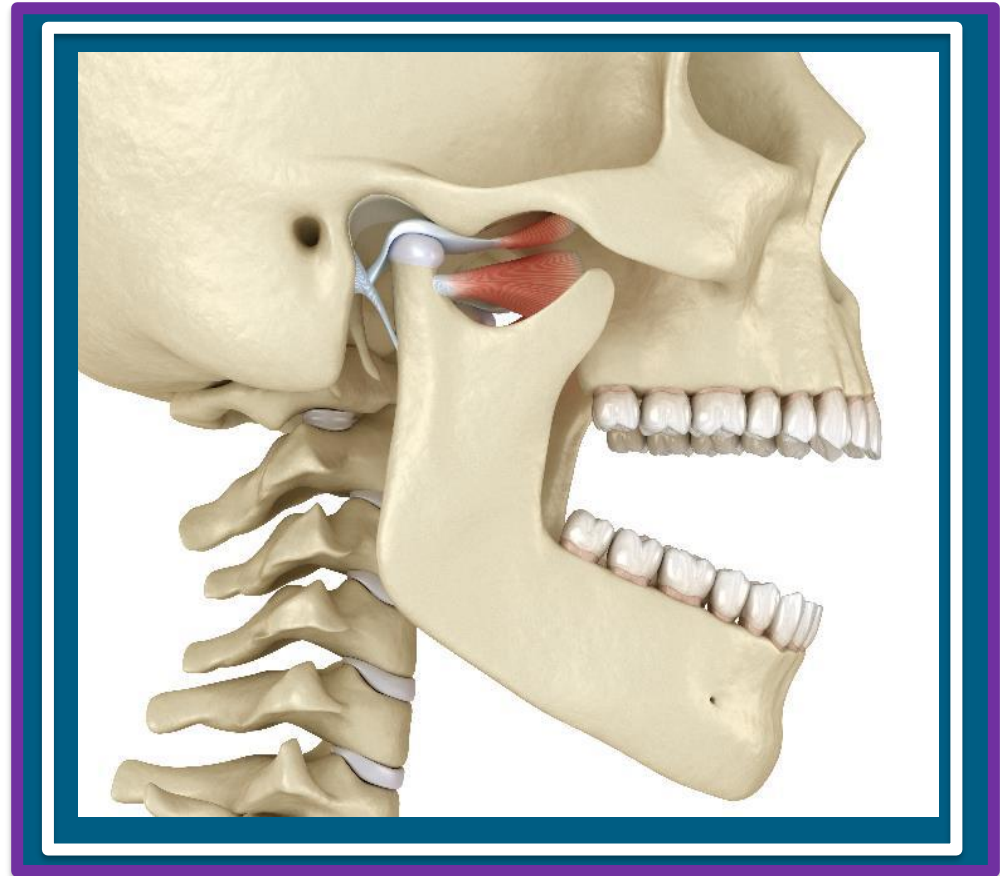
A M E R I C A N D E N T A L E D U C A T I O N A S S O C I A T I O N

Temporomandibular Joint (TMJ)

Temporomandibular Disorders (TMDs)

very complex

*NOT always
Localized to pathology in
Orofacial structures*



Temporomandibular Disorders (TMD)

dental in origin

*grown into an
interprofessional
practice*

*diagnostic criteria
multiple underlying
causes*



*“Bite” (occlusion) Restored
TMD Management
(Not Effective Over the Years)*

Development into Chronic Pain



a complex pain disorder

multisystem problems

overlapping comorbidities

Accreditation TMD Standards: *Predoctoral*

2-24k

At a minimum, graduates must be competent in providing oral health care within the scope of general dentistry, as defined by the school, including:

- Oral mucosal,
- temporomandibular, and
- osseous disorders.



Accreditation Standards: *Specialty in Orofacial Pain*

- ❑ Formal instruction must be provided in.... Applied rheumatology with emphasis on the temporomandibular joint (TMJ) and related structures
- ❑ Experiences may include observation or participation in the following: oral and maxillofacial surgery to include procedures for intracapsular TMJ disorders



Goals of Advanced Education Programs in Oro-Facial Pain (*TMD/Pain*)

(*inter- and multi- disciplinary approach*)

- ❑ **Plan and provide interdisciplinary/multidisciplinary health care** for a **wide variety of patients** with orofacial pain.
- ❑ **Enhance the dissemination of information** about **diagnosis** and **treatment/management** of orofacial pain to **all practitioners** of the health profession.



Goals of Advanced Education Programs in Oro-Facial Pain (*TMD/Pain*)

- ❑ Encourage the development of **multidisciplinary teams** composed of *basic scientists* and *clinicians from appropriate disciplines* to study **orofacial pain conditions**, to evaluate **current therapeutic modalities**, and to develop **new and improve upon existing procedures for diagnosis and treatment/management** of such conditions/diseases/syndromes.
- ❑ Enhance the **interaction and communication** among those investigating pain at their institution and beyond.



Accreditation IPE Standards: *Predoctoral*

2-20

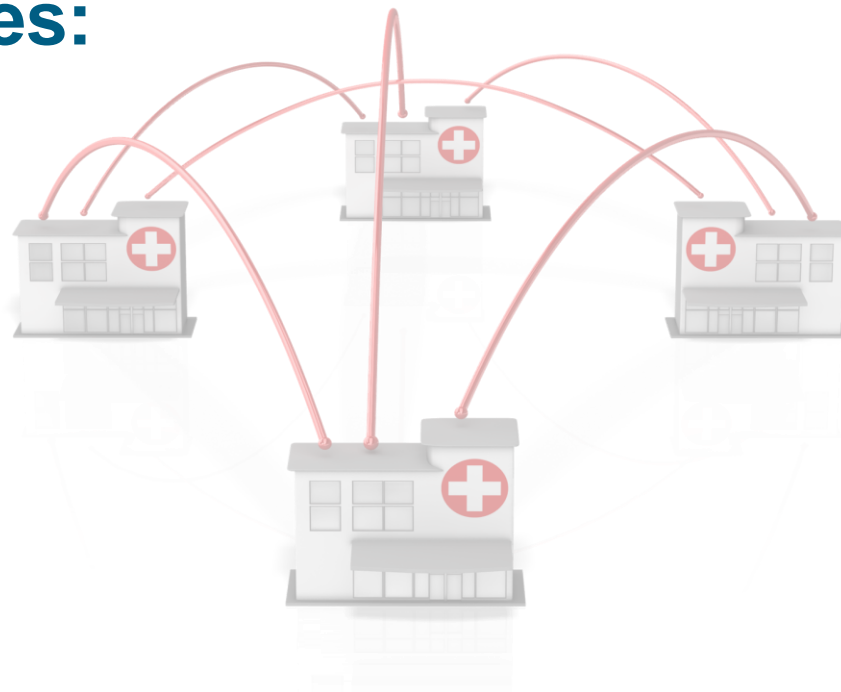
Graduates **must** be competent in *communication* and **collaborating** with *other members of the health care team* to facilitate the provision of health care.



Collaborations

Multiple practitioner types:

- ✓ Neurologist
- ✓ Neurosurgeon
- ✓ ENT Specialist
- ✓ MD
- ✓ Psychologist
- ✓ Psychiatrist
- ✓ Physical Therapist
- ✓ Anesthesiologist (pain specialist)
- ✓ Social worker
- ✓ Chiropractor



Interprofessional Education Collaborative (IPEC)

- ❑ Formed by **six national education associations** to engage *students of different health professions in collaborative learning* in 2009.
- ❑ Released the **Core Competencies for Interprofessional Collaborative Practice** in 2011.
- ❑ In **2012**, *IPEC organized its first faculty development institute* to learn the **IPEC competencies** and *develop an implementation plan*.
- ❑ **Released Version 3** of the **IPEC Competencies** in 2023.

Interprofessional Education Collaborative (IPEC)

Core Competencies for Interprofessional Collaborative Practice

❑ Values and Ethics

Work with team members to *maintain a climate of shared values, ethical conduct, and mutual respect.*

❑ Roles and Responsibilities

Use the *knowledge of one's own role and team members' expertise to address individual and population health outcomes.*

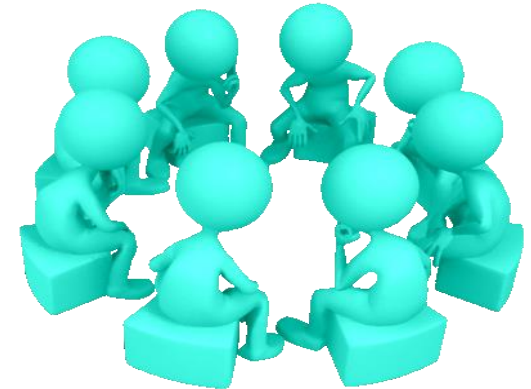


Interprofessional Education Collaborative (*IPEC*)

Core Competencies for Interprofessional Collaborative Practice

❑ Communication

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



❑ Teams and Teamwork

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

Intraprofessional & Interprofessional Education

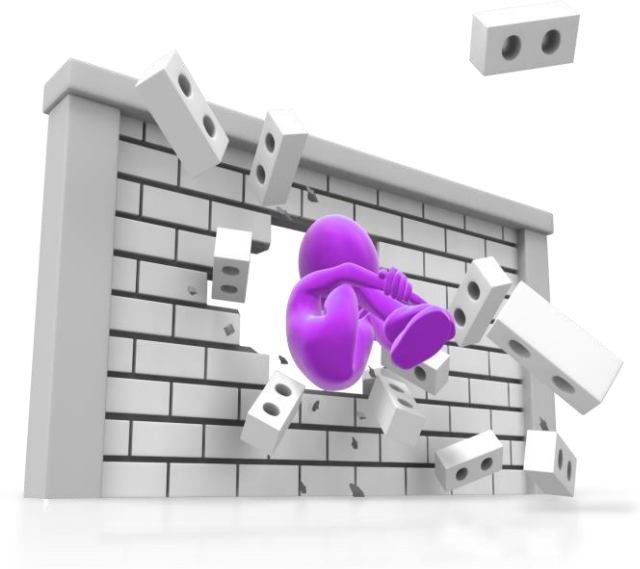
Positive Outcomes

- ❑ **Intraprofessional and Interprofessional Education** are *both keys to success*.
- ❑ **Patient placed at center** of the *health care team*.
- ❑ **Family involvement and increased communication.**
- ❑ **Didactic coursework a success.**
- ❑ **Respect for other health professions.**



Challenges *To Overcome*

- ❑ *Clinical implementation is difficult,*
- ❑ *Determination of level of student to be involved,*
- ❑ *Timing in the curriculum,*
- ❑ *Venue or facility to house health professions teams, and*
- ❑ *Integrated curriculum*



Idea Exchange and Questions





Thank You

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