

## A Chairside Workflow for Oral Hygiene Instruction

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### Neuroscience:

- What change could you make to reduce stress during appointments?
- Prefrontal Cortex: Creating goals using thoughtful, intentional acts (reflective response)
- Basal Ganglia: Creating habits with cues (automatic response)

### Hands-On Workshop:

- What is Teach-Back Technique?
- How does this assist with behavior change?

## TePe Prevention Compass™ Protocol : 7-step chairside approach for behavior change

### Identity – Behavior change starts first with an identity change.

**I**

The “I am” statement embodies *who* the person is related to oral health.

**Create an “I am” statement.**

**A**

### Assessment – Assess every patient using multiple modalities.

Gather periodontal, implant, and risk assessment data.

**M**

### Motivation – Make biofilm visible to highlight urgency.

Utilize disclosing solution, intra-oral photography and scanning to link assessment data to uncontrolled biofilm

**T**

### Training – Build capability through patient-centered care by focusing on one small change.

Increase knowledge through models, videos, brochures, demos

Increase skill by having your patient demo the technique back

**P**

Leverage personalized technology using video for at home reference and applications to increase motivation

**E**

### Environment – Address external and social factors.

Consider & Discuss factors that impact new behavior: access to products, finances, time, cues to trigger new habit, social norms, supportive people

### Planning – Use goals and habits to form sustainable change.

Focus on one specific, achievable goal

Use your patient’s environment, skill, and knowledge to create a plan that reflects their identity related to oral health. Use TePe Digital Recommendation

**Identity = Cue + Routine (where, when, how)**

### Evaluation – Develop a connection with your patient to follow-up, reinforce, and adjust plans.

#### Oral Hygiene Instruction

**Patient’s Identity:** “I am” statement

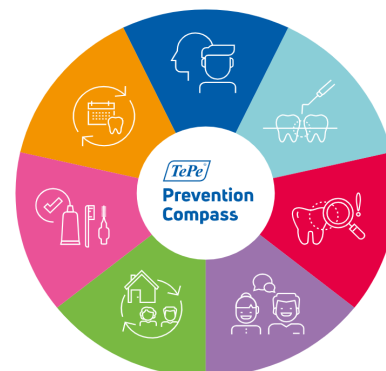
**Assess Current Homecare:** Describe current routine and any noted cues; Evaluate previous plans.

**Focus Areas:** Highlight key focus areas identified during your assessment and motivation (disclosing).

**Planning: Identity = Cue + Routine,** document any specific training and environment factors

A quote from the patient: “I”

Chart Product and Digital Tool Recommendations



## Prevention Mapping

Break down an adult prophylaxis from the time you greet your patient until the time you dismiss your patient.

**Example:** (refer to pie chart and table in presentation)

Greet and Seat: 3 minutes

Review Medical & Dental History: 5 minutes

Assessment & Treatment Plan: 10 minutes

Oral Hygiene Instruction: 7 minutes

Treatment: 25 minutes

Exam: 7 minutes

Dismiss and Scheduling: 3 minutes

**TOTAL = 60 minutes**

### How would you segment the blocks of time and what would you include?

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