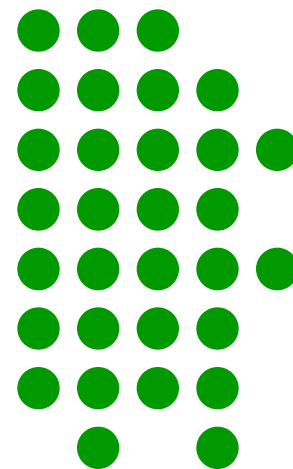
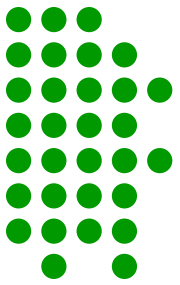


2014 ADEA Regional Allied Dental Accreditation Workshop

Tuesday, July 22, 2014
Sheraton Gateway
Los Angeles, CA



Purpose



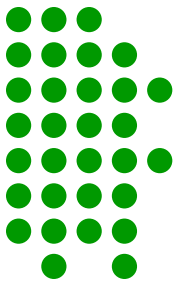
To familiarize DA educators with 2014 accreditation standards and revised support documents.

To identify sources that will enable educators to demonstrate compliance with the Standards.

Materials:

- Accreditation Standards for DA
- Self-Study Guide
- SVER
- Exhibits

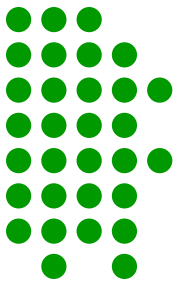
2014 DA Accreditation Standards



Short Summary of Changes:

- *Expanded Definition of Terms*
- *Changes within every standard*
- *Major reorganization of Standard 2*
- *Major revision of DA SSG, Exhibits, SV ER*

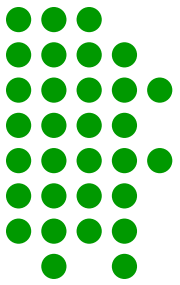
STRAW POLL



What percentage of self-studies are improperly formatted and cannot be accepted by CODA staff?

- a. 2%*
- b. 5%*
- c. 12%*
- d. 25%*

STRAW POLL

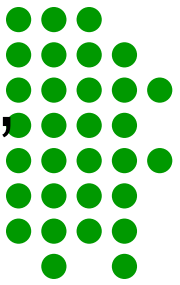


What percentage of self-studies are improperly formatted and cannot be accepted by CODA staff?

- a. 2%*
- b. 5%*
- c. 12%*
- d. 25%*

Defined Terminology

“Competence” “Competent” and “Competency”

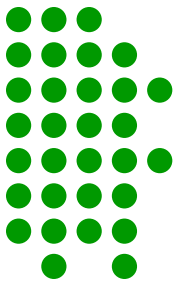


- **Laboratory/Preclinical Competence:**
The achievement of a predetermined level of special skill derived from laboratory/preclinical instruction.
- **Clinical Competence:** The achievement of a predetermined level of special skill derived from education and experience in the clinical setting.
- **Competent:** The level of knowledge and skill determined by the program and required of students/new graduates in performing dental assisting functions.
- **Competency evaluation:** (aka: “Skill assessment”)
Assessment of skill level related to specific performance objective



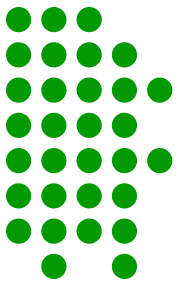
Commission on Dental Accreditation

New Definition



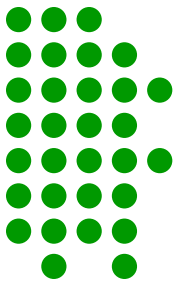
- **Institution:** The post-secondary entity that directly sponsors the dental assisting program and provides immediate administration and local leadership.
 - Has institutional accreditation
 - Houses the program
 - Not an outside financial body or corporation
 - Relates to **DA Standards 1-3 and 1-4**

Student Achievement Verification



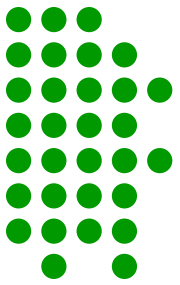
- Relates to Standard 1-1
- Summarize achievement measures
 - national assessment scores
 - results of licensure or certification examinations
 - employment rates
 - program completion rates
- Demonstrate positive outcomes?
 - How utilized for program improvement
- Demonstrate negative outcomes?
 - Changes made as a result

Standard 1 Highlights



- DA Standard 1-1
 - Lettered components of standard are explained and relate to one another
 - Examples of Evidence organized to correspond with each lettered component
 - *Not limited to* student achievement
 - Outcomes assessment cycle must be completed

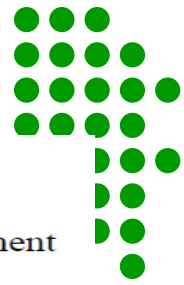
Standard 1-1 a, b, c, d and e



1-1 The program must demonstrate its effectiveness through a formal and ongoing planning and outcomes assessment process that is systematically documented and annually evaluated. This process must include the following:

- a. Dental assisting program goals that include, but are not limited to student outcomes that are consistent with the goals of the sponsoring institution and appropriate to dental assisting education;**
- b. Time-table for implementation that indicates roles and responsibilities of all participants;**
- c. Methods to assess goals and provide outcomes that include, but are not limited to, measures of student achievement;**
- d. Review and analysis of compiled data obtained from assessment methods, and related conclusions;**
- e. Findings and conclusions are used for program improvement, and for revisions to the overall planning and outcomes assessment process.**

Revised Exhibit--- SSG p. 60



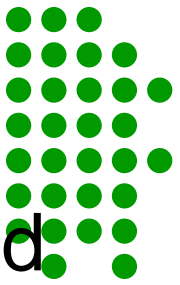
EXAMPLE EXHIBIT 1

Using the following sample format, list the program's goals and/or objectives and describe the assessment methods utilized.

	Program Goal	Program Goal	Program Goal	Program Goal
Time-table for process implementation				
Participant(s)				
Participant(s) roles and responsibilities				
Method of goal assessment				
Appropriate benchmark?				
Analysis timeframe for obtained data				
Related findings and conclusions				
Program changes made as a result of findings				
Changes made within outcomes planning and assessment process				
Follow-up				



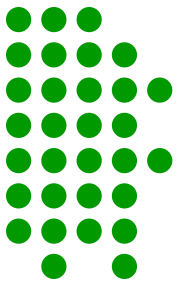
SSG Exhibits



- **ALL** Exhibits requested in SSG are required
- **Some** example Exhibits are provided in SSG
- **Additional** Exhibits may be provided
- **ALL** Exhibits must be numbered sequentially
 - Listed in Table of Contents
 - Given a title or reference labelEx: “Advisory Committee Roster”

Standards 1-2, 1-3, 1-4

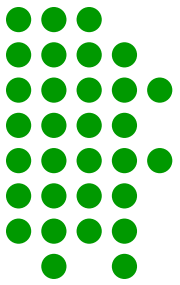
Financial Support



- *Updated* Example Exhibits
 - EE2: Revenue sources and % of budget
 - EE3: 3-year budget
 - EE4: Actual expenditures previous year
 - EE5: Salaries
- Current = year of site visit
- Previous = immediate past academic year
- Preceding = year or years past
- Ensuing = projected for next academic year

DA 1-6, 2-24 and 4-10

- 1-6 = co-sponsoring or affiliated
- 2-24=clinical practice/externship sites
- 4-10=off-campus sites



DA Standard 1-6

All arrangements with co-sponsoring or affiliated institutions must be formalized by means of written agreements which clearly define the roles and responsibilities of each institution involved.

Intent:

*This standard is not applicable to designated extended campus facilities. * Co-sponsoring or affiliated institution allow dental assisting program students to utilize all resources available to their regularly enrolled students, e.g., bookstore, library, health center fitness facility, etc. as defined in an affiliation agreement.*

**See DA Standard 4-10*

DA Standard 2-24

The dental assisting faculty must plan, approve, supervise, and evaluate the student's clinical experience, and the following conditions must be met:

- A formal agreement exists between the educational institution and the facility providing the experience
- The program administrator retains authority and responsibility for the student
- Policies and procedures for operation of the facility are consistent with the philosophy and objectives of the dental assisting program.
- The facility accommodates the scheduling needs of the program
- Notification for termination of the agreement ensures that instruction will not be interrupted for currently assigned students
- Expectations and orientation are provided to all parties prior to student assignment

Applies to individual sites used for clinical practice experience

DA Standard 4-10

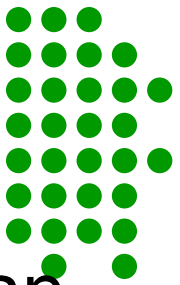
It is preferable and, therefore recommended, that the educational institution provide physical facilities and equipment which are adequate to permit achievement of the program's objectives. If the institution finds it necessary to contract for use of an existing facility for laboratory, preclinical and/or clinical education, then the following conditions must be met in addition to all existing standards.

- There is a formal agreement between the educational institution and agency or institution providing the facility.
- The program administrator retains authority and responsibility for instruction.
- All students receive instruction and practice experience in the facility.**
- Policies and procedures for operation of the facility are consistent with the philosophy and objectives of the educational program.
- Availability of the facility accommodates the scheduling needs of the program.
- Notification for termination of the contract ensures that instruction will not be interrupted for currently enrolled students.

Intent:

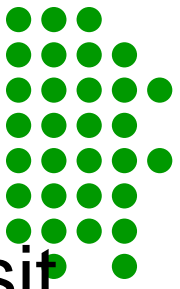
This standard applies to sites off-campus used for laboratory, preclinical and/or clinical education. All students assigned to a particular facility are expected to receive instruction and practice experience in that facility. This standard is not applicable to dental offices/clinic sites used for clinical/externship/practice experience

Standard 1-7 Liaison



- Standard now specifies the program have an **advisory committee**
- Equal representation dentists and assistants
- Required exhibits
 - By-Laws
 - Terms of Service
 - Committee Roster
 - Meeting Minutes

STRAW POLL

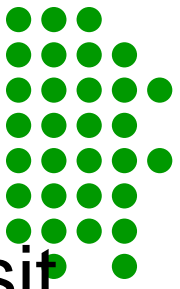


Standard 2 had the highest number of site visit recommendations.

What was the percentage of Standard 2 citations?

- a. 17.1%
- b. 27.4%
- c. 57.0%
- d. 71.8%

STRAW POLL

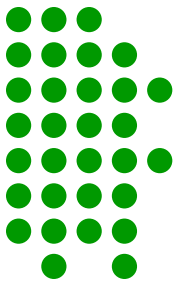


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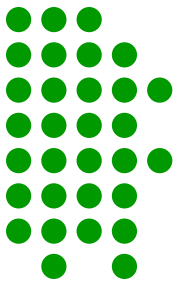
Standard 2-1, 2-2 Admissions



- MUST have HS Diploma, equivalent, or higher degree:
 - Provide admissions packet
 - Website screen shots

- Advance standing:
 - Based on same criteria and achievement

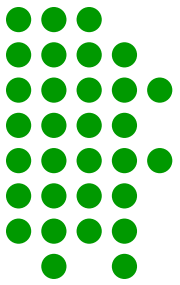
Standard 2-3 Resources



The program must demonstrate that student enrollment numbers are proportionate to the number of faculty, availability of appropriate classroom, laboratory, and clinical facilities, equipment, instruments, and supplies.

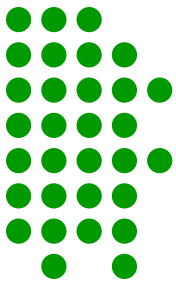
- Compares enrollment numbers with:
 - Faculty
 - Facility
 - Equipment
 - Instruments
 - Supplies

Standard 2-3 Resources



- To demonstrate compliance, refer to Examples of Evidence and **SSG questions/Exhibit 6 and 7***
 - Examples of Evidence may include:
 - Blueprints or floor plan
 - Number of clinical stations
 - Schedule for use of facility
 - Budget
 - Radiographic units
 - Equipment and instrument inventory list
 - Comprehensive faculty assignment schedule
- *programs with open or multiple entries*

Standard 2-3: Resources/Enrollment



EXAMPLE EXHIBIT 6

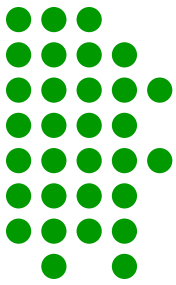
Using the format illustrated below, provide enrollment data for the program during the current and two preceding years. If classes are admitted more than once a year, indicate admissions by each admission interval.

Note: Programs with multiple enrollment starts per year must provide enrollment and attrition data for each group of students enrolled. Please modify the below chart to reflect this information.

Current Academic Year Enrollment 20__	DATE OF ADMISSION TO PROGRAM				
	20__	20__	20__	20__	20__
1. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
2. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
3. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
4. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
PERCENTAGE OF NUMBER ENROLLED WHO COMPLETED THE PROGRAM	___%	___%	___%	___%	___%

Standard 2-3: Resources/Enrollment

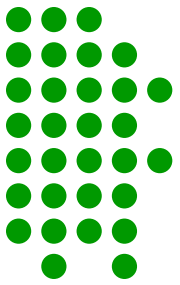
(Example Exhibit 6 cont.)



Preceding Academic Year Enrollment 20_	DATE OF ADMISSION TO PROGRAM				
	20__	20__	20__	20__	20__
1. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
2. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
3. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
4. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
PERCENTAGE OF NUMBER ENROLLED WHO COMPLETED THE PROGRAM	___%	___%	___%	___%	___%

Standard 2-3: Resources/Enrollment

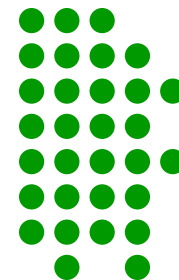
(Example Exhibit 6 cont.)



Previous Academic Year Enrollment 20_	DATE OF ADMISSION TO PROGRAM				
1. Academic Year Enrollment	20__	20__	20__	20__	20__
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
2. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
3. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
4. Academic Year Enrollment					
a. Number Admitted					
b. Number Enrolled					
c. Number completed					
PERCENTAGE OF NUMBER ENROLLED WHO COMPLETED THE PROGRAM	___%	___%	___%	___%	___%

Standard 2-3: Enrollment/Program Effectiveness

(Example Exhibit 6 cont.)

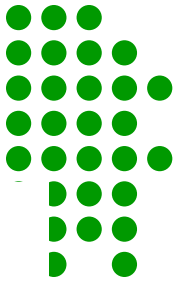


Using the format illustrated below, indicate the number of students who withdrew or were dismissed from the program during the current and preceding years.

Program Non-Completion Reasons (Current and Previous Years)	REASON FOR WITHDRAWAL			
	ACADEMIC PROBLEMS	LACK OF INTEREST	PERSONAL/ FINANCIAL ISSUES	OTHER (SPECIFY)
1. Academic Year Enrollment				
2. Academic Year Enrollment				
3. Academic Year Enrollment				
4. Academic Year Enrollment				
TOTAL				

Standard 2-3: Resources/Enrollment

(ONLY for programs with multiple enrollment starts each calendar year)



Example Exhibit 7

For programs that have multiple enrollment starts **only**: Please complete Example Exhibit 7 for each requested calendar year. Identify the class, number of students and the start and end dates. This is an example. Modify the Exhibit as appropriate.

As an example:

Previous Year: 2012

January	February	March	April	May	June	July	August	September	October	November	December
Class 1 (20 students): start February 2, 2012 and graduates November 31, 2012											
					Class 2 (22 students): start June 2, 2012 and graduate April 30, 2013						
									Class 3 (15 students): starts October 31, 2012 and graduates September 1, 2013		

Current Year: 2013

January	February	March	April	May	June	July	August	September	October	November	December
Class 2 (22 students): start June 2, 2012 and graduate April 30, 2013											
Class 3 (15 students): starts October 31, 2012 and graduates September 1, 2013											
Class 4 (20 students): start February 2, 2013 and graduates December 1, 2013											
								Class 5 (22 students): start June 2, 2013 and graduate April 30, 2014			
									Class 6 (15 students): starts October 31, 2013 and graduates September 1, 2014		

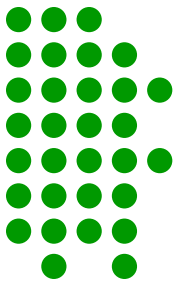
Following Year: 2014

January	February	March	April	May	June	July	August	September	October	November	December
Class 5 (22 students): start June 2, 2013 and graduate April 30, 2014											
Class 6 (15 students): starts October 31, 2013 and graduates September 1, 2014											
					Class 7 (22 students): start June 2, 2014 and graduate April 30, 2015						



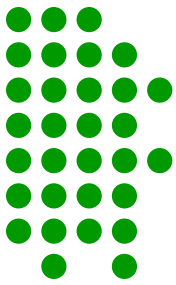
Commission on Dental Accreditation

Standard 2-4



- **New** requires *minimum* 900 instructional hours
 - In content required by standards
 - **Includes** 300-hours clinical practice experience
 - Additional content increases length of program
- **See Examples of Evidence:**
 - Institutional catalogue with program requirements
 - Schedule of classes
 - Tracking mechanism for clinical externship hours
 - Official student roster with positive attendance hours
- **Provide Example Exhibit 8**

Standard 2-4: Curriculum Management



EXAMPLE EXHIBIT 8

Outline the sequence of the dental assisting curriculum as illustrated below. This is an EXAMPLE. If the program delivery structure is different, please modify to demonstrate the same information.

Course Number	Course Title	Credits* Awarded	Clock Hours/Week			Number of Faculty/Number of Students			Faculty Person Responsible
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic	
Term 1:									
DA 122	Dental Materials	5	2	9	1/20	2/20			Miss Smith
DA 123	Preclinical science	4	3	3	1/20	1/10			Dr. Gray
**Eng 101	Composition	3	3	0	1/20				Miss Jones
DA 120	Intro. To Dentistry	2	2	0	1/20				Mrs. Brown
DA 121	Dental Anatomy	3	3	3	1/20	2/20			Mrs. Brown
		<u>17</u>	<u>13</u>	<u>15</u>					

Term 2:

DA 127	Den. Radiography	4	3	6	1/20	4/20			Miss Smith
DA 124	Office Management	3	2	3	1/20	1/20			Mrs. Brown
**Spch113	Oral Communications	3	3	0	1/20				Mrs. Black
		<u>5</u>	<u>3</u>	<u>3</u>	<u>3</u>	1/10	1/10	1/10	Mrs. Brown
DA 125	Clinical Procedures	16	10	12	3				

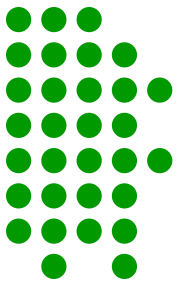
Third Term:

Fourth Term:

Total Number of Credit Hours _____
 Transferable Credit Hours _____

*If the institution does not assign credit hours, do not complete this column.

Standard 2-5

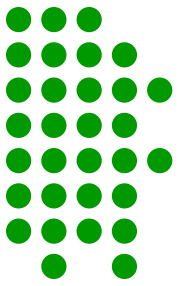


- **Revisions:** Four major instructional areas
 - **Biomedical Sciences**--Standard 2-12
 - **Dental Sciences**--Standards 2-13 through 2-17
 - **Clinical & Behavioral Sciences**--Standards 2-18 through 2-20
 - **Preclinical and Clinical Practice**—Standards 2-8 through 2-11; and 2-21 through 2-28

See **EE 8** and **EE 9**

- **EE 9** Must be modified by programs with multiple enrollments

Standard 2-5 continued



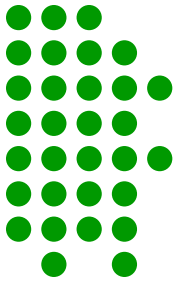
- **Must** have appropriate sequencing
 - **Before patient contact:** foundational content in:
 - Oral anatomy
 - Basic chairside skills
 - Medical emergencies
 - Confidentiality and privacy regulations
 - Infection control
 - Sterilization
 - Occupational safety
 - Procedures and protocols related to patient contact

Standard 2-5: Curriculum Management

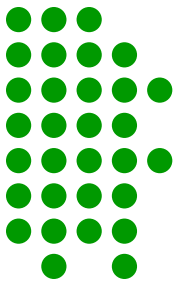
EXAMPLE EXHIBIT 9

TERM: _____ 20__
(specify)

Hour	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	DA 122 Lec. Miss Smith Room 200 20 Students	DA 121 Lec. Mrs. Brown Room 200 20 Students		DA 122 Lec. Miss Smith Room 200 20 Students	DA 121 Lec. Mrs. Brown Room 200 20 Students
9:00	DA 122 Lec. Miss Smith Mrs. Brown Room 200 20 Students	DA 120 Lec. Mrs. Brown Room 200 20 Students		DA 122 Lec. Miss Smith Mrs. Brown Room 200 20 Students	DA 120 Lec. Mrs. Brown Room 200 20 Students
10:00		Eng. 101 Lec. Miss Jones Room 200 20 Students	Eng. 101 Lec. Miss Jones Room 200 20 Students		Eng. 101 Lec. Miss Jones Room 200 20 Students
11:00					
12:00					
1:00	DA 123 Lec. Dr. Grey Room 200 20 Students	DA 122 Lec. Miss Smith Mrs. Brown Room 200 20 Students	DA 123 Lec. Dr. Grey Room 200 20 Students	DA 121 Lab. Miss Smith Mrs. Brown Clinic 20 Students	
2:00	DA 123 Lec. Dr. Grey Room 200 20 Students		DA 123 Lec. Dr. Grey Room 200 20 Students		
3:00					
4:00					

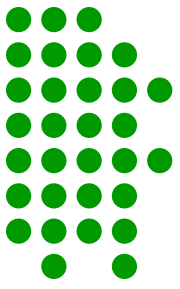


Straw Poll



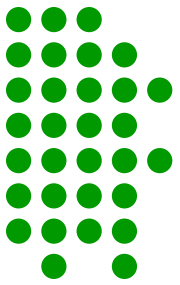
- One topic area within Standard 2 was cited approximately 100 times over the life of the former DA Standards. Was it:
 - a) Evaluation?
 - b) Externship?
 - c) Learning Experiences?
 - d) Clean and polish removable appliances?

Straw Poll



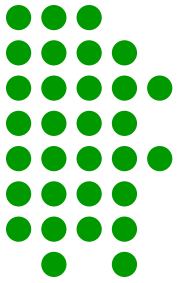
- One topic area within Standard 2 was cited approximately 100 times over the life of the former DA Standards. Was it:
 - a) Evaluation?
 - b) Externship?
 - c) Learning Experiences?
 - d) Clean and polish removable appliances?

Standard 2-6



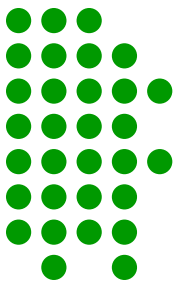
- In separate Curriculum Document:
 - The course title, number, description, faculty presenting course and contact information
 - Course content outline including topics to be presented
 - Specific instructional objectives for each topic presented
 - Learning experiences with associated assessment mechanisms
 - Course schedule including time allocated for didactic, laboratory, and clinical learning experiences
 - Specific criteria evaluation procedures for course grade calculation
- Use Documentation Checklist found in SVER!

Documentation Checklist (SVER)



Allied									
Course Title & Number	Faculty	Written Course Descriptions	Content Outlines	Incl. Topics to be Presented	Specific Instructional Objectives (for each topic)	Learning Experiences with Associated Assessment Mechanisms	Time Allocated for Didactic, Lab, Clinical Experiences	Evaluation Procedures	Faculty to Student Ratio
DA 105 Dental Radiology I	Ms. E	x	x	x	x	x	n/a	x	1:6

Standards 2-8 and 2-9

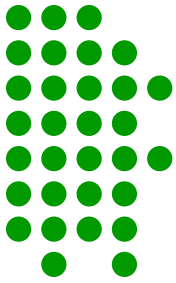


- 2-8 Essential Dental Assisting Skills
- 2-9 Chairside Dental Assisting Functions

- Consult **EE 10**

- Verify preclinical competence established prior to clinical performance
- *Per definition: clinical denotes patient, including student partner-patients*

Standards 2-8 & 2-9: Preclinical Instruction



EXAMPLE EXHIBIT 10

Using the format illustrated below, list the preclinical and clinical courses which provide the major instruction in each category of function specified in Standards 2-8 and 2-9.

Functions	Content is presented	Preclinical competence is demonstrated	Clinical practice is performed	Clinical competence is demonstrated
Essential Dental Assisting Skills:				
Take/review and record medical and dental histories				
Take and record vital signs				
Assist with and/or perform soft tissue extra/intra oral examinations				
Assist with and/or perform dental charting				
Manage infection and hazard control protocol consistent with published professional guidelines				
Prepare tray set-ups for a variety of procedures and specialty areas				
Seat and dismiss patients				
Operate oral evacuation devices and air/water syringe				
Maintain clear field of vision including isolation techniques				
Perform a variety of instrument transfers				
Utilize appropriate chairside assistant ergonomics				
Provide patient preventive education and oral hygiene instruction				
Provide pre-and post-operative instructions prescribed by a dentist				
Maintain accurate patient treatment records				
Identify and respond to medical and dental emergencies				
Chairside Dental Assisting Functions:				



Commission on Dental Accreditation

Standard 2-10 Advanced Functions



Where graduates of a CODA-accredited 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 objectives for the additional dental assisting skills and functions. Students must demonstrate laboratory/preclinical competence in performing these skills in the program facility prior to clinical practice.

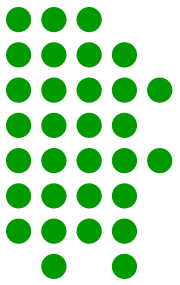
Intent:

Functions allowed by the state dental board or regulatory agency for dental assistants are taught and evaluated at the depth and scope required by the state. The inclusion of additional functions does not compromise the length and scope of the educational program or content required in the Accreditation Standards.

Examples of evidence **may include but are not limited to:**

- a. Place and/or remove retraction cord
- b. Take final impressions
- c. Place, pack, finish restorations
- d. Perform polishing of coronal surfaces of teeth
- e. Perform pit and fissure sealant application
- f. Perform cement removal
- g. Perform restoration polishing
- h. Perform monitoring and/or administration of Nitrous Oxide-Oxygen analgesia
- i. Remove sutures
- j. Perform pulp vitality tests
- k. Place and remove periodontal dressing
- l. Perform orthodontic functions

Standard 2-10: Advanced Functions

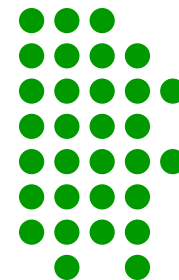


EXAMPLE EXHIBIT 11

Using the format illustrated below, list the **additional functions** included in the curriculum which are not specified in Standards 2-8 and 2-9. Specify for each function whether it is taught to the level of laboratory competence (on manikins) or clinical competence (on patients).

STATE ADVANCED/EXPANDED FUNCTIONS	Preclinical course where content is presented	Course where preclinical competence is demonstrated	Course where clinical practice is performed	Course where clinical competence is demonstrated
Polishing coronal surfaces				
Removal of sutures				

Standard 2-10: Adv/Expanded DA Functions



EXAMPLE EXHIBIT 12

Extra Oral and Intra Oral Function(s) must be taught didactically and to laboratory/preclinical and clinical competence level under program/faculty supervision, if allowed within the State Dental Practice Act for Dental Assistants. (Do not include additional hours in advanced training (EF) taught outside the program curriculum)

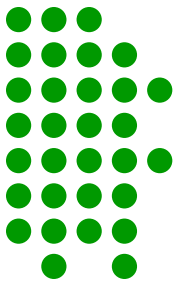
Extra Oral Function(s)	Allowed by DPA? (Yes/No)	Time allocated:			
		Didactic	Lab	Preclinical	Clinical
Carious risk assessment, perform					
Extra-oral photography, apply various techniques for use					
Head and neck exam					
Medical/dental health history, assess and record					
Nutrition counseling/dietary analysis					
Oral Hygiene Instruction					
Radiographs, expose and process					
Vital signs, take and record					
Other: (Please specify)					

Intra Oral Function(s)	Allowed by DPA? (Yes/No)	Time allocated in:			
		Didactic	Lab	Preclinical	Clinical
Acid etch, apply					
Alginate impression for study cast, take					
Amalgam restoration for condensation, place					
Condensing amalgam restoration, place					

Standards 2-11, 2-13, 2-14, 2-15, 2-16 & 2-18

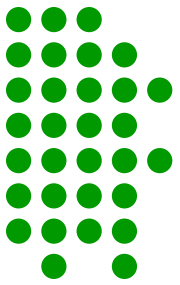
EXAMPLE EXHIBIT 13

Using the format illustrated below, list the courses which provide the major instruction in each required content area and specify the number of clock hours devoted to instruction in that area (Standards 2-13, 2-14, 2-15, 2-16, and 2-18).



CONTENT AREA	COURSE NO. & TITLE	CLOCK HRS. FOR CONTENT AREA
Dental Practice Management:		
Computer and dental software		
Business ethics and jurisprudence		
Business oral and written communications		
Inventory systems and supply ordering		
Maintenance and retention of business records		
Management of patient information		
Recall systems		
Dental Sciences:		
Oral pathology		
General anatomy and physiology		
Microbiology		
Nutrition		
Oral anatomy		
Pharmacology:		
Drug requirements, agencies and regulations		
Drug prescriptions		
Drug actions, side effects, indication's and contraindications		
Common drugs used in dentistry		
Properties of anesthetics		
Drug and agents used to treat dental-related infection		
Dental materials:		
Use and manipulation of gypsum		
Use and manipulation of restorative materials		
Use and manipulation of dental cements		
Use and manipulation of impression materials		

Standards 2-16, 2-17 Radiography



- **Combined previous requirements**

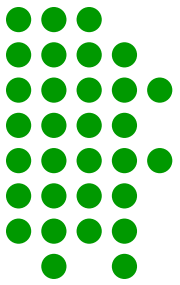
2-16 The curriculum **must** include content at the in-depth level in dental radiology. Students **must** demonstrate knowledge and skills to produce diagnostic dental image surveys on manikins. Prior to exposing dental images on patients, students **must** demonstrate competence in:

**Radiation health protection techniques,
Processing procedures,
Anatomical landmarks and pathologies,
Mounting survey of dental images, and
Placing and exposing dental images on manikins**

2-17 Prior to exposing dental images during extramural clinical assignments, students must demonstrate competence, under faculty supervision, in exposing diagnostically acceptable full-mouth dental image surveys on a minimum of two patients in the program, or contracted facility

- **Verified through EE 14, also EE 8**

Standards 2-16 & 2-17

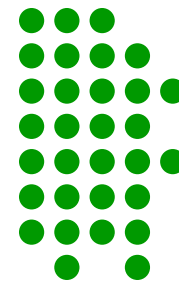


EXAMPLE EXHIBIT 14

Using the format illustrated below, summarize the type and minimum number of acceptable radiographic surveys that each student is required to expose, process and mount in conjunction with the radiographs technique course(s).

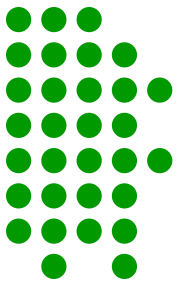
Type of Survey	Number of Surveys	
	Manikin	Patients
<u>FULL MOUTH</u>		
Permanent dentition		
Mixed dentition		
Primary dentition		
Edentulous		
TOTAL:		
<u>BITE-WING (not included in FM series)</u>		
Permanent dentition		
Mixed dentition		
Primary dentition		
TOTAL:		
OCCLUSAL RADIOGRAPHS		
EXTRAORAL RADIOGRAPHS (specify):		

Standards 2-19, 2-20



- Ethics and Professionalism
- Service Learning
- No required exhibits at this time
- Refer to curriculum exhibits EE8 and EE 9
- Refer to any Examples of Evidence provided
- Faculty, student, staff membership and participation in dental professional organizations, e.g., American Dental Assistants Association, American Dental Education Association, American Dental Association
- Professional Code of Conduct
- State Dental Practice Act
- Student Handbook
- Professional and ethical expectations
- Service hours
- Volunteer activities

Standards 2-21 through 2-28



- Clinical Practice Experience
- Requires 300 hours*
- View rotation schedules, seminar schedules, faculty visitation schedules
- See narrative responses to questions posed in SSG
- Verify Standard 2-24 requirements

*in excess of 300 hours adds to overall length of program

DA Standard 1-6

All arrangements with co-sponsoring or affiliated institutions must be formalized by means of written agreements which clearly define the roles and responsibilities of each institution involved.

Intent:

*This standard is not applicable to designated extended campus facilities. * Co-sponsoring or affiliated institution allow dental assisting program students to utilize all resources available to their regularly enrolled students, e.g., bookstore, library, health center fitness facility, etc. as defined in an affiliation agreement.*

**See DA Standard 4-10*

DA Standard 2-24

The dental assisting faculty must plan, approve, supervise, and evaluate the student's clinical experience, and the following conditions must be met:

- A formal agreement exists between the educational institution and the facility providing the experience
- The program administrator retains authority and responsibility for the student
- Policies and procedures for operation of the facility are consistent with the philosophy and objectives of the dental assisting program.
- The facility accommodates the scheduling needs of the program
- Notification for termination of the agreement ensures that instruction will not be interrupted for currently assigned students
- Expectations and orientation are provided to all parties prior to student assignment

Applies to individual sites used for clinical practice experience

DA Standard 4-10

It is preferable and, therefore recommended, that the educational institution provide physical facilities and equipment which are adequate to permit achievement of the program's objectives. If the institution finds it necessary to contract for use of an existing facility for laboratory, preclinical and/or clinical education, then the following conditions must be met in addition to all existing standards.

- There is a formal agreement between the educational institution and agency or institution providing the facility.
- The program administrator retains authority and responsibility for instruction.
- All students receive instruction and practice experience in the facility.**
- Policies and procedures for operation of the facility are consistent with the philosophy and objectives of the educational program.
- Availability of the facility accommodates the scheduling needs of the program.
- Notification for termination of the contract ensures that instruction will not be interrupted for currently enrolled students.

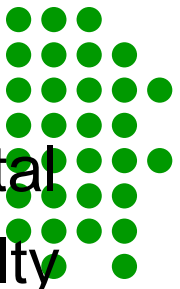
Intent:

This standard applies to sites off-campus used for laboratory, preclinical and/or clinical education. All students assigned to a particular facility are expected to receive instruction and practice experience in that facility. This standard is not applicable to dental offices/clinic sites used for clinical/externship/practice experience

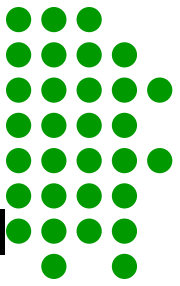
Straw Poll

There are 24 DA students enrolled in the preclinical dental materials course and two (2) faculty assigned, for a faculty to student ratio of 1:12. This week's objectives include taking alginate impressions. Students work in eight groups of three (3) with one student acting as operator, one as an assistant, and one as a patient. How many faculty are required?

- a) 2
- b) 3
- c) 1
- d) 4



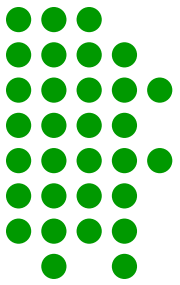
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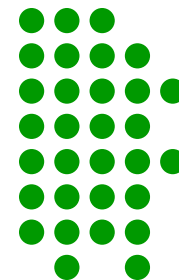
- a) 2
- b) 3
- c) 1
- d) 4

Standard 3



- PD must have baccalaureate degree
- Refer to **Bio-Sketch**
- Binder with additional/current documents presented on-site
- Verify ratios
- Refer to **SVER Faculty Qualifications Checklist** to aid in verification process

Standard 3: PD and Faculty



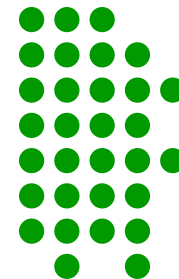
EXAMPLE EXHIBIT 15

Using the following format, provide information requested for each dental assisting faculty member for each term of the academic year. (Note: If two or more classes are enrolled concurrently, each table should reflect the faculty member's total time commitment per term.)

Name of faculty member _____ Term _____ 19/20_____				
Full-time appointment: _____ Part-time appointment: _____				
<u>A. Teaching Contact Hours</u>			<u>B. Supplemental Responsibilities</u>	
<u>Course No. and Title</u>	<u>Clock Hrs./Week</u>			<u>Clock Hrs./Week</u>
	<u>Lec.</u>	<u>Lab.</u>	<u>Clinic</u>	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
TOTAL HRS/WEEK	_____	_____	_____	_____

Hours per week devoted to Total Effort (A+B)				_____

Standard 3: PD and Faculty Qualifications



EXAMPLE EXHIBIT 16

Commission on Dental Accreditation
BioSketch

Do not attach Curriculum Vitae.
Print or Type Only

Name: _____
Current Institution: _____

EDUCATIONAL BACKGROUND (Begin with college level)

Name of School, City and State	Yr of Grad.	Certificate or Degree	Area of Study

LICENSURE & CREDENTIALING (Do not include license number)

State License (if applicable)	From (Year)	To (Year)
DDS		
CDA		
RDH		
CDT		
CPR		

SELECT RELATED CE COURSES (most recent)

Course Title	Course Content and Provider	Month and Year

Standard 3: PD and Faculty Qualifications

(Example Exhibit 15 cont.)

TEACHING APPOINTMENTS (Begin with current)

Name of Institution, City and State	Appointment Title	Specify Full-Time/ Part-Time/ Adjunct/ Clinical/ Didactic/ Content Areas Taught	From (Year)	To (Year)

TEACHING RESPONSIBILITIES

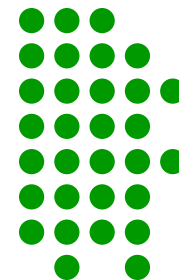
Name of Institution, City, State	Course Number and Title and Term	Discipline and Level of Students (Year)	Total Contact Hours Per Term	
			Didactic	Clinic/Laboratory

SELECT RELATED EDUCATION METHODOLOGY COURSES (most recent)

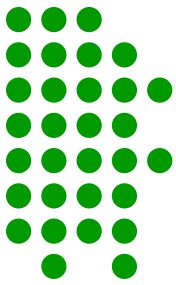
Course Title	Course Content and Provider	Month and Year

PRACTICE EXPERIENCE

Practice Location and Type (City and State)	Position Title	From (Year)	To (Year)

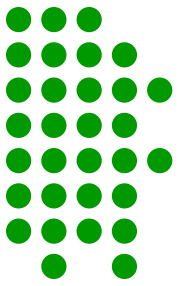


SVER Faculty Qualifications Checklist



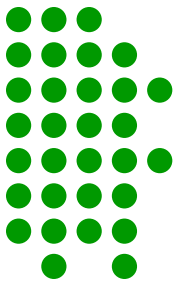
Faculty Qualifications Checklist									
Name	Indicate Course Type(s) Didactic - D Lab - L Clinic - C	Degree Type	Currently Enrolled	Ed Meth	Background/ Experience	Current Subject Knowledge	CDA	RDH	CPR
Ms. D. Educator	D, L, C	MS	x	x	x	x	x	n/a	x

Other Standard 3 Changes...



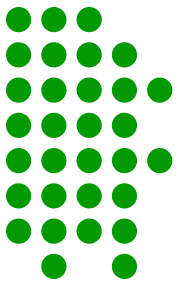
- PD must have baccalaureate degree
- DDS PD must be licensed in the state
- Didactic faculty must have baccalaureate or *continuously* enrolled/4-yr institution
- Lab, preclinical, clinical faculty must also have any credential required by the state
- Support personnel *assigned* to program

Standard 4: Facilities



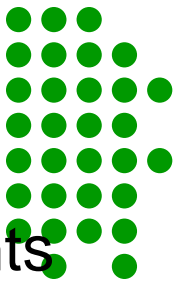
- *Recent* 4-3: One Tx area/five students
 - NOT simultaneous
 - Total enrollment
- *Change* 4-6: Pedo instruments removed
- *Change* 4-8 Specified requirements
- *Change* 4-9: Lab must accommodate all enrolled students simultaneously or scheduled sections
- *New* 4-15 provide narrative responses to demonstrate required student

Standard 5 Health and Safety



- *New* CPR with AED
- View emergency protocols
- No other documentation changes
- No changes within Standard 6 except statement below
BOLD:

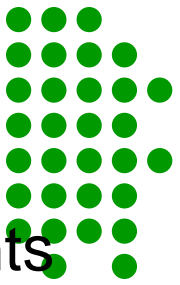
Straw Poll



Dental assisting students complete program requirements for radiography, coronal polishing and pit and fissure sealants on patients within the dental hygiene clinic facility. What quality assurance must the program conduct?

- a) Random chart audits
- b) Obtain patients' perceptions of quality care
- c) Use results for patient care improvement
- d) All of above: all are necessary components
- e) None of above: DH is responsible

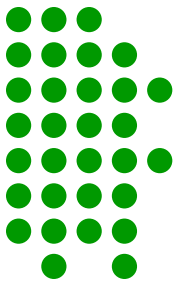
Straw Poll



Dental assisting students complete program requirements for radiography, coronal polishing and pit and fissure sealants on patients shared with dental hygiene students within the dental hygiene clinic. What quality assurance must the program conduct?

- a) Random chart audits
- b) Obtain patients' perceptions of quality care
- c) Use results for patient care improvement
- d) All of above: all are necessary components
- e) None of above: DH is responsible

STANDARD 6 – PATIENT CARE SERVICES



THIS STANDARD APPLIES WHEN A PROGRAM HAS AN ON-SITE CLINIC AND PROVIDES DENTAL CARE.

Standard does not apply to limited care allied clinics.