

Interprofessional Education for the Dentist in Managing Acute and Chronic Pain



Jeffry Shaefer, DDS, MS, MPH^{a,*}, Antje M. Barreveld, MD^{b,c},
Paul Arnstein, RN, PhD, FNP-C, ACNS-BC^d, Ronald J. Kulich, PhD, MS^{e,f}

KEYWORDS

- Interprofessional relations • Pain management • Opioid analgesics
- Dental education • American board of pain medicine • Chronic pain • Acute pain
- Pain clinics

KEY POINTS

- A symbiotic relationship exists between control of chronic disease and dental health, especially pain management; neither can be achieved without the other.
- Health care members in collaborative practice must understand the diagnosis and evidence-based treatment standards for patients and the roles of fellow health care collaborators in meeting those standards.
- The treatment standards for pain management build on educational standards, such as those of the Commission on Dental Accreditation, to create collaborative practice standards, such as those of the International Association for the Study of Pain.
- Faculty development is necessary for teaching effective pain management skills in an interprofessional education program.
- Licensure and accreditation requirements should reinforce an interprofessional focus for pain management education in preparation for collaborative practice of patient-centered care.

^a Department of Oral and Maxillofacial Surgery, Harvard School of Dental Medicine, 188 Longwood Ave, Boston, MA 02115, USA; ^b Department of Anesthesiology, Newton-Wellesley Hospital, Tufts University Medical School, 2014 Washington Street, Newton, MA 02462, USA; ^c Department of Anesthesiology, Perioperative and Pain Medicine, Brigham and Women's Hospital, Harvard Medical School Teaching Affiliate, Boston, MA, USA; ^d Nurse Practitioner Program, MGH Institute for Health Professionals, Massachusetts General Hospital (MGH), Boston, MA, USA; ^e Tufts School of Dental Medicine, 1 Kneeland St Boston, Boston, MA 02111, USA; ^f Department of Anesthesia, Critical Care and Pain Medicine, Massachusetts General Hospital, 15 Parkman St Boston, Boston, MA 02114, USA

* Corresponding author.

E-mail address: Jeffry_Shaefer@HSDM.Harvard.edu

Collaborative practice in health care occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, insurance carriers, communities, and each other to deliver the highest quality of care across clinical settings. Interprofessional education (IPE) is defined as 2 or more professions learning from and about each other to improve collaboration and the quality of care.^{1,2} IPE is in contrast with a more traditional model involving different departments within the same profession (eg, medical departments of surgery, anesthesia, neurology; or dental departments of oral surgery, restorative dentistry, and periodontics) potentially teaching the same subject but from different disciplinary perspectives.³

IPE is today's buzzword in health care education.³ At a time when effective collaborative practice is a target for addressing the opioid crisis. Pain management is complex, often requiring collaborative approaches that exceed the expertise of any single profession.⁴ As such, IPE is a critical advancement for effective pain management education and practice.³ Guidelines for pain management education to prepare health professionals to function in a collaborative practice are available and summarized in **Box 1**.⁵

This article reviews how national, state, and local institutions are influencing pain management standards and the teaching of these standards, specifically in response to the opioid crisis, for dentistry and other health care disciplines. Innovations in IPE pain management education at Boston-based health care institutions are presented. In addition, current and proposed accreditation standards and their influence on the preparation of health care providers to implement effective pain management are discussed as supportive evidence for an IPE collaboration to manage pain.

FROM WHERE DOES THIS MOVEMENT FOR INTERPROFESSIONAL EDUCATION IN PAIN MANAGEMENT ARISE?

Standards for both acute and chronic pain management are being reviewed and updated at the national, state, and local level. The Federal Drug Administration, National Institutes of Health (NIH), and organizations such as the International

Box 1

Interprofessional collaborative practice competencies

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values.
2. Use the knowledge of one's own role and the roles of other professions to appropriately assess and address the health care needs of the patients and populations served.
3. Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to maintaining health and treatment of disease.
4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-centered care that is safe, timely, efficient, effective, and equitable.

Data from Barr H, Freeth D, Hammick M, et al. Evaluations of interprofessional education: a United Kingdom review for health and social care. London: Centre for the Advancement of Interprofessional Education with the British Educational Research Association; 2000. Available at: <http://caipe.org.uk/silo/files/evaluations-of-interprofessional-education.pdf>. Accessed March 30, 2016.

Download English Version:

<https://daneshyari.com/en/article/8697609>

Download Persian Version:

<https://daneshyari.com/article/8697609>

[Daneshyari.com](https://daneshyari.com)