

# Dental Health Educators' Newsletter

DH Methods of Education, Inc.

Spring Issue 2013

## Reporting Program Changes to CODA

by Cindy Biron Leiseca

### ACCOUNTABILITY

It is the responsibility of all educators in accredited programs to thoroughly understand what is required to be compliant with every standard described in the Commission on Dental Accreditation's standards for each of our disciplines. It matters not if you are an adjunct clinical instructor, a full time faculty member or the program director. Even if it is not written in your job description, it is a professional expectation. Everyone must be accountable for knowing what is required to be compliant with the standards and their own role in implementing appropriate teaching methods and policies that safeguard the quality of the education delivered in the program.

When changes are being considered for the program and those changes seem to conflict with requirements for a CODA standard it is time for the program administrator to contact CODA for consultation. It is important to be proactive and get appropriate guidance for filing an official report thirty (30) days prior to when the review committee meets. Meetings are always midwinter and midsummer, and specific dates are available on the website. <http://www.ada.org/117.aspx#CODAMeetingDates> Here is a statement from CODA *Reporting Program Changes in Accredited Programs*:

### "CONSULTATION:

Before a change occurs, Commission staff should be consulted **immediately**. Staff will provide guidance in adequately explaining and documenting all changes. In addition, program administrators frequently consult with staff when they are anticipating changes. This allows the program administrator to assess the impact of the proposed change on the accreditation status of the program." Link to policy: <http://www.ada.org/sections/educationAndCareers/pdfs/changes.pdf>

Hesitating to consult with CODA can raise suspicion of integrity on the part of the program administrator. It is best to be honest and proactive in protecting the program from appearing to be noncompliant with the standards. **Immediately** contact CODA if there are any changes anticipated for the following items on this list summarized from **CODA Reporting Program Changes in Accredited Programs**

- Establishment of Off-Campus Sites
- Transfer of sponsorship from one institution to another
- Moving a program from one geographic site to another
- Program director qualifications not being in compliance with the standards
- Increase in program enrollment
- Change in the nature of the program's financial support that could affect how a program meets the standards
- Curriculum changes that eliminate content areas required by the standards
- Reduction in faculty or support staff time commitment
- Increase in the required length of the program
- Significant reduction of program dental facilities and/or;
- Expansion of an existing dental hygiene or assisting program will only be considered after the program has demonstrated success by graduating the first class, measured outcomes of the academic program, and received approval without reporting requirements.
- Adding content to individual courses
- Updating or replacing laboratory/clinical equipment
- Expansion or relocation of dental facilities within the same institution
- Re-sequencing specific courses within the curriculum; and/or
- Change in program director. A copy of the new or acting program director's curriculum vitae should be provided to the commission staff

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## CODA Unofficial Report of Major Actions February 2013

The link to the complete report is available here:

Link: [http://www.ada.org/sections/educationAndCareers/pdfs/coda\\_feb\\_13\\_unofficial\\_rpt.pdf](http://www.ada.org/sections/educationAndCareers/pdfs/coda_feb_13_unofficial_rpt.pdf)

Of the Major Actions, here is a synopsis of what is most important to Dental Assisting and Dental Hygiene programs:

- Six (6) dental assisting programs and Five (5) dental hygiene programs received a formal warning that accreditation will be withdrawn in August 2013 unless the requested information, demonstrating compliance with standards, is submitted prior to that time.
- CODA adopted revisions for Accreditation Standards for Dental Assisting Education Programs, with implementation January 1, 2014; Link to revised standards: [http://www.ada.org/sections/educationAndCareers/pdfs/da\\_2014.pdf](http://www.ada.org/sections/educationAndCareers/pdfs/da_2014.pdf)

### CODA approved the following:

- Fee increase to \$1500 for dental assisting, and dental hygiene programs
- policy to be implemented in 2014 to double annual fees in the year in which a program's regular accreditation site visit is scheduled.
- increase in application fees for 2014 to \$15,000 for DA & DH programs.
- an increase in the administrative fee for special focused site visits to \$4000, effective immediately.

**CODA denied ADHA request for additional board member** and recommended that additional allied Commissioners not be added to the 30-member Commission at this time and that ADHA be informed of this decision.

## CODA adopted the following revised policies on:

- Visiting Committee Members; removing the word "possible" in the introduction of the list of conflicts of interest for visiting committee members.
- **Silent Observers** on Site Visits; clarification of the "silent" role of observers who are from another dental education program on site visits
- Required **Record of Complaints**; revision based on U.S. Department of Education requirement that the program maintain a record of all student complaints and that the record of complaints be reviewed during a site visit
- Selection Criteria for Appeal Board Members; clarification that discipline-specific appeal board members may be program directors, faculty, or practitioners
- Policy on **Off-Campus Sites**, with development of a supplemental Guideline document, providing further clarification on categories of off-campus sites and how sites must be reported to the Commission

**CODA approved the inclusion of a standard for faculty training in educational methodology for all disciplines.**

## Dental Therapy Education Programs Standards

**CODA received a report from the Task Force on Development of Accreditation Standards for Dental Therapy Education Programs** and directed that the proposed accreditation standards be circulated until December 1, 2013 for comment from the communities of interest. Comments on the standards will be considered at the January 2014 Commission meeting. The Commission will also be soliciting comments from the communities of interest related to the program track for dental therapy. The proposed standards are presented as a non-dental hygiene track, but the standards could be modified to support a dental hygiene program track. Link to proposed Dental Therapy Education Standards: [http://www.ada.org/sections/educationAndCareers/pdfs/proposed\\_dental\\_therapy.pdf](http://www.ada.org/sections/educationAndCareers/pdfs/proposed_dental_therapy.pdf)

## Update on Boot Camps for Dental Educators

This year there will only be one camp and it will be held on Amelia Island in Florida. We will schedule annual camps the second week of August. This time schedule will allow the attendees to plan in advance to seek funding from the existing or upcoming fiscal year budgets. Travel arrangements may be made in advance as the camp schedule will be available by December of each year. Attendees may register online through "Our Store" on the website: <http://www.dhmethod.com/category/EC5.html>

The only other form of registration is mailing a check with the registration form on the next page. We do not take FAX registrations as we do not process credit card information through our office and we do not take Purchase Order registrations. All registrations must be paid for by the applicable deadline in order to secure your place in a course. Confirmation of registration is sent by email only.

The hotel is the Hampton Inn Harbor Front in downtown Fernandina Beach. A block of rooms "Dental Camps" is available at only \$99 per night for this 6 day camp. You may stay from one night to 7 nights at this rate. Make hotel reservations through this link: [http://hamptoninn.hilton.com/en/hp/groups/personalized/A/AISHSHX-DHC-20130806/index.jhtml?WT.mc\\_id=POG](http://hamptoninn.hilton.com/en/hp/groups/personalized/A/AISHSHX-DHC-20130806/index.jhtml?WT.mc_id=POG)  
Or call the hotel directly: (904) 491-4911

See registration form on the next page if you wish to register by paying by check instead of online.

We do not accept PO registrations.

To register you **MUST** pay by mailing a check or credit card online. Please do not FAX us credit card information or request that we take your credit card information by telephone. We do not store credit card information. When you register online your credit card information is received by a secure bank site that is encrypted.

Due to the recent changes to DA Accreditation Standards, this is going to be a big camp and more breakout sessions will be required to keep each round table discussion small. Attendees will be grouped in breakout sessions by discipline unless you inform us in advance that you want to join a breakout session of another discipline in individual courses.

**Class size is limited and each workshop will close when filled. The block of rooms at \$99 per night will also close when filled.**

### Summer Camp 2013 Course Presenters



Christine Dominick, CDA, RDH, M, Ed



Michele Edwards, CDA, RDH, MS



Becky Sroda, CDA, RDH, MS

Link to Presenter Bios <http://www.dhmethod.com/id18.html>



Cindy Biron Leiseca, RDH, EMT, MA



Cathy Korondi, CDA, RDH, Ed, M



Gwen Welling, RDH, MS



Debbie Holixa, RDH, MAEd



Marianne Dryer RDH, MS



Lane Foreman, CDA, RDH, BS



Robin Matloff, RDH, BSDH, JD



John Preece, DDS, MS,

Link to Course Descriptions: <http://www.dhmethod.com/id13.html>

Link to Camp Testimonials: <http://www.dhmethod.com/id3.html>



## The Faculty Role in Assessment *by Doug Lederman*

Amid [continuing debate](#), and sometimes disagreement, about the value and wisdom of measuring student learning outcomes in higher education, a few areas of consensus are slowly emerging.

One is that faculty members are usually too little involved in setting their institutions' strategies for assessing student learning and in using the results of those efforts to change teaching and learning practices. Another is that without meaningful involvement by the faculty, efforts to assess student learning are close to meaningless.

Those dueling realities suggest a pretty big problem for what might be called the assessment "movement": If campus leaders can't figure out a way to more meaningfully involve faculty members in their institutions' efforts to gauge the quality and extent of learning, the campaign is likely never to take hold.

That problem is seemingly being engaged everywhere you turn these days. Patricia Hutchings confronts it in [an essay](#) published this spring by the National Institute for Learning Outcomes Assessment, in which she examines why many professors have often viewed the learning outcomes movement with suspicion, describes a slight change in the weather on that front, and suggests how higher education leaders might build on that progress. The paper follows [a survey released last year](#) by NILOA that found, among other things, that campus leaders considered involving faculty in assessment to be one of their greatest challenges.

And the same themes were all over [the agenda](#) at last month's meeting in Chicago of the Higher Learning Commission of the North Central Association of Colleges and Schools. The agenda featured a slew of sessions on the role of the faculty in assessment ("Developing Faculty Engagement in Teaching and Assessing General Education Outcomes," "Involving Faculty in Campus-wide General Education Assessment Strategies," "Regular Program Assessment by Motivated Faculty -- a Win-Win!"), and the role of the faculty came up in virtually every major discussion during the days-long meeting.

### Assessment and Accountability

Hutchings's paper, "[Opening Doors to Faculty Involvement in Assessment](#)," cites several major reasons why faculty members have been slow to embrace the idea that measuring student learning is not only necessary, but actually in their best interests. Chief among them is the fact that while "assessment was seen first and

foremost as an educational practice" in its early days, Hutchings notes, it has often been championed by politicians and others outside academe as a way to hold higher education accountable for its performance.

Given the fierce protectiveness with which people tend to view their professional responsibilities, that has often made assessment seem like a tool that could be used against professors, to prove that they're not doing a good job. Not surprisingly, that hasn't exactly encouraged them to get with the program. "From the faculty point of view, [assessment] looked a lot like someone else's agenda -- and not an altogether friendly someone else, at that," Hutchings writes.

The language commonly associated with assessing student learning -- "accounting, testing, evaluation, measurement, benchmarking, and so forth" -- hasn't helped, drawn as it is from "business and education, not the most respected fields on most campuses," Hutchings writes. "It is striking how quickly assessment can come to be seen as part of 'the management culture' rather than as a process at the heart of faculty's work and interactions with students."

The structure and rewards of faculty work, as they are currently set up, also make assessment a hard sell, Hutchings writes. Teaching in general is undervalued and rarely emphasized in graduate programs, and "reflecting on educational purposes, formulating learning goals, designing assessments and exams, and using data for improvement" are little examined in many faculty development programs, as well. And the tilt of many campus tenure and promotion systems favoring research over teaching and institutional service means that younger professors often have little incentive assessment to invest their time and energy in such activities -- habits that may be hard to break later on.

Lastly, but importantly, Hutchings argues, professors may look around and see assessment activity making relatively little difference on their campuses, making their reluctance to jump into the fray "a rational decision." "The fact remains that the benefits of assessment are uncertain and that faculty facing rising demands on their time and energy must make choices," she said. Hutchings sees hope in some recent developments, notably the increasing breadth and quality of scholarship on teaching and learning, the slow but steady expansion of campus policies that reward teaching effectiveness, and the emergence of better tools to help

colleges and instructors gauge their students' progress and learning.

Her recommendations -- including building assessment activities directly into the "regular, ongoing work" of instructors and students in the classroom, more clearly recognizing assessment work as legitimate scholarship -- are designed to build on that progress.

### Building From the Ground Up

The role of the faculty in furthering (or fighting) the assessment of student learning outcomes was a common topic at the Higher Learning Commission meeting, where national policy makers and rank and file faculty members alike seemed to agree that they were beginning to see increasing acceptance, if not exactly welcoming, of the need for professors to play a role in the right kind of assessment.

"We still haven't turned the corner in trying to engage the faculty the way we would want to," Peter T. Ewell, vice president of the National Center for Higher Education Management Systems and a founder of NILOA, said in a presentation at the accrediting meeting. There has been some progress, he said. "The English professor used to say, you can't do this. Now, the English professor is reluctantly saying, 'Yeah, it's got to be done.' But we're still not at the point of authentic faculty ownership."

That's because too much of the assessment rhetoric still focuses on institutional accountability rather than on the importance of working from the classroom level up to improve how, and how much, students learn, Molly Corbett Broad, president of the American Council on Education, told the Higher Learning Commission crowd. "If the chain of logic [behind learning outcomes assessment] begins from an accountability perspective, the focus is on the institution, and if it is primarily an institutional measure, it is potentially disconnected from how individual faculty members teach.

**"Faculty must own [assessment] and live it in the context of each student,"** Broad said. **"Because if faculty do not own outcomes assessment, there will be minimal impact on teaching and learning and, therefore, on student achievement,"** which is supposed to be the point, she said.

*Continued on Page 5*

Continued from Page 4 **Faculty Assessment**

In one of the numerous sessions about engaging faculty meaningfully in assessment activities, officials from Blackburn College [described their efforts](#) in the 2008-2009 academic year to "reframe assessment" in the wake of an earlier, largely failed initiative that had been seen by many professors there as "an external attempt at standardization and control," said Sam Meredith, a political scientist there who helped lead the effort. "We were hoping to move from a standardized test that we would get from outside to be used for reporting, to something that was an integral part of the teaching process," built on and integrated into a revision of the general education goals that the Illinois liberal arts college had just completed, Meredith said.

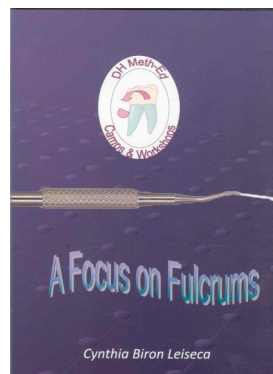
Blackburn officials used pressure from the college's accreditor, the Higher Learning Commission, as a "stick" that helped them argue that "there was a fairly firm mandate that we had to achieve," and that they were in a position to "design a process to achieve our own goals in a way that fulfilled that mandate, too," he said.

The college's relatively small size ("Our faculty can get in a single room and look at each other," Meredith said) enhanced (but did not make easy) the process by which humanists and scientists and others came to agreement on a common set of goals for critical thinking, writing and multicultural understanding, creating "rubrics" for gauging when students had achieved those goals, and then building assignments designed to test the rubrics into each and every course.

The process is ongoing, and the college is just beginning to collect solid data to help it decide how to adjust its curriculum to improve students' mastery of the desired learning outcomes.

But Blackburn has already achieved its primary goal, said Provost Jeffery P. Aper, of helping faculty members to see assessment not as an "occupying force," but "as an organic part of their work."

**Doug Lederman**, is the editor and one of the three founders of *Inside Higher Ed*. With Scott Jaschik, he leads the site's editorial operations, overseeing news content, opinion pieces, career advice, blogs and other features. Doug speaks widely about higher education, including on C-Span and National Public Radio and at meetings around the country, and his work has appeared in *The New York Times*, *USA Today*, the *Nieman Foundation Journal*, *The Christian Science Monitor*, and the *Princeton Alumni Weekly*. Before that, Doug had worked at *The Chronicle* since 1986 in a variety of roles, first as an athletics reporter and editor. He has won three National Awards for Education Reporting from the Education Writers Association, including one in 2009 for a series of *Inside Higher Ed* articles he co-wrote on college rankings. He began his career as a news clerk at *The New York Times*. He grew up in Shaker Heights, Ohio, and graduated in 1984 from Princeton University. Doug lives with his wife, Sandy, and their two children in Bethesda, Md. ♦

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for nametags

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**Phone:** \_\_\_\_\_ **Fax** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**College or University Where You Teach:** \_\_\_\_\_

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 a non-refundable airline tickets and any other travel expenses if the course is cancelled **Classes are small to provide individual attention to the needs of each attendee.**

**Early Registration**

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**Full Payment by**

**Full Payment by**

**July 15, 2013**

**Aug. 2, 2013**

**Course # 1** Thurs. Aug 8, 8AM - 5PM  
DA/DH Accreditation Workshop (8 ceu's)

\$500 \_\_\_\_\_

\$575 \_\_\_\_\_

**Course # 2** Thurs. Aug. 8, 8AM – Noon

Complete Histology & Embryology Course

\$500 \_\_\_\_\_

\$575 \_\_\_\_\_

**Course # 3** Fri. Aug. 9, 8AM – 5PM & Sat. Aug. 10 8AM-Noon

Allied Dental Educators' Teaching Methodology (12 ceu's)

\$325 \_\_\_\_\_

\$400 \_\_\_\_\_

**Course # 4** Sat. Aug. 10, 1 - 5PM & Sun. Aug. 11 8AM-Noon

How to Teach Periodontal Instrumentation (8 ceu's)

\$350 \_\_\_\_\_

\$425 \_\_\_\_\_

**Course # 5** Sat. Aug. 10, 1-5PM

Complete Nutrition Course (4 ceu's)

\$500 \_\_\_\_\_

\$575 \_\_\_\_\_

**Course # 6** Sun. Aug. 11, 8AM - Noon

Complete Ethics Course

\$500 \_\_\_\_\_

\$575 \_\_\_\_\_

**Course # 7** Sun. Aug. 11, 1-3PM (4 ceu's)

Curriculum Planning for DA & DH Programs (2 ceu's)

\$150 \_\_\_\_\_

\$175 \_\_\_\_\_

**Course # 8** Sun. Aug 11 1-5PM, Mon.- Tues, Aug 12-13, 8AM – 5PM

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\$900 \_\_\_\_\_

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2) **Credit Card Payment: online ONLY** Click on link: <http://www.dhmethod.com/category/EC5.html>

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**For Hotel Reservations contact: Harbor Front Hampton Inn & Suites (904) 491-4911**

**19 South 2nd Street Fernandina Beach, FL 32034** Block of rooms under the name of "Dental Camps" Hotel  
registration deadline for \$99 per night rate is **July 8, 2013**

## 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*

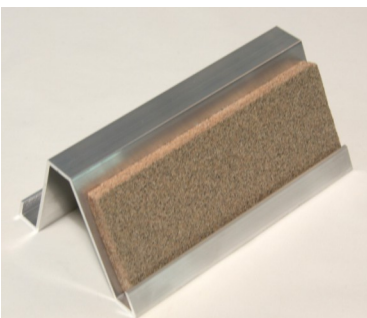
"The Sharpening Horse design is a brilliant, user friendly approach to the critical maintenance of dental hygiene instruments. The concept and the technique is very adaptable for novice and experts in dental hygiene, and our **program faculty made the Sharpening Horse its choice recommendation** for 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, MS, 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.*

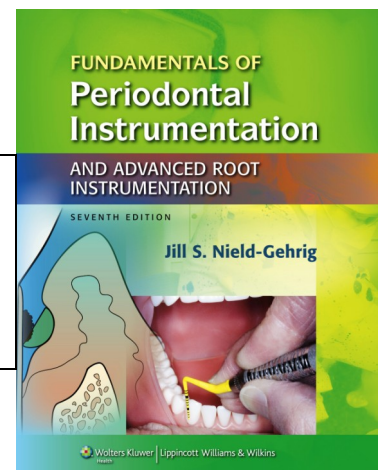
Instrument sharpening is one of the most important, yet challenging, skills for hygiene students to master. The Sharpening Horse makes this skill easy to learn and students can quickly produce a perfectly sharp cutting edge restoring the blade in its original design. **Confidence in their ability to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



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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
PARKER, LOLA	0	4	9	5	8	26	0	10	7	5	4	26	2	9	9	0	0	0	23	3
RANSOME, ROY	1	2	12	7	1	23	2	12	4	5	0	23	6	7	9	4	0	0	16	7
SMITH, MICHAEL	1	10	8	5	0	24	4	9	9	2	0	24	3	8	13	3	0	1	14	9
TONEY, LINDA	0	10	7	1	3	21	2	8	11	0	0	21	0	2	14	1	0	0	19	2
URY, THOMAS	1	9	12	1	0	23	2	9	5	8	1	23	0	11	12	1	0	0	13	5
VANCE, MERRY	1	6	6	10																
WATSON, JENNIFER	0	6	10	2																
YOUNG, ASHLEY	0	8	7	5																
YOUNGSTON, JAY	2	6	14	0																
ZIMMERMAN, AYA																				
Total	14	130	171	109																
Heading Legend:																				
Date		Patient Name		Gender		Age		Med Comp		Calc		Perio		Quad		Phase				
08/03/2010		Abe, Sandy		M		22		No								Radiographs- BWX w initial appointment				
06/09/2010		Adair, Marsha		F		57		No		I		I				Radiographs- CMX and				

Heading Legend:

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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	
06/09/2010	Adair, Marsha	F	57	No	I	I		Radiographs- CMX and Pan w initial appt	No	No	Wheelc
05/20/2010	Anderson, Antoinette	F	45	No	II	II		Patient referred to physician	Yes	Yes	Walker
05/11/2010	Abberton, Al	M	23	No	I	II		Initial appointment with student	Yes	Yes	
05/07/2010	Anderson, Antoinette	F	45	No	I	II		Radiographs- BWX w initial appointment	Yes	Yes	
05/05/2010	Adderson, Carmen	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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## Advanced training for those who teach Pharmacology & Medical Emergencies

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### Fall Conference Omni Plantation Amelia Island

### Presenters and Courses:



**Richard L. Wynn BSPharm, PhD**

**Richard L. Wynn, PhD** is Professor of Pharmacology at the Dental School, University of Maryland, Baltimore. He chaired the Department of Pharmacology at the University of Maryland Dental School from 1980 to 1995. He has to his credit over 300 publications including original research articles, textbooks, book chapters, and monographs. He has given over 500 continuing education seminars to dental professionals in the US, Canada, Mexico and Europe. He is a consultant to the Academy of General Dentistry, and is a featured columnist for the journal *General Dentistry*, published by the Academy of General Dentistry. He is the lead author and chief editor of ***Drug Information Handbook for Dentistry***, now in its 18<sup>th</sup> edition, published by LexiComp, Inc. He is chief dental content editor for LexiComp Online database platforms now used by most dental schools, military branches and VA dental clinics. His chief interest is teaching pharmacology to dental and dental hygiene students, and in keeping dental professionals informed of current and new drug information relative to dental practice. At the Fall Conference Omni Plantation Amelia Island, Dr. Wynn is presenting: ***Drugs in Dentistry—Includes Herbal & Natural Remedies***

Date: Friday, November 15, 2013 8:30 AM - 4:30 PM

For course description Click: <http://www.dhmethod.com/id26.html>



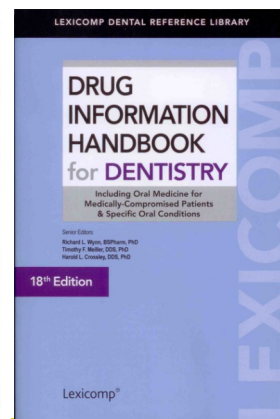
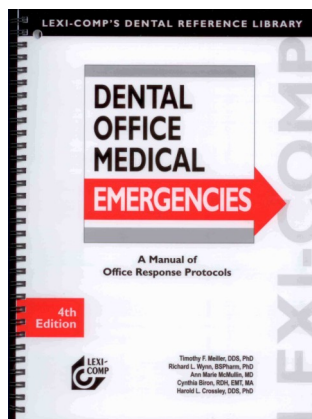
**Cindy Biron Leiseca**  
RDH, EMT, MA

As president of DH Methods of Education, Inc., Cindy is a speaker and consultant who provides continuing education courses on medical emergencies, periodontal instrumentation, and teaching methodology. She received an A.S. Degree in Dental Hygiene from New Hampshire Technical Institute (NHTI), B. A. degree in Medical Technology and Human Biology from Notre Dame College NH, a certification as an Emergency Medical Technician from The University of Texas Health Science Center San Antonio (UTHSCSA) and an M.A. degree from the University of Texas at San Antonio. Cindy was the program director for the Dental Assisting & Dental Hygiene Department at Tallahassee Community College from 1993 - 2009. Prior to that she taught at the UTHSCSA and NHTI. She is a co-author of the textbook ***Dental Office Medical Emergencies*** with Richard L Wynn, Timothy Meiller, Harold Crossley and others of U. of MD at Baltimore. At the Fall Conference Omni Plantation Amelia Island, Mrs. Leiseca is presenting: ***Dental Office Medical Emergencies Hands-on Workshop***

Date: Saturday, November 16, 2013 8:30 AM - 4:30 PM

For course description Click: <http://www.dhmethod.com/id26.html>

The Handbooks



Electronic teaching materials for dental assisting and dental hygiene educators provided are from Cindy Biron Leiseca's Pharmacology & Medical Emergencies Curriculum Courses. Each educator will receive a flash drive with the materials in electronic format just as they are in "Boot Camps for Dental Educators"



Fall Conference  
November 15-16, 2013  
Omni Plantation Amelia Island

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**FALL Conference Omni Plantation Amelia Island November 15-16, 2013**

**Mail Registration to above address: Check Payable to: DH Methods of Education, Inc.**

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**Where you teach:** \_\_\_\_\_ **Proof of faculty position: insert college/university email address** 

**Registration Policy:** Requests for cancellations must be received at least 2 weeks prior to the conference date. However, for cancellations received after this deadline, 75% of the tuition may be applied toward future courses. 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 other travel expenses if a course is cancelled.

**Separate Fee for Each One Day Course (Friday Or Saturday)**

		<b>Early Registration</b>	<b>Final Registration</b>
		<b>Deadline:</b>	<b>Deadline:</b>
		<b>September 16, 2013</b>	<b>October 18, 2013</b>
<b>Dentist</b>	<i>Friday, November 15th</i>		
<b>Non educator</b>	Drugs in Dentistry	\$325 _____	\$400 _____
	or		
	<i>Saturday, November 16th</i>		
	Dental Office Emergencies	\$325 _____	\$400 _____

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\$550 \_\_\_\_\_ \$650 \_\_\_\_\_

**DA & DH, Staff or Educator:**

*Friday, November 15th*

Drugs in Dentistry \$225 \_\_\_\_\_ \$350 \_\_\_\_\_

or

*Saturday, November 16th*

Dental Office Emergencies \$225 \_\_\_\_\_ \$350 \_\_\_\_\_

**Combined Fee for Both Friday and Saturday Courses:**

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