

# Dental Health Educator's Newsletter

DH Methods of Education, Inc.

Winter Issue 2013

## Review Committee Recommendations to CODA

**The Dental Assisting Review Committee (DA RC)** met and after considering comments from faculty members from various dental assisting schools, made minor changes to the proposed Dental Assisting Program Standards. The minutes from the DA RC and the proposed standards were submitted to the Commission for the January 31, 2013 meeting. Here is the summary from the website:

**“Summary:** At its January 9, 2013 meeting, the Dental Assisting Review Committee (DA RC) reviewed all comments on the proposed revised Accreditation Standards for Dental Assisting Education Programs. The DA RC made slight modifications to intent statements and examples of evidence where appropriate to enhance clarity (Appendix 5). **The DA RC made no significant amendments and therefore recommends the Commission consider for final approval, the proposed revised Standards for Dental Assisting Education Programs (Appendix 5) with an implementation period of January 1, 2014.**”

Here is the link to view the full document: <http://www.ada.org/7172.aspx?document=1b11e2f7-8512-44ea-8269-5536ab52ede2&site=http%3a%2f%2fconnect.ada.org%2fcoda%2fCODAMbr&library=Public+Site> When you get to the site click on the listing **0300's Blue Sheets**

Those who are up for an accreditation site visit in 2014 are pressed for time to make changes to their programs in order to demonstrate compliance with the new standards. Some changes will require training and guidance for the DA faculty.

At Summer Camp 2013 Amelia Island, on August 8-13, 2013, there will be extensive training and individual attention in breakout sessions for DA faculty to prepare for new standards. Register early as attendance is limited.

Click here on the next line to register: <http://www.dhmethod.com/category/EC5.html>

**The Dental Hygiene Review Committee (DH RC)** addressed concerns with programs that have increased enrollment and without reporting changes to the Commission on Dental Accreditation.

As a result, The DH RC anticipates many programs will be non-compliant with accreditation standards.

**“Recommendation: The Review Committee on Dental Hygiene (DH RC) recommends the Commission approve the initiation of a policy on approved enrollment, and guidelines for requesting enrollment increases in dental hygiene education programs. The DH RC further recommends the Commission request circulation of the draft policy and guidelines (Appendices 1 and 2) among the dental assisting education community for comment and appropriate revision at the DH RC's Summer 2013 meeting.”**

Here is the link to view the full document: <http://www.ada.org/7172.aspx?document=3a0a1fe3-69f1-4641-8b8c-008af0d0cfba&site=http%3a%2f%2fconnect.ada.org%2fcoda%2fCODAMbr&library=Public+Site> When you get to the site click on the listing **0400's Blue Sheet**

### **Proposed Common Accreditation Standard For Faculty Training in Educational Methodology (All Committees)**

“The program **must** show evidence of an ongoing faculty development process.

Intent:

Ongoing faculty development is a requirement to improve teaching and learning, to foster curricular change, to enhance retention and job satisfaction of faculty, and to maintain the vitality of academic dentistry as the wellspring of a learned profession.

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### **Examples of evidence to demonstrate compliance may include:**

- Participation in development activities related to teaching, learning, and assessment
- Attendance at regional and national meetings that address contemporary issues in education
- Mentored experiences for new faculty
- Scholarly productivity
- Presentations at regional and national meetings
- Examples of curriculum innovation
- Maintenance of existing and development of new and/or emerging clinical skills
- Documented understanding of relevant aspects of teaching methodology
- Curriculum design and development
- Curriculum evaluation
- Student/Resident assessment
- Cultural Competency
- Ability to work with students/residents of varying ages and backgrounds
- Use of technology in didactic and clinical components of the curriculum “ ♦

## In the Spotlight: New Camp Instructors



**Debbie Holexa, RDH, BS, MAEd.**

Debbie has been involved with Mesa Community College's dental hygiene program since it opened in 2005, beginning as an adjunct faculty member teaching Radiology and Dental Materials. Eventually teaching Head and Neck Anatomy, Preclinic, Theory and Clinic I, Periodontology and Ethics, Professionalism and Practice Management. She became Mesa's program director in 2011.

She brings over 30 years of experience to dental assisting and dental hygiene education.

From dental assisting to practice ownership, she has held every role in the dental office except that of dentist.

Debbie enrolled in dental hygiene school after the birth of her fourth child, graduating from William Rainey Harper College in Palatine, Illinois in 1992. The organization skills, dedication and determination needed to succeed in school and run a household of 6 are the same skills needed to run a dental hygiene program. Working part time in clinical practice for over 20 years offered the balance Debbie needed to raise her family. She earned her bachelors degree in Dental Hygiene in 2007 from Northern Arizona University, Master of Arts Degree in Contemplative Education from Naropa University in Boulder, Colorado in 2010, and Certificate in Mindfulness Facilitation from UCLA in 2012.

Debbie has never been afraid to think outside the box, trying new ways to engage and enrich students. She has built a dental hygiene program that not only teaches dental hygiene but deliberately teaches mindfulness practices which assists students in becoming more aware of their emotional make-up, reactive nature, assumptions and biases and habitual ways of being in the world. This enhances coping skills, stress management, better decision making, increased compassion and empathy and ultimately more professional and ethical behaviors. Critical, creative and contemplative thinking all require the same mindfulness skill set. Debbie believes using a Mindful approach in DA & DH education not only creates better clinicians, but better people, better communities and a better world.

Debbie lives in Fountain Hills, Arizona with her husband of 35 years. In addition to her four grown children, she has four grandchildren who live everywhere but Arizona.

She is available for workshops and consultation through, The AMEIL Foundation: Aware Minds, Emotionally Intelligent Lives, you may contact her by email: [dmholexa@gmail.com](mailto:dmholexa@gmail.com).

At the camp, Debbie will be teaching critical thinking and mindfulness in Allied Dental Educator's Teaching Methodology Workshop. She also will be teaching in the hands-on workshop, How to Teach Periodontal Instrumentation.



**Gwendolyn S. Welling, RDH, MA**

Gwen is a consultant in dental hygiene accreditation for currently accredited programs and institutions in the process of developing new programs. For seven years, she managed dental hygiene accreditation activities for the Commission on Dental Accreditation (CODA) at the American Dental Association (ADA). Her responsibilities at CODA included staffing on-site visits

for dental hygiene (DH) and dental assisting (DA) programs and mentoring program directors at colleges and universities throughout the US regarding CODA Standards and policies. She is an experienced speaker at national conferences and meetings.

Gwen's career spans over 40 years of clinical and educational experience in allied dentistry. She has been involved in program administration as the Chair, Dental Department (dental hygiene and EFDA) at Owens Community College in Ohio and before that was Director of Dental Hygiene and Dental Assisting at Edison State College in Florida. She led the accreditation activities for these programs; participated in establishing Edison's DH program and; founded Edison's DA program. Additionally, she set-up numerous off-campus clinics for distance education.

While teaching at Loyola University of Chicago, Gwen coordinated the 4<sup>th</sup> year education program and taught courses to enrolled students in educational methods, teaching strategies and measurement of educational outcomes. As well as managing the programs' curricula, she was main course instructor in the following subject areas: dental public health, community dental health, school dental health, preventive dentistry, oral pathology, pharmacology for dental hygiene, pre-clinical and clinical dental hygiene (didactic and laboratory teaching). During her teaching assignments she established and participated in numerous community health programs.

Gwen received both her Associate Degree in Dental Hygiene and a Baccalaureate Degree in Health Education from Indiana University and her Master of Science Degree in Educational Administration from Purdue University.

At the camp, Gwen will be teaching in the Allied Dental Educator's Teaching Methodology Workshop, where she will provide a breakout session on writing and measuring program goals and objectives. She will also be providing a new course, Curriculum Management for Dental Hygiene and Dental Assisting Programs.

This is the perfect time for Gwen to join our team of excellent instructors, as our theme for the Summer Camp 2013 Amelia Island is:

*"Preparing for Changes to Accreditation Standards"*

Gwen's experience at CODA is invaluable to us as we strive for guidance in demonstrating compliance with the new standards for DA programs and the ongoing demands in DH programs.

## Online Classes See Cheating Go High-Tech

By Jeffrey R. Young

Easy A's may be even easier to score these days, with the growing popularity of online courses. Tech-savvy students are finding ways to cheat that let them ace online courses with minimal effort, in ways that are difficult to detect.

Take Bob Smith, a student at a public university in the United States. This past semester, he spent just 25 to 30 minutes each week on an online science course, the time it took him to take the weekly test. He never read the online materials for the course and never cracked open a textbook. He learned almost nothing. He got an A.

His secret was to cheat, and he's proud of the method he came up with—though he asked that his real name and college not be used, because he doesn't want to get caught. It involved four friends and a shared Google Doc, an online word-processing file that all five of them could read and add to at the same time during the test.

More on his method in a minute. You've probably already heard of plenty of clever ways students cheat, and this might simply add one more to the list. But the issue of online cheating may rise in prominence, as more and more institutions embrace online courses, and as reformers try new systems of educational badges, certifying skills and abilities learned online. The promise of such systems is that education can be delivered cheaply and conveniently online. Yet as access improves, so will the number of people gaming the system, unless courses are designed carefully.

This prediction has not escaped many of those leading new online efforts, or researchers who specialize in testing. As students find new ways to cheat, course designers are anticipating them and devising new ways to catch folks like Mr. Smith.

In the case of that student, the professor in the course had tried to prevent cheating by using a testing system that pulled questions at random from a bank of possibilities. The online tests could be taken anywhere and were open-book, but students had only a short window each week in which to take them, which was not long enough for most people to look up the answers on the fly. As the students proceeded, they were told whether each answer was right or wrong.

Mr. Smith figured out that the actual number of possible questions in the test bank was pretty small. If he and his friends got together to take the test jointly, they could paste the questions they saw into the shared Google Doc, along with the right or wrong answers. The schemers would go through the test quickly, one at a time, logging their work as they went. The first student often did poorly, since he had never seen the material before, though he would search an online version of the textbook on Google Books for relevant keywords to make informed guesses. The next student did significantly better, thanks to the cheat sheet, and subsequent test-takers upped their scores even further. They took turns going first. Students in the course were allowed to take each test twice, with the two results averaged into a final score.

"So the grades are bouncing back and forth, but we're all guaranteed an A in the end," Mr. Smith told me. "We're playing the system, and we're playing the system pretty well."

He is a first-generation college student who says he works hard, and honestly, in the rest of his courses, which are held in-person rather than online. But he is juggling a job and classes, and he wanted to find a way to add an easy A to his transcript each semester.

Although the syllabus clearly forbids academic dishonesty, Mr. Smith argues that the university has put so little into the security of the course that it can't be very serious about whether the online students are learning anything. Hundreds of students took the course with him, and he never communicated with

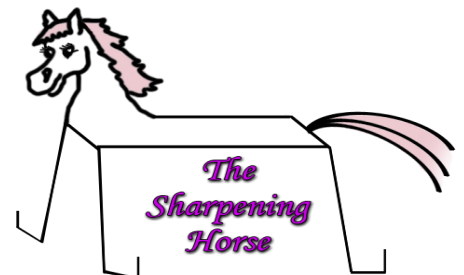
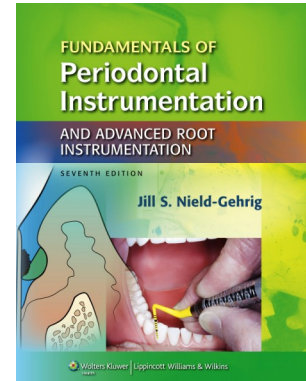
*Continued on Page 4*

## The Sharpening Horse Kit

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*Jill S. Nield-Gehrig*

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*Continued from Page 3*

the professor directly. It all felt sterile, impersonal, he told me. "If they didn't think students would do this, then they didn't think it through."

A professor familiar with the course, who also asked not to be named, said that it is not unique in this regard, and that other students probably cheat in online introductory courses as well. To them, the courses are just hoops to jump through to get a credential, and the students are happy to pay the tuition, learn little, and add an A.

"This is the garnification of education, and students are winning," the professor told me.

Of course, plenty of students cheat in introductory courses taught the old-fashioned way as well. John Sener, a consultant who has long worked in online learning, says the incident involving Mr. Smith sounds similar to students' sharing of old tests or bringing in cheat sheets. "There is no shortage of weak assessments," he says.

He cautions against dismissing online courses based on inevitable examples of poor class design: "If there are weaknesses in the system, students will find them and try to game it."

In some cases, the answer is simply designing tests that aren't multiple-choice. But even when professors assign papers, students can use the Internet to order custom-written assignments. Take the example of [the Shadow Scholar](#), who described in a *Chronicle* article how he made more than \$60,000 a year writing term papers for students around the country.

Part of the answer may be fighting technology with more technology, designing new ways to catch cheaters.

### **Countering the Cheaters**

When John Fontaine first heard about the Shadow Scholar, who was helping students cheat on assignments, he grew angry. Mr. Fontaine works for Blackboard, and his job is to think up new services and products for the education-software company. His official title is senior director of technology evangelism. "I was offended," he says "I thought, I'm going to get that guy." So he started a research project to do just that. Blackboard's learning-management software features a service that checks papers for signs of plagiarism, and thousands of professors around the country use it to

scan papers when they are turned in.

Mr. Fontaine began to wonder whether authors write in unique ways that amount to a kind of fingerprint. If so, he might be able to spot which papers were written by the Shadow Scholar or other writers-for-hire, even if they didn't plagiarize other work directly.

"People tend to use the same words over and over again, and people have the same vocabulary," he says. "I've been working on classifiers that take documents and score them and build what I call a document fingerprint." The system could establish a document fingerprint for each student when they turn in their first assignments, and notice if future papers differ in style in suspicious ways.

Mr. Fontaine's work is simply research at this point, he emphasizes, and he has not used any actual student papers submitted to the company's system. He would have to get permission from professors and students before doing that kind of live test.

In fact, he's not sure whether the idea will ever work well enough to add it as a Blackboard feature. Mr. Fontaine is not the only one doing such research. Scholars at the Massachusetts Institute of Technology say they are looking for new ways to verify the identity of students online as well.

Anant Agarwal is head of MIT's Open Learning Enterprise, which coordinates the university's MITx project to offer free courses online and give students a chance to earn certificates. It's a leading force in the movement to offer free courses online. One challenge leaders face is verifying that online students are who they say they are.

A method under consideration at MIT would analyze each user's typing style to help verify identity, Mr. Agarwal told me in a [recent interview](#). Such electronic fingerprinting could be combined with face-recognition software to ensure accuracy, he says. Since most laptops now have Webcams built in, future online students might have to smile for the camera to sign on.

Some colleges already require identity-verification techniques that seem out of a movie. They're using products such as the Secureexam Remote Proctor, which scans fingerprints and captures a 360-degree view around students, and Kryterion's Webassessor, which lets human proctors watch students remotely on Web cameras and listen to their keystrokes.

Researchers who study testing are also working on the problem of cheating. Last month more than 100 such researchers met at the University of Kansas at the [Conference on Statistical Detection of Potential Test Fraud](#).

One message from the event's organizers was that groups that offer standardized tests, companies developing antichecking software, and researchers need to join forces and share their work. "Historically this kind of research has been a bit of a black box," says Neal Kingston, an associate professor of education at the university and director of its Center for Educational Testing Evaluation. "It's important that the research community improve perhaps as quickly as the cheating community is improving."

There seems to be growing interest in such sharing, says James Wollack, an associate professor of educational psychology at the University of Wisconsin at Madison. "If you go on the Web and look, it's pretty clear that the people trying to game the system are learning from each other," he says. "Unless the testing industry also pools its resources, we're always going to be playing this game of catch-up."

A [revolution in education](#) thanks to online courses could be in store, as Thomas L. Friedman recently predicted. But significant challenges remain, not least among them preventing Mr. Smith from fraudulently claiming an education that he didn't get.

*College 2.0 covers how new technologies are changing colleges. Please send ideas to [jeff.young@chronicle.com](mailto:jeff.young@chronicle.com) or @jryoung on Twitter.*

Ahhh Amelia Island!

### 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.

Visit our website for more details: [www.DHmethEd.com](http://www.DHmethEd.com)

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

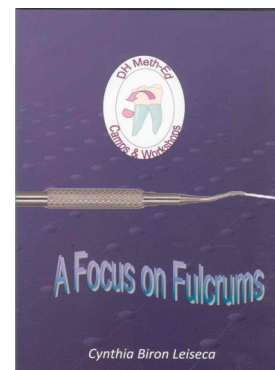
See registration the form on the next page if you wish to register by paying by check instead of online.

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 certain courses.

### The DVDs for Every Clinician:



<http://www.dhmethod.com/category/BAV2.html>



**DH Methods of Education, Inc. Summer Camp Amelia Island, August 8 – 13, 2013 Harbor Front Hampton Inn & Suites**

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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**

**Late Registration**

**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

Radiology Educator's Workshop (20 ceu's)

\$800 \_\_\_\_\_

\$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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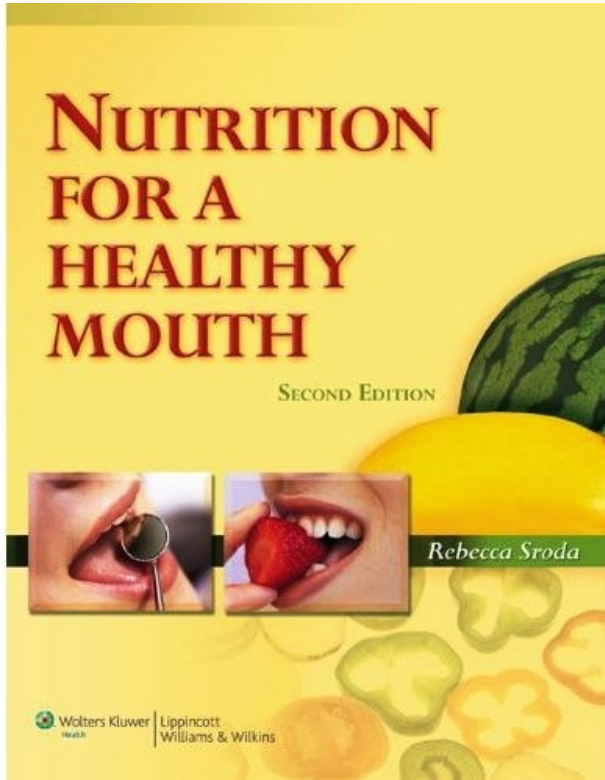
**To register you must pay by check or online credit card**

**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**



The author of this textbook is the presenter of "The Complete Nutrition Course"



Becky Sroda has been presenting "The Complete Nutrition Course" at our camps for three years. Those who teach Nutrition at DA and DH programs need training in how to teach Nutrition to satisfy CODA Standard 3-7. They also need a great textbook for their students and Nutrition for a Healthy Mouth is the text they need.



**Rebecca Sroda, CDA , RDH, MS**  
Associate Dean of Allied Health & Director of Dental Education at South Florida State College

To learn more about Becky and other camp instructors click on this link of our website:

<http://www.dhmethod.com/id18.html>

Register for Becky's course scheduled for Saturday, August 10th, 1-5PM at Summer Camp



## Patient Assessment Tutorials

Jill S. Nield-Gehrig &  
Donald E. Willmann

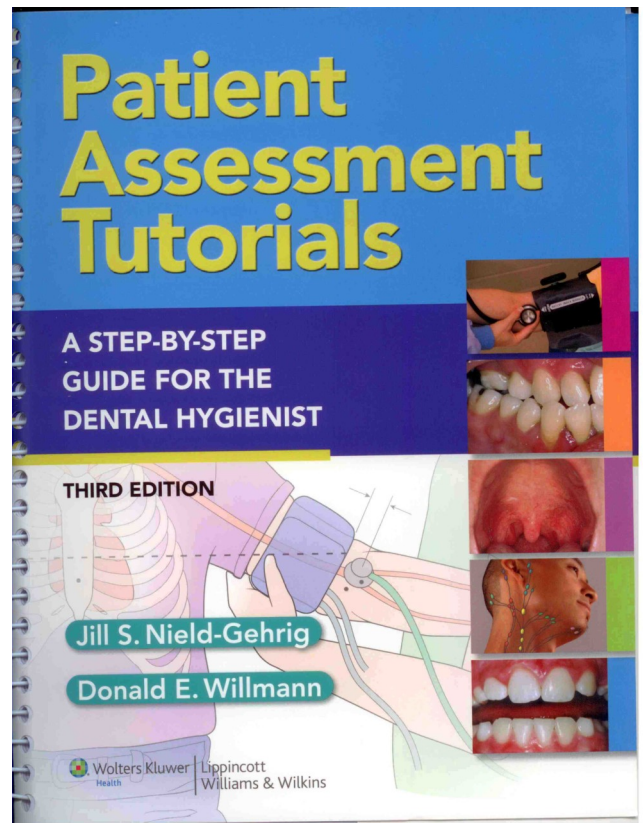
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The best resource for critical thinking in clinical instruction and case based teaching. Visit The Point: Online Resources  
<http://thePoint.lww.com/NieldGehrigPAT3e>

DH Methods of Education, Inc. staff who have contributed to this text:

Cynthia Biron Leiseca, RDH, EMT, MA  
Remberto J. Leiseca, BBA, CSI, CCPR, MAI  
Robin B. Matloff, RDH, BSDH, JD  
John Preece, DDS, MS  
Rebecca Sroda, CDA, RDH, MS





# TalEval

Dental Process of Care Evaluation Software

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## Satisfy Accreditation Standards!

- ▶ 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
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	6	10																
YOUNG, ASHLEY	0	6	10	2																
YOUNGSTON, JAY	0	8	7	5																
ZIMMERMAN, AYA	2	6	14	0																
Total	14	130	171	109																
08/03/2010 Abe Sandy M 22 No Radiographs- BWX w																				

Heading Legend:

**The BEST computerized grading & tracking System- designed just for DA & DH programs. 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	
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>

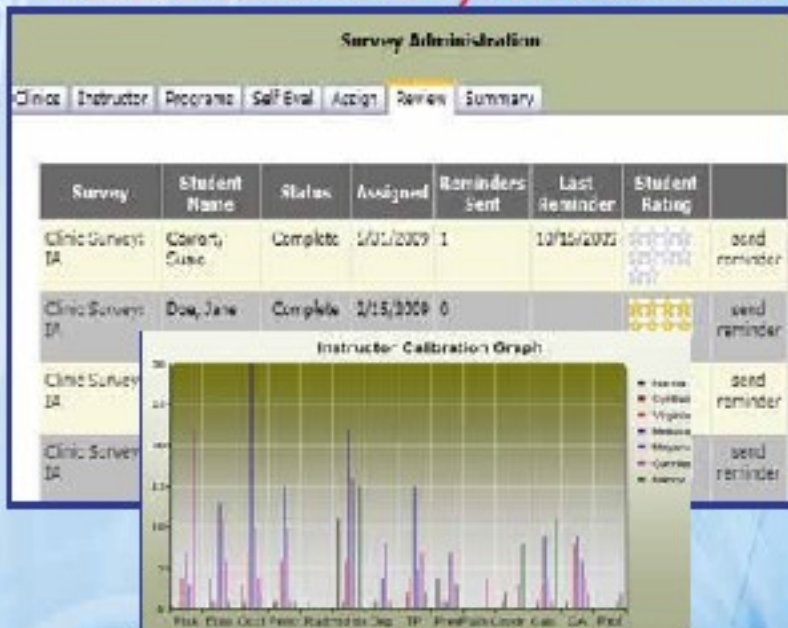
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## TalEval Features and Benefits:

- Objective Grading Format
- Calculates Individual Student Grades
- Tracks Patient Appointments
- Collects and Displays Data for Outcomes Assessments (Std 1-1)
- Provides Data on Instructor Performance for Calibration (Std 2-19)
- Component for Quality Assurance (Standard 6-2)
- Outcomes Assessment Surveys: Self Evaluation/Faculty/Clinic
- Customizable to Meet each School's Needs
- Allows students to login to view progress, complete evaluations
- Track Student Enrollment requirements (CPR, HEP)



Instructor Calibration Graph

## Clinical Grade Entry Form - Objective Grading Format

**Grade Entry**  
CPR expired on 11/1/2008

Select a Student:  Edit Existing Grade:

Date:  Patient:  Clinic:  Instructor:

Select date:  Quad:  Treatment Phase:  Special Needs:

☐ Recare ☒ Medically Compromised ☒ Patient Complete

Record On Dates:  Select date:  ☒ Months ☐ Weeks

**Assessment**  
 ☒ Grade Complete

SubCompetency	1	2	3	4	5
Further QUESTIONS and answers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USCB references	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vital Signs (TAKES THEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOTIFIES instructor of risk factors before check in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SubCompetency	1	2	3	4	5
Technique - visual, palpation, auscultation, order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ABNORMALITY, measurement, description, DOCUMENTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment UPDATE at supervisory and next	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**System Requirements:** TalEval is a secure web-based application so you can access it from any computer connected to the internet. There is no software to download or install! Safeguarding your data is one of our most important priorities. That's why we automatically encrypt all sensitive student and patient information sent between your computer and our servers.

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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>



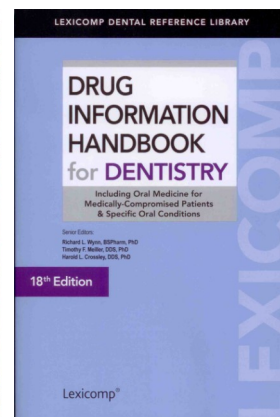
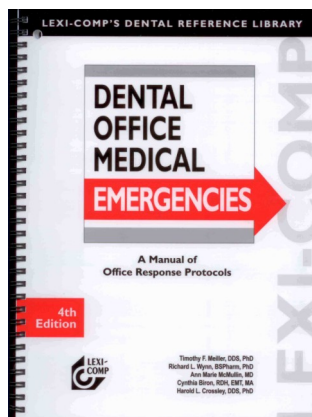
Cindy Biron Leiseca  
RDH, EMT, MA

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



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Sunrise, Amelia Island.  
See one soon!



End the day at the 18th hole  
End the day at the 18th hole

Fall Conference  
November 15-16, 2013  
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