

Dental Health Educators Newsletter

DH Methods of Education, Inc.

February Issue 2015

CODA Unofficial Report of Major Actions

February 5-6, 2015 by Cindy Biron Leiseca

The Commission on Dental Accreditation met in closed session on February 5-6 at the ADA Headquarters in Chicago, IL

Here is the link to the Unofficial Report of Major Actions: http://www.ada.org/~media/CODA/Files/coda_actions_feb2015.ashx

If you do not want to read through the entire document to find out what is pertinent to dental assisting and dental hygiene, this article serves as a quick report on the unofficial report of Major Actions on Dental Assisting and Dental Hygiene Programs.

Here is a Bulleted List of the Concerns for Dental Assisting and Dental Hygiene Programs

- The Commission reviewed accreditation reports and took 349 Actions on Dental, Advanced Dental and Allied Dental Education Programs.
- One new Dental Assisting Program and one new Dental Hygiene Program were granted accreditation.
- Two Dental Assisting Programs received a formal warning that accreditation will be withdrawn in August 2015 unless the requested information, demonstrating compliance with standards is submitted prior to that time.
- The Commission discontinued the accreditation of one Dental Assisting Program and one Dental Hygiene Program at the request of their sponsoring institutions.

The Commission adopted revisions to the following standards:

- Dental Hygiene Education Standard 2-1

At its Summer 2014 meeting, the Commission approved the formation of a subcommittee of the Dental Hygiene Review Committee (DH RC) to meet via conference call to study inconsistencies within Dental Hygiene Standard 2-1. The Commission noted Standard 2-1 requires two-year institutions to grant an associate degree and four-year institutions to grant an associate degree, certificate, or baccalaureate degree. At its January 7, 2015 meeting, the DH RC

considered the subcommittee's report on Standard 2-1. The DH RC concurred with the subcommittee proposal that revisions within Standard 2-1 would provide appropriate clarification of degree award for both two- and four-year programs.

Additionally, the DH RC approved the subcommittee's proposal to add a definition for "post-degree certificate" to the Definition of Terms section of the Standards.

The DH RC requests a one-year implementation period to allow programs sufficient time to modify any related institutional and program documentation and policies. The implementation date is January 1, 2016.

- Dental Hygiene Standard 3-6 and 3-7b with immediate implementation.

At the DH RC meeting, the DH RC determined that there was a need for minor modifications to Dental Hygiene Standards 3-6(faculty to student ratios) and 3-7,b (current concepts consistent with teaching assignments) to provide greater clarity, facilitate interpretation and enhance compliance. (See the Standards modifications on page 5-6 of this newsletter.)

The Commission directed revisions to Accreditation Standards for Dental Hygiene Education Program, proposed Standard 2-18, for circulation to communities of interest for comment, including hearings at the ADEA and ADA Annual Meetings and the ADHA Annual Session in mid June 2015. (See the proposed Standard 2-18 on page 6 of this newsletter.)

The Commission adopted the Accreditation Standards for Dental Therapy Education Programs. There will be no implementation date until further documentation has been provided which shows that criteria #2 and #5 of the *Principles and Criteria Eligibility of Allied Dental Programs for Accreditation* are fully satisfied. Written documentation will be accepted until June 1, 2015 for the August 2015 meeting.

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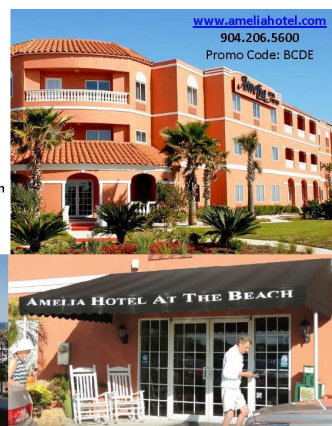
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Summer Camp Amelia Island 2015 "Retreat at the Beach for Dental Educators"

<http://www.dhmethod.com/category/EC5.html>



CODA Unofficial Report *continued*

The Commission reviewed the report of the Standing Committee on Finance and took several actions:

- Directing a mandatory survey of all accredited programs to collect data at the use of off-campus site, including but not limited to the number of programs with off-campus sites, number of students rotating to those sites, the locations, purposes (observational versus mandatory and clinical versus didactic).
- Adopting a \$10,000 fee for international consultation services
- Approving 2016 Fees:
 - 4% increase for all disciplines
 - \$1,685 for DA or DH programs
 - Fee is doubled the year of site visit
 - \$4000 for Special Focused Site Visit
 - \$1000 penalty for HIPPA noncompliance
 - \$500 electronic conversion of documents
 - \$200 maintaining Email/Contact List
 - \$35 Maintaining Research & Development Fund
- Conflict of Interest Policy
 - Review Committee members may not consult with programs applying for or currently CODA accredited programs and/or serve as a site visitor for mock accreditation.
- Policy on Reporting Program Changes
 - All moves including from one site to another, and even within the same institution must be reported to CODA prior to the move.
 - Expansion or relocation in the same building must be reported at least 30 days prior to anticipated implementation of the change. This change is not reviewed by CODA but must still be reported.

Continued on Page 4

Newly Renovated!
Days Inn & Suites
at Amelia Beach
(904) 277-2300

Tennis Courts

1/2 Block from the Beach
Promo Code: BCDE

Largest Pool on the Island
Poolside Bar

All accreditation issues will be discussed at Summer Camp 2015 at two separate DA & DH Accreditation Workshops held in separate rooms at the same time on Tuesday August 4th from 8am-5pm at the: **Days Inn at Amelia Beach** which is next door to our hosting hotel Amelia Hotel at the Beach. Sleeping rooms are available at both hotels at \$89 per night until July 10th deadline.

Register online: <http://www.dhmethod.com/category/EC5.html>

Ahhh Amelia Island!

In the Spotlight:



**Robert Langlais BA,
DDS, MS, PhD, FRCDC**

Dr. Langlais has been married to Denyse Paré for 43 years. They have 2 sons: Paul age 39, who is a PhD researcher at the Mayo Clinic in Phoenix AZ and Mark age 36, who is a District Manager for Planmeca and lives in Kansas City. Dr. Langlais retired from the Canadian Navy Reserve as a line officer with the rank of Commander and was awarded the Canadian Forces Decoration and the QE II Silver Jubilee Medal. After completing 24 years as the National Consultant to the Surgeon General of the US Air Force Dental corps with the civilian equivalent rank of Brigadier General (GS16), he was decorated with the highest medal that can be awarded to a civilian by the USAF, the Exceptional Service Award. Dr. Langlais has made some 550-600 presentations on all the continents of the world except Antarctica. He graduated from the University of Montreal (BA) and McGill University in Quebec, Canada (DDS) and obtained his MS degree from Indiana University and the PhD from the University of the Western Cape in South Africa in March 2014. His thesis research project was done in Japan and in the USA under the tutelage of Professors Akitoshi Katsumata DDS, PhD of Asahi University in Gifu, Japan and Sudesne Naidoo BDS, PhD of the University of the Western Cape in South Africa. This research involved the characterization of a

new Photon Counting Cadmium Telluride digital x-ray sensor for several dental applications. He has written 11 first edition textbooks on the subjects of Oral Medicine and Radiology some of which have undergone multiple editions as well as numerous foreign translations. He has published some 110-120 scientific papers. He is Board Certified in Oral Medicine in the United States and Canada, FRCDC(C) and Board Certified in Oral & Maxillofacial Radiology in the USA. He is Professor Emeritus at the University of Texas at San Antonio, a partner in Advanced Dental Board, a company supplying CBCT radiology reports and CEO of Emeritus Enterprises, a research company. He speaks English, French and Spanish and is licensed to practice Dentistry where he lives, in Texas. Current presentations deal with digital imaging, panoramic bite wings and periapicals and CBCT including CBCT head & neck pathology. Dr. Langlais is co-presenting with Dr. Craig Miller at the Oral Pathology Symposium *Common Oral Diseases Through the Eyes of Dr. Robert Langlais and Dr. Craig Miller* on Friday August 7, 2015 at Summer Camp Amelia Island 2015.



Craig S. Miller, DMD, MS

Dr. Miller is a Professor of Oral Medicine, Microbiology, Immunology & Molecular Genetics at the University of Kentucky, College of Dentistry and College of Medicine, and has been recognized as a University Provost Distinguished Service Professor. He is Past-President of the American Academy of Oral Medicine and the Oral Medicine & Pathology Group in the American Association of Dental Research, and currently serves as Editor of the Oral Medicine Section of *Oral Surgery, Oral Medicine, Oral Pathology, Oral Radiology and Endodontology*, as well as a consultant to the National Institutes of Health. His research and scholarly activities have resulted in more than 200 scientific articles, textbook chapters, and monographs in the areas of oral infections, dental management and oral manifestations of systemic disease, and dental pharmacology, and he is well known from the three textbooks he has co-authored: the *Color Atlas of Common Oral Diseases*, *Oral Diagnosis*, *Oral Medicine and Treatment Planning*, and *Dental Management of the Medically Compromised Patient*.

He has received numerous awards for his scientific accomplishments and teaching activities. His entertaining lectures have been enjoyed by thousands on more than three continents.

Dr. Langlais and Dr. Miller are the authors of 4 editions of the *Color Atlas of Common Oral Diseases*, an internationally acclaimed textbook that for more than 20 years has provided detailed analysis of more than 600 disease entities in the mouth in an easy to understand format. This book is a standard for education of dental, dental hygiene and dental assisting students, as well as serving as a chairside reference for dental practitioners.

Dr. Miller is co-presenting with Dr. Robert Langlais at the Oral Pathology Symposium *Common Oral Diseases Through the Eyes of Dr. Robert Langlais and Dr. Craig Miller* on Friday August 7, 2015 at Summer Camp Amelia Island 2015.

CODA Unofficial Report *continued*

- Policy on Progress Reports

If during the period in which the program is submitting progress reports the accreditation standards are revised, the program will be responsible for demonstrating compliance with the newly revised standards or added new standards.

Continued on Page 5

Notes from the Editor:

We at DH Methods of Education Inc. are dedicated to keeping DA & DH educators informed of changes that occur with CODA. Updates will be included in this newsletter in every issue which goes out four times per year. If you miss a newsletter please know that the current and archived newsletters are always posted on our website for your convenience. Here is the link to the newsletter page: <http://www.dhmethod.com/id16.html>

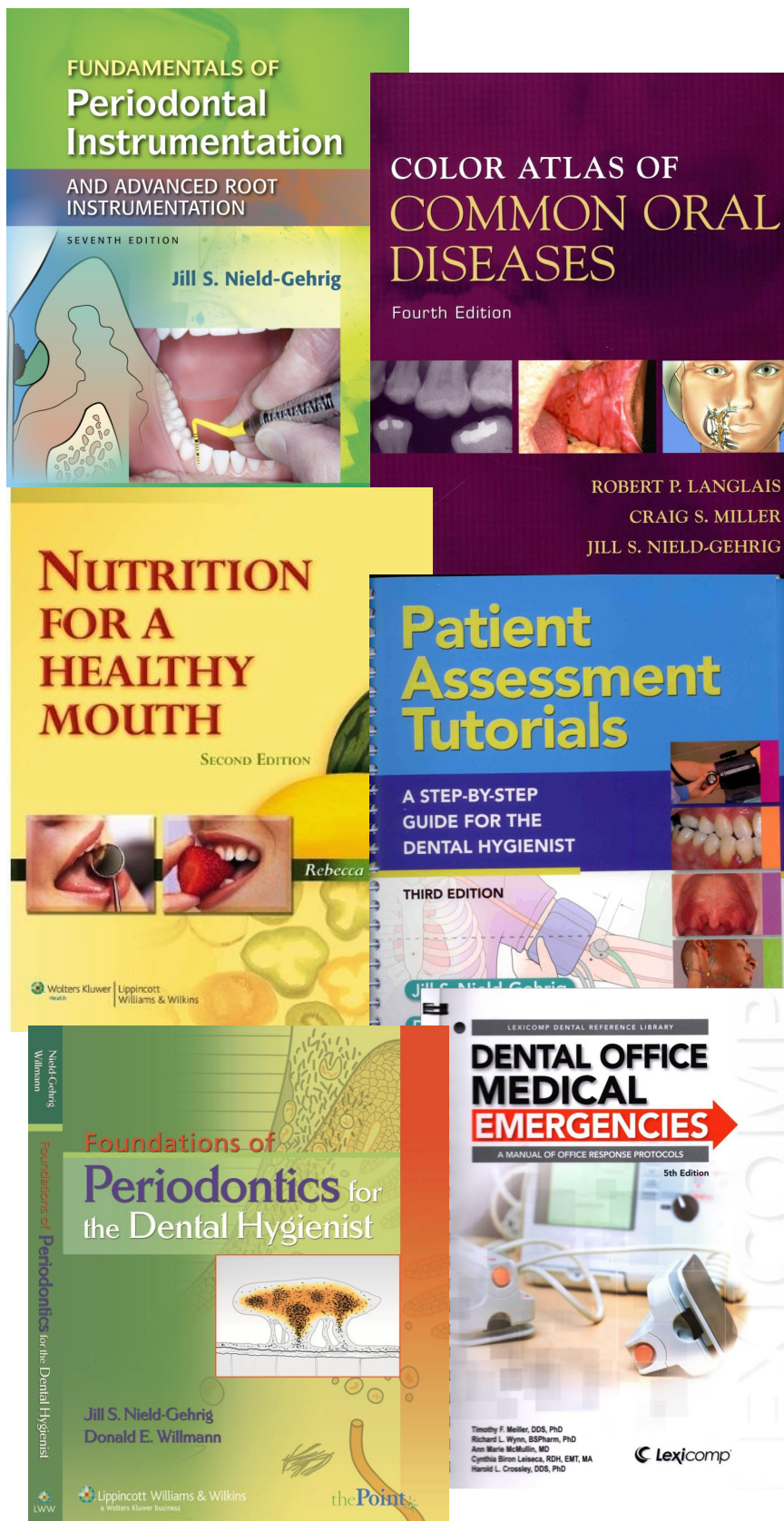
If you are in a hurry to find out if there are changes and you do not have time to read through the newsletters or the CODA website please do not hesitate to contact us at Cindy@DHmethEd.com and we will provide the updates you need promptly.

Please be advised that those who are under pressure to get bachelor's degrees to meet Standard 3-6 and 3-7 must make sure that the degrees are from a college or university that is accredited by an accrediting agency that is recognized by the U.S. Department of Education. Anyone seeking an online degree should research the degree granting institution by going to this link:

<http://ope.ed.gov/accreditation/>

and typing in the name of the college or university granting online degrees. If after typing in the name of the school and clicking submit the school information does not appear, it is not a nationally accredited school and degrees from that school are not acceptable for teaching in accredited DA & DH Programs.

To learn more about unaccredited online degrees read the article on page 7 of this newsletter: [4 Ways to Recognize a Diploma Mill.](#)

The best textbooks for DA & DH Students

**Revisions and Proposals to Dental Hygiene Standards
From the Dental Hygiene Review Committee CODA Winter Meeting 2015**

Go to this link to see all the CODA Meeting Materials
<http://www.ada.org/en/coda/accreditation/coda-meeting-materials/>

Dental Hygiene Standard 2-1 (addition is underlined, deletion is stricken):

The curriculum must include at least two academic years of full-time instruction or 3 its equivalent at the postsecondary college-level. The scope and depth of the curriculum must reflect the objectives and philosophy of higher education. The college catalog must list the degree awarded and course titles and descriptions.

In a two-year college setting, the graduates of the program must be awarded an associate degree. In a four-year college or university, the graduates of the program must be awarded an associate degree, post-degree certificate, or a baccalaureate degree.

Intent:

The time necessary for psychomotor skill development and the number of required content areas require two academic years of study and is considered the minimum preparation for a dental hygienist. However, the curriculum may be structured to allow individual students to meet performance standards specified for graduation in less than two academic years as well as to provide opportunity for students who require more time to extend the length of their instructional program.

The dental hygiene curriculum is comprehensive in scope and depth and requires a minimum of two years of academic preparation. The curriculum should include additional coursework and experiences, as appropriate, to develop competent oral health care providers who can deliver optimal patient care within a variety of practice settings and meet the needs of the evolving healthcare environment.

In a four-year college setting that awards a certificate, admissions criteria should require a minimum of an associate degree. Maximum opportunity should be provided for students to continue their formal education with a minimum loss of time and duplication of learning experiences. Institutions are strongly encouraged to develop articulation agreements between associate degree programs and baccalaureate programs should provide students with opportunities to continue their formal education through that provide for maximum affiliations with institutions of higher education that allow for transfer of course work. Affiliations should include safeguards to maximize credit transfer with minimal loss of time and/or duplication of learning experiences.

General education, social science and biomedical science courses included in associate degree dental hygiene curricula should parallel those offered in four-year colleges and universities. In baccalaureate degree curricula, attention is given to requirements for admission to graduate programs in to establishing the a balance between professional and nonprofessional credit allocations.

Examples of evidence to demonstrate compliance may include:

- 1 copies of articulation agreements
- 2 curriculum documents
- 3 course evaluation forms and summaries
- 4 records of competency examinations
- 5 college catalog

Post-Degree Certificate: A certificate awarded to students who have previously earned a minimum of an associate's degree and complete all requirements of the accredited educational program in dental hygiene.

The DH RC proposes the addition of Dental Hygiene Standard 2-18 (additions are 1 underlined:

2-18 Where graduates of a CODA accredited dental hygiene program are authorized to perform additional functions defined by the program's state specific dental board or regulatory agency, program curriculum must include content at the level, depth, and scope required by the state. Further, curriculum content must include didactic and laboratory/preclinical/clinical objectives for the additional dental hygiene skills and functions. Students must demonstrate laboratory/preclinical/clinical competence in performing these skills.

Intent: Functions allowed by the state dental board or regulatory agency for dental hygienists are taught and evaluated at the depth and scope required by the state. The inclusion of additional functions cannot compromise the length and scope of the educational program or content required in the Accreditation Standards and may require extension of the program length.

The DH RC proposes the following revision to Dental Hygiene Standards 3-6 and 3-7,b 1 (addition is underlined, deletion is stricken):

3-6 The faculty to student ratios must be sufficient to ensure the development of competence and ensure the health and safety of the public. The faculty to student ratios for preclinical, clinical, and radiographic clinical and laboratory sessions must not ~~exceed~~ be less than one to five six. Faculty to student ratios for ~~Laboratory sessions in dental materials the dental science~~ courses must not ~~exceed~~ be less than one to ~~ten~~ twelve to ensure the development of clinical competence and maximum protection of the patient, faculty and students.

3-7 The full time faculty of a dental hygiene program must possess a baccalaureate or higher degree.

Part-time faculty providing didactic instruction must have earned at least a baccalaureate degree or be currently enrolled in a baccalaureate degree program.

All dental hygiene program faculty members must have:

- a) current knowledge of the specific subjects they are teaching.
- b) documented background in current educational methodology concepts consistent with teaching assignments.
- c) Faculty who are dental hygienists must be graduates of dental hygiene programs accredited by the Commission on Dental Accreditation.

Summer Camp Amelia Island 2015

This year the camp will be held at the beach and all classes are held in two hotels: Days Inn at Amelia Beach telephone (904) 277-2300 and Amelia Hotel at the Beach telephone (904) 206-5600. The hotels are adjacent to one another and across the street from the beach. The Promo Code for \$89/night rate is BCDE. Deadline block of rooms is **July 4, 2015**. Early registration deadline for registering for courses is **July 10, 2015** but class size is limited and will close when filled. For course descriptions and online registration go to the following link:

<http://www.dhmethod.com/sitebuildercontent/sitebuilderfiles/Course%20Descriptions%202015.pdf>

Travel Information: The hotel is 30 minutes from Jacksonville International Airport, FL. Car rentals are available at the airport or shuttle service which may be shared is approximately \$55. Here is the link to the Amelia Island Shuttle Service: <https://ameliaislandtransportation.com/>

Four Ways to Spot a Diploma Mill

by Amanda Richardson, RDH

Online learning and distance education have become the norm in today's society, but not all online degrees are created equal. A diploma mill, also known as a degree mill, is "an institution of higher education operating without supervision of a state or professional agency and granting diplomas which are either fraudulent, or because of the lack of proper standards, worthless" (U.S. Department of Education, 2009).

In many states, it is illegal to use diploma mill degrees to obtain employment, get a raise, get a promotion, advertise a business, apply for a license or certification, or gain admittance to an educational program.



Diploma mills are enticing for online students because they typically offer a fast degree heavily weighted in life experience. They often have impressive websites, offer degrees at a fraction of the cost, and may even claim accreditation.

So, how do I spot a diploma mill?

1. The university's accrediting agency is not recognized by the U.S. Department of Education.

Diploma mills may claim to be accredited, but their accreditation is from an illegitimate accreditation mill. These accreditation mills often sound impressive and may claim to be "worldwide" or "international".

Click [HERE](#) to search for accredited institutions recognized by the U.S. Department of Education.

2. The school does not have a (.edu) web domain.

New edu web domains are controlled by Educause and applicants must meet strict standards to obtain an edu. "Only U.S. postsecondary institutions that are institutionally accredited by an agency on the U.S. Department of Education's list of Nationally Recognized Accrediting Agencies may obtain an Internet name in the .edu domain" (Educause, 2015.). Diploma mills often have a .com, .net, or .org domain.

3. They do not have a physical address or location listed on their website.

Diploma mills will often leave out important identifying information on their website.

4. Students do not have to complete core curriculum and are able obtain their degree largely based on life experience or work history.

Degree mills entice potential students with an "unrealistic emphasis on offering college credits for lifetime or real world experience" (U.S. Department of Education, 2009).

You know the saying - if it seems too good to be true...

Amanda Richardson has been a dental hygienist for almost twelve years and has a wide range of clinical experience including pedodontics, periodontics, and general dentistry. Amanda currently works as an adjunct clinical faculty member at Tyler Junior College in Tyler, Texas. She is expected to graduate with her BSDH from Texas Woman's University in May 2015 and begin her graduate studies in the Executive Health Care Administration program at the University of Texas at Tyler in August 2015.

References:

Educause. (2015) .edu Policy Information. Retrieved from <http://net.educause.edu/edudomain/eligibility.asp>

U.S. Department of Education. (2009, December23). Diploma Mills and Accreditation - Diploma Mills. Retrieved from <http://www2.ed.gov/students/prep/college/diplomamills/diploma-mills.html>

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- Dental Hygiene National Board Reviews

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<http://www.dhmethod.com/category/DHKEY.html>

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Testimonials on the New *Sharpening Horse*

"Now that the students use the Sharpening Horse, we can introduce sharpening earlier in the curriculum as it is so easy for them to master the technique. The instruments last longer. When they trade in their instruments before they take their boards the instruments are not over sharpened and worn like they use to be with the old techniques. With the Sharpening Horse technique there is more cutting edge left than before. It is much easier to get consistency with their sharpening with this technique. **I have tried all the sharpening systems out there and this is the only thing that truly works!**" *Marta Ferguson, RDH, PhD, Director of Dental Hygiene, Indian River State College, FL*

"The report from the second year instructors is that the students' instruments are not only sharp, but they are holding their shape and contour which **is a vast improvement over the stationary instrument/moving stone method** which caused many curets to be turned into sickles from holding the stone at the wrong angle. The Sharpening Horse is easy to teach and use!" *Janet Ogden, RDH, MS Columbia Basin College, WA.*

"We teach the students the stationary instrument/moving stone method first and then show them the Sharpening Horse. This year, the students wanted to know why we taught the other method when the Sharpening Horse is so much easier and exact. I like the Sharpening Horse because it makes sharpening so easy. "DIY Sharpening for Dummy's!" No need to spend so much time thinking about angles. **The Sharpening Horse automatically "sets the perfect angle"** of the stone for the bevel of the blade." *Susan Smith, RDH, MS Clinic Coordinator, Wake Technical College, Raleigh, NC. "*

"I discussed the Sharpening Horse technique with the full-time faculty and they said instrument sharpening has been much easier to teach and learn using the Sharpening Horse technique. By using it routinely students have positive experiences with their instrumentation. The Sharpening Horse helps to maintain the integrity of the instruments. " *Susan Moss RDH, MS, Director of Dental Hygiene, Collin State College, McKinney, TX*

"The Sharpening Horse design is a brilliant, user friendly approach to the critical maintenance of dental hygiene instruments. The concept and the technique is very adaptable for novice and experts in dental hygiene, and our **program faculty made the Sharpening Horse its choice recommendation** for the dental hygiene student kits from this time forward!" *Vicki L. Snell RDH, EdM Lewis & Clark Community College, IL*

"Recently I had the opportunity to sharpen many instrument kits for a hands on scaling technique presentation. Each kit contained 10 various curettes and scalers. **I was amazed at how easy it was to sharpen these instruments quickly and precisely with the Sharpening Horse.** I recommend the Sharpening Horse to all my students, faculty and fellow hygienists at every given opportunity. When I am in clinic and instruments need sharpening I have the students take their instruments for a quick ride on the Sharpening Horse and they are truly amazed at how accurate and easy this technique is to return their blades back to a sharp and effective working edge." *Cathleen Korondi, CDA, RDH, EdM, Director of Dental Hygiene Illinois Central College*

The sharpening horse has proven to be the best method of sharpening instruments for our students. The technique is easy to learn for beginning clinicians, producing a sharp cutting edge and maintaining the original design of the blade. The instruments are lasting longer, since the **students can consistently control the angle, pressure and movement of the blade against the stone.** They love it and sharpening has never been so easy. *Michele Edwards, CDA, RDH, MS Chair of Tallahassee Community College Dental Programs, FL.*

Instrument sharpening is one of the most important, yet challenging, skills for hygiene students to master. The Sharpening Horse makes this skill easy to learn and students can quickly produce a perfectly sharp cutting edge restoring the blade in its original design. **Confidence in their ability to produce a sharp cutting edge motivates students to employ instrument sharpening as a routine daily task.** *Jill S. Nield-Gehrig, RDH, MS Dean Emeritus Asheville-Buncombe Technical College, NC*

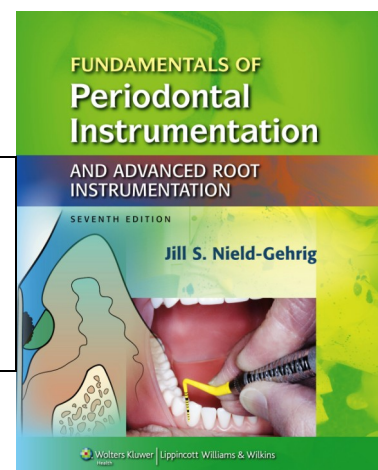
The Sharpening Horse is great to use chairside as it is easy to use and to autoclave. It has given the students the confidence to sharpen their instruments without asking, "Am I doing this right?" Our instructors say that the Sharpening Horse makes it so easy for students to sharpen instruments **they actually use it in clinic!**" *Catherine Dunn, RDH, MS Director of Dental Hygiene Mississippi Delta College*



Bulk orders of 10 or more for students is
You can now purchase bulk orders online: \$58.50 per kit
With the Sharpening Horse Kit you can teach them both
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- ▶ Objective Grading Format
- ▶ Student Performance
- ▶ Quality Assurance
- ▶ Patient Tracking
- ▶ Instructor Calibration
- ▶ Outcomes Assessment Exhibits

"No recommendations!"

From Cindy Biron Leiseca, former Chairperson at Tallahassee Community College, "Our CODA site visiting team said "Taleval is impressive for generating reports for outcomes assessment, quality assurance and objective grading of student performance in clinic." With TalEval, tracking is automatic, web based and encrypted.

Patient Appointment Tracking

Patient Classification Tracking																					
04/01/2008 - 12/01/2008																					
Clinic IIB																					
Student	CALCS						PERIO						Patient Ages								
	0	I	II	III	IV	Total	0	I	II	III	IV	Total	MC	SN	PC	RC	0-11	12-17	18-59	60+	
ADAMS, MARSHA	0	8	7	13	0	28	0	11	13	3	1	28	7	4	15	11	0	0	22	6	
BLACK, MIRANDA	2	8	3	4	6	23	3	6	9	4	1	23	1	7	9	2	1	0	20	2	
CARSON, MARY	0	6	8	12	3	29	0	11	15	3	0	29	5	6	9	1	0	0	26	2	
DAVIS, JOHN	1	7	6	6	4	24	1	9	8	2	4	24	2	7	5	4	1	0	16	7	
ESTEP, ANGELA	2	5	8	7	2	24	3	7	11	3	0	24	4	5	11	1	0	3	16	5	
FRANKLIN, ADAM	1	2	15	2	4	24	1	4	6	13	0	24	4	3	8	0	0	1	10	13	
GOINGS, CINDY	0	6	8	10	0	24	1	10	6	7	0	24	8	12	11	8	0	0	14	10	
HARPER, CONNIE	1	7	10	4	1	23	7	8	5	2	1	23	8	8	14	6	0	0	17	5	
LEWIS, LOU	0	8	5	7	2	22	0	10	10	1	1	22	0	4	11	1	0	0	22	0	
MASON, MARSHA	0	4	9	5	1	19	2	6	8	1	2	19	4	5	10	2	0	1	13	5	
NEWSOME, PAT	1	8	7	3	2	21	4	7	9	1	0	21	5	6	13	3	0	1	14	6	
	0	4	9	5	8	26	0	10	7	5	4	26	2	9	9	0	0	0	23	3	
	1	2	12	7	1	23	2	12	4	5	0	23	6	7	9	4	0	0	16	7	
	1	10	8	5	0	24	4	9	9	2	0	24	3	8	13	3	0	1	14	9	
	0	10	7	1	3	21	2	8	11	0	0	21	0	2	14	1	0	0	19	2	

New!

Grade by Appointment

Allows faculty to preset the points lost per error.

Optional addition of patient point values for more objective grading.

The **BEST** computerized grading & tracking system designed just for DA & DH programs. Conducts surveys and generates reports for CODA self-study exhibits.

Date	Patient Name	Gender	Age	Med Comp	Calc	Perio	Quad	Phase	PC	RC	SN
08/03/2010	Abe, Sandy	M	22	No				Radiographs- BWX w initial appointment	No	No	
		F	57	No	I	I		Radiographs- CMX and Pan w initial appt	No	No	Wheelc
		F	45	No	II	II		Patient referred to physician	Yes	Yes	Walker
		M	23	No	I	II		Initial appointment with student	Yes	Yes	
		F	45	No	I	II		Radiographs- BWX w initial appointment	Yes	Yes	
		F	48	No	II	II		Radiographs- BWX and Pan w initial appt	No	No	IDDM
05/04/2010	Abberton, Al	M	23	No	I	I		Patient referred to physician	Yes	Yes	wheelc

Patient Care Report

See Cindy's TalEval documents on this link: <http://www.dhmethod.com/id21.html>

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DH Methods of Education, Inc.

Summer Camp Amelia Island, FL August 4-11, 2015

Mail in Registration Form

PRINT Name: _____ **Nickname** _____

(This is how your name will appear verifying your continuing education credits) for nametags

Address: _____

City, State, Zip _____

Phone: _____ Fax _____ E-mail: _____

College/ Univ. Where Teaching: _____ **Circle your discipline:** CDA, DDS, DMD, RDH

Requests for cancellations must be received at least 2 weeks prior to the camp date. However, for cancellations received after this deadline, 75% of the tuition may be applied toward future camps. Tuitions for no-shows will be forfeited NO EXCEPTIONS. DH Methods of Education, Inc. is not responsible for reimbursement of non-refundable airline tickets and any other travel expenses if the course is cancelled.

		Early Registration Full Payment by <u>July 10, 2015</u>	Final Registrati Full Payment by <u>July 24, 2015</u>
Tues. Aug. 4, 8a-5p	<u>DH Accreditation Workshop (8 ceu's)</u>	\$500 _____	\$600 _____
Tues. Aug. 4, 8a-5p	<u>DA Accreditation Workshop (8 ceu's)</u>	\$500 _____	\$600 _____
Wed. Aug. 5, 8a-5p	<u>TalEval Train the Trainer's Workshop (8 ceu's)</u>	\$300 _____	\$350 _____
Wed. Aug. 5, 8a-Noon	<u>The Complete DH Preclinic Course (4 ceu's)</u>	\$500 _____	\$600 _____
Wed. Aug. 5, 1-5p & Thurs. Aug. 6, 8a-5p	<u>DH Clinical Teaching Methodology (12 ceu's)</u>	\$600 _____	\$700 _____
Wed. Aug. 5, 1-3:30p	<u>DA Curriculum Management (2ceu's)</u>	\$150 _____	\$200 _____
Wed. Aug. 5, 9:30a-Noon	<u>DH Curriculum Management (2ceu's)</u>	\$150 _____	\$200 _____
Thurs. Aug. 6, 8a-Noon	<u>The Complete Ethics Course (4 ceu's)</u>	\$500 _____	\$600 _____
Thurs. Aug. 6, 8a-Noon	<u>The Complete Oral Anatomy Course (4ceu's)</u>	\$500 _____	\$600 _____
Thurs. Aug. 6, 1-5p	<u>#1 Mindfulness Teaching in Dental Education (4ceu's)</u>	\$200 _____	\$250 _____
Thurs. Aug. 6, 1-5p	<u>The Complete Periodontology Course (4ceu's)</u>	\$500 _____	\$600 _____
Fri. Aug. 7, 8a-Noon	<u>#2 Adult Learner. Critical Thinking. Test Construction (4ceu's)</u>	\$200 _____	\$250 _____
Fri. Aug. 7, 1-5p	<u>The Complete Pharmacology/Emerg. Course (4ceu's)</u>	\$500 _____	\$600 _____
Fri. Aug. 7, 8a-5p	<u>Common Oral Disease (8 ceu's)</u> All CDAs, RDHs DDS, DMD (Practicing/Non Educators):	\$275 _____ \$400 _____	\$325 _____ \$475 _____
Sat. Aug. 8, 8a-Noon	<u>The Complete Oral Pathology Course (4ceu's)</u>	\$500 _____	\$600 _____
Sat. Aug. 8, 8a-Noon	<u>#3 Leadership & Team Building Strategies (4ceu's)</u>	\$200 _____	\$250 _____
Sat. Aug. 8, 1-5p	<u>The Complete Dental Materials Course (4ceu's)</u>	\$500 _____	\$600 _____
Sun. Aug. 9, - Mon. -Aug. 10 8a – 5p & Tues. Aug. 11 8a-Noon	<u>Radiology Educator's Workshop (20 ceu's)</u>	\$900 _____	\$1000 _____

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Fernandina Beach, FL 32035

Eliminating Biofilm Buildup

The study of enzymatic products, and its ability in providing an efficient cleaning method for dental evacuation systems

by Michael Cantor

Back in the 80's OHSA mandated an end of the day evacuation-line chemical rinsing. This was not put in place for their concerns of Practitioner's suction systems, yet for decontamination of city sewer, river water and stream, and wild-life, as it should.

The chemical cleaning companies went crazy. Little effort in tactical selling methods were needed because of the required compliance. No more than a process of complied instructions in end of the day evacuation line rinsing was needed.

Once again, with little concern to the Practitioner's need (no suction means no work) another cost in Practitioner's day to day operations was added. What is the right treatment for such a hostile environment where bio-film developments play such a major role in suction loss?

The study of bio-film has been a diversified topic that has plagued the Dental industry to date. Bio-film adapts and forms its own matrix. What little we know in its ability to form new growth strains (disease) may lead to incurable, if not impossible, methods of eradication. The use of enzymes has proven unstable and should be alternated with other decontamination methods due to bio-film's ability to adapt (Immunity).

Enzymatic cleaners were first introduced in well and septic tanks. They were logical as septic tanks remain stagnant and allow bacteria to feed on others until, once again, immunity is achieved.

To date, Practitioners remain baffled by suction loss. They are aware of purchasing a solution (Chemical Cleaners) yet is it the true solution? The end of the day cleaning is a tedious, time consuming and costly process. I have spoken to many Practitioners and Dental Hygienists where they have stated end of the day chemical rinsing seems useless. They have stated suction loss still continues to the point of hiring a service tech to spend the day blowing and cleaning the evacuation lines. Many times end the day chemical cleaning is left undone due to non-sufficient time or desire. End of the day chemical rinsing cost much more than Practitioners realize. Daily wages of an assistant times the days of operation in a work week plus the cost of the chemical is high. Multiply these figures and you will see the true cost for your chemical. Also, don't leave out the Service Tech bill, nor the wear and tear of the high dollar evacuation system as constant strain deters the pump.

Is there another way? Back years ago Patent developer Michael Cantor developed the first time released evacuation line self-cleaning tablet. He has also taught the dental industry his state of the art method in shocking the evacuation lines. His theory remains sound. Evacuation systems run by propulsion. The speed in which suction returns in the interior of your vacuum line is why enzymatic chemical's used at the end of the day have no time to stop and feed. Evacuation line cleaning will not be achieved by enzymes as there is no stagnation. The only company left to date with the developed line is TriCom Dental Products.

Using VacuShock simple maintenance procedures can be found at:

www.tricomdentalproducts.com under the "Directions" tab. VacuClear w/AT-4 self-cleaning tablets instructions can also be found just below the VacuShock procedures.

For more information on how to purchase TriCom Dental Products evacuation line cleaning system, send your emails to: admin@tricomdentalproducts.com.



The mission of Simply Hygiene is to provide support, innovation and education to dental hygienists. Our purpose is to advance the profession of dental hygiene by achieving the following goals:

- Encourage professional development by offering innovative education opportunities.
- Promote superior patient care through the provision of quality products and services.
- Foster new careers by supporting dental hygiene programs.
- Help develop Confidence and Leadership skills to instruct and inspire patients to greater health.