

Faculty Calibration Fall 2022

Foothill College Dental Hygiene Program

September 11, 2022



Welcome Back!

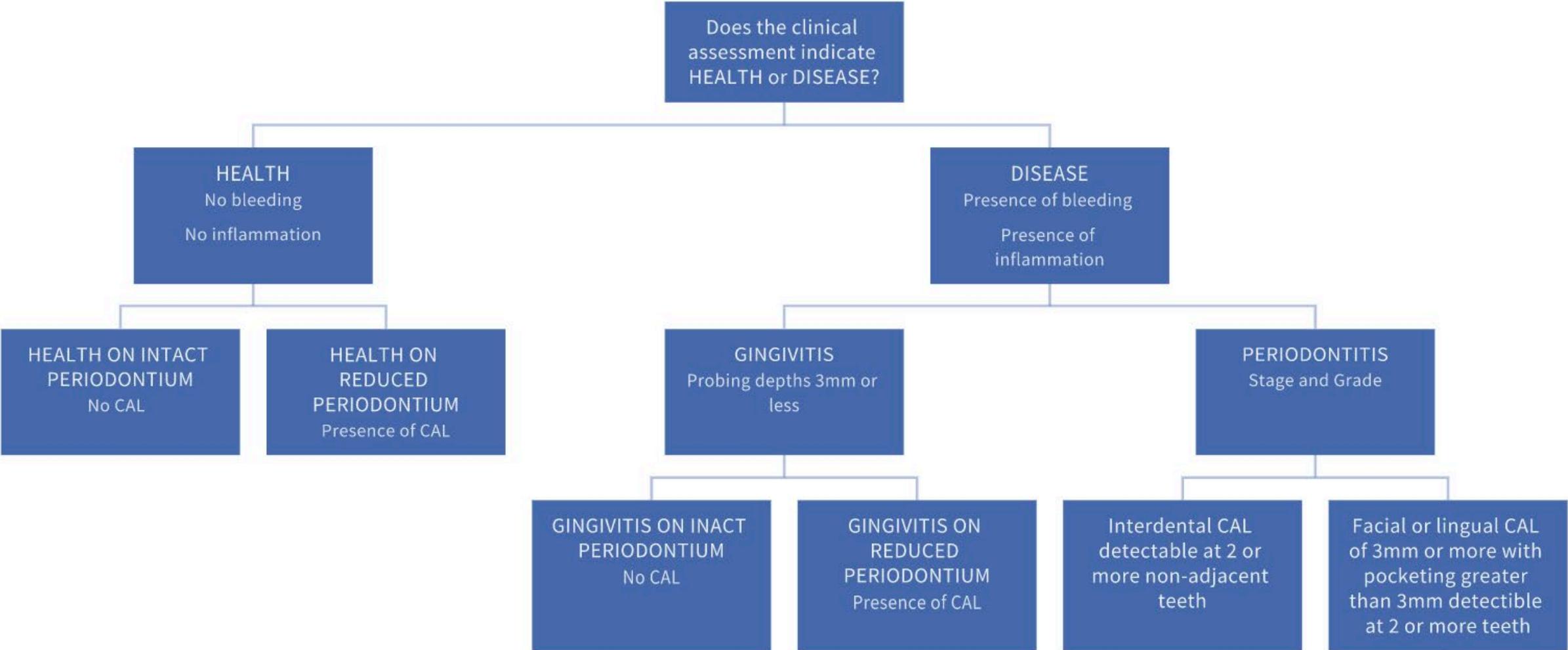
Welcome to our newest members!

- New Division: Health Sciences and Horticulture
- New Dean: Nancy Cheung, RDH
- New Faculty:
 - Nazgol Hoveyda-DH1 clinic on Thursday



HEALTH OR DISEASE

Periodontal Disease Classification Review



PERIODONTAL DISEASE WITH CAL

GINGIVITIS ON REDUCED PERIODONTIUM

- Patients with gingival recession or patients following active treatment and on periodontal maintenance presenting with:
 - Attachment loss
 - Probing depths 3mm or less
 - Clinical signs of inflammation

PERIODONTITIS: Interdental clinical attachment loss

- detectable at two or more non-adjacent teeth

OR

PERIODONTITIS: Facial or lingual clinical attachment loss

- 3 mm or more
- with pocketing greater than 3 mm detectable at 2 or more teeth

PERIODONTITIS: STAGING

to classify the severity and extent of a patient's disease based on the measurable amount of destroyed and/or damaged tissue as a result of periodontitis

to assess the specific factors that may attribute to the complexity of long-term case management

PERIODONTITIS: STAGING

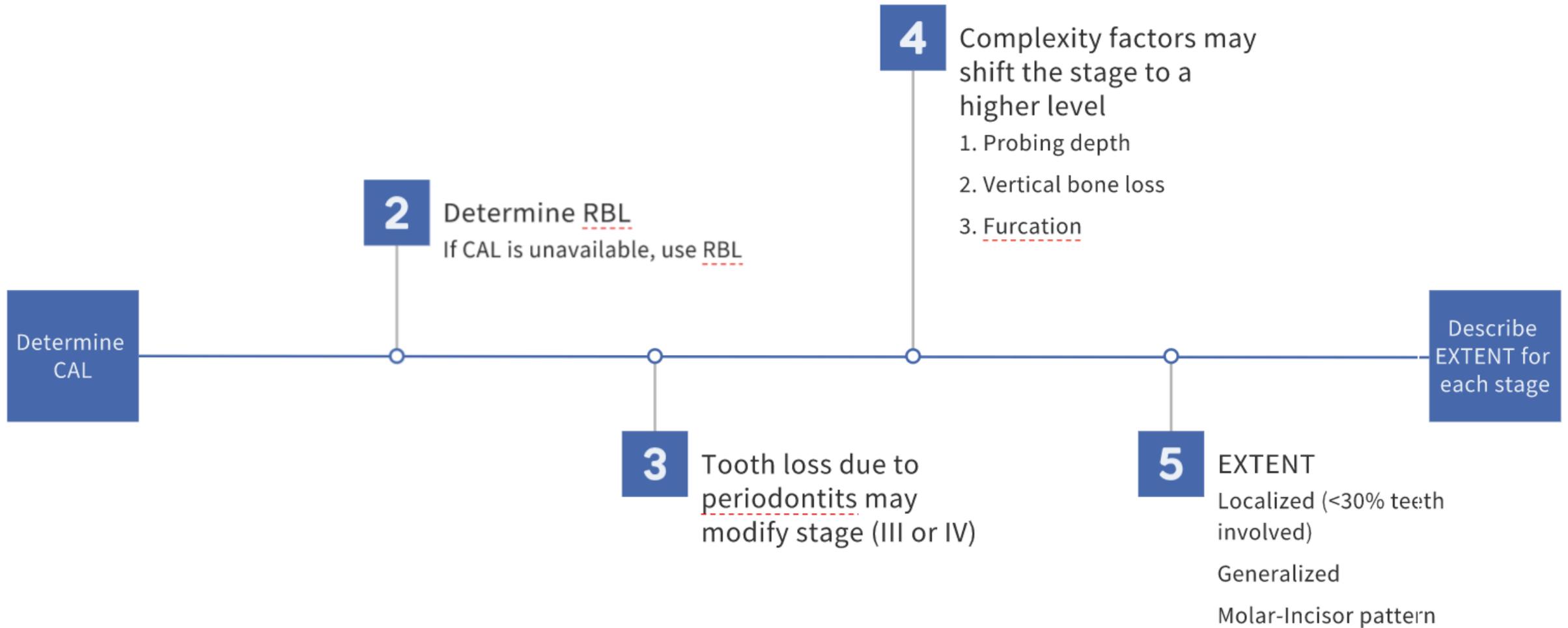
DISEASE SEVERITY

- Clinical attachment loss
- Radiographic bone loss
- Tooth loss due to periodontitis

COMPLEXITY OF MANAGEMENT

- Probing depths
- Vertical bone loss
- Furcation involvement

STAGING





PERIODONTITIS: GRADING

to indicate the rate of periodontitis progression, responsiveness to standard therapy, and potential impact on systemic health.

Clinicians should initially assume grade B disease and seek specific evidence to shift to grade A or C.

PERIODONTITIS: GRADING

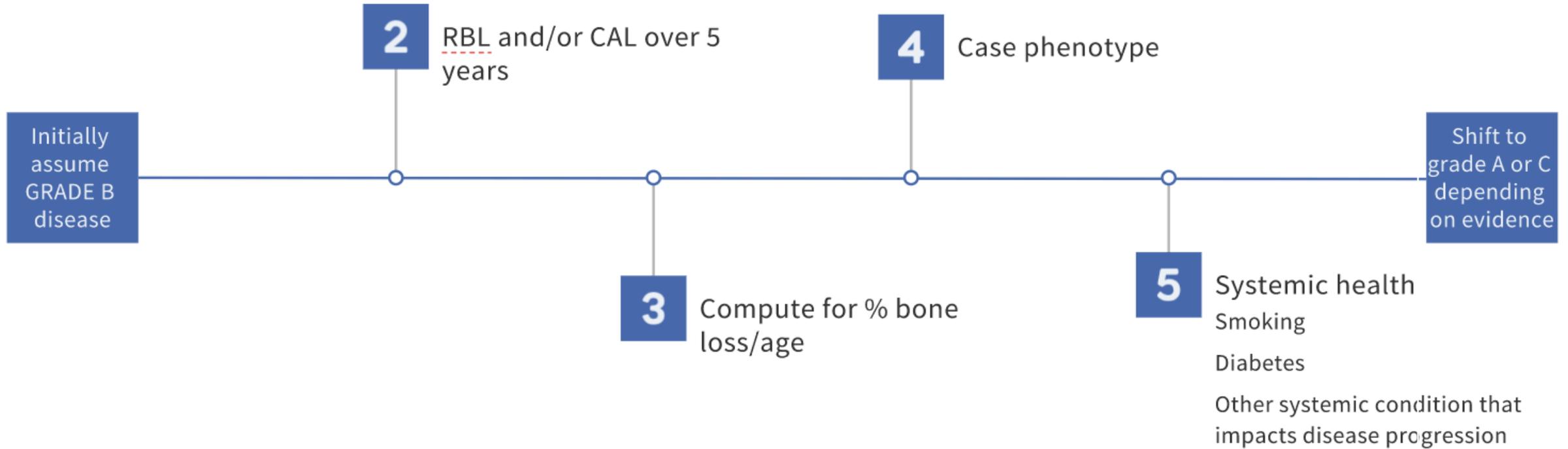
CHARACTERISTICS

- RBL and/or CAL
- % bone loss/age
- Case phenotype

MODIFIERS

- Smoking
- Diabetes
- Other systemic factors

GRADING



% bone loss/age

- Indirect evidence is based on the assessment of bone loss at the worst affected tooth in the dentition as a function of age
- measured as radiographic bone loss in percentage of root length divided by the age of the patient



% bone loss/age

- Measure in millimeters, the distance between CEJ and the alveolar bone crest, as well as the distance between CEJ and the root apex.
- Determine bone loss percentage by computing the difference between those distances then multiply by 100.
- Divide this number by the age of the patient



% bone loss/age

- Measure in millimeters, the distance between CEJ and the alveolar bone crest, as well as the distance between CEJ and the root apex.
- Determine bone loss percentage by computing the difference between those distances then multiply by 100.
- $(8\text{mm} / 16\text{mm}) \times 100 = 50\%$

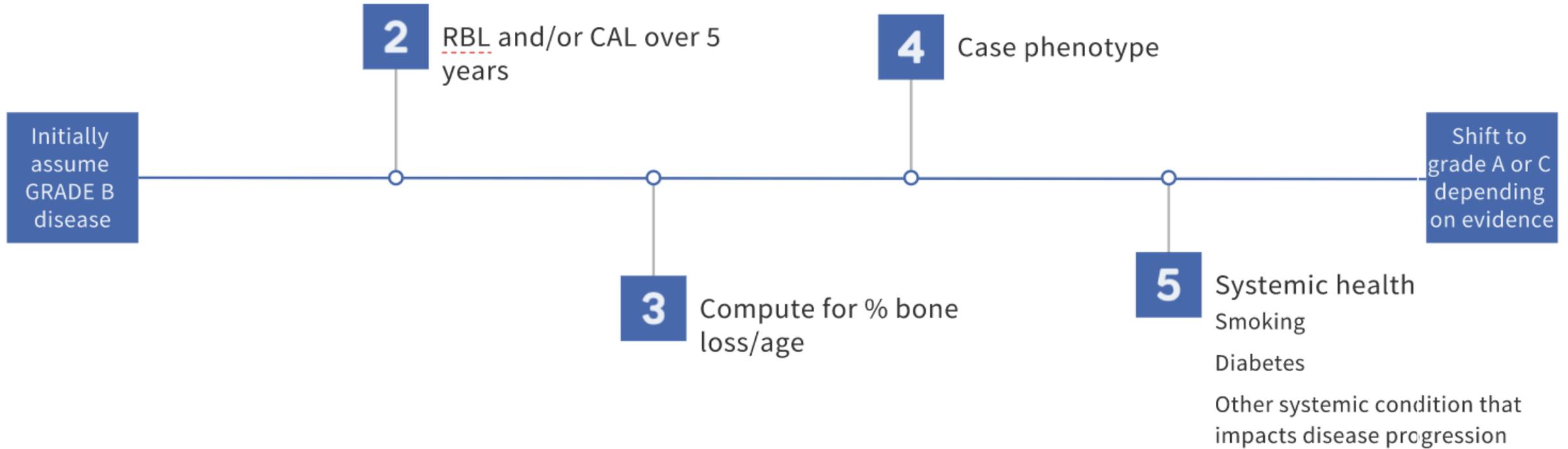


% bone loss/age

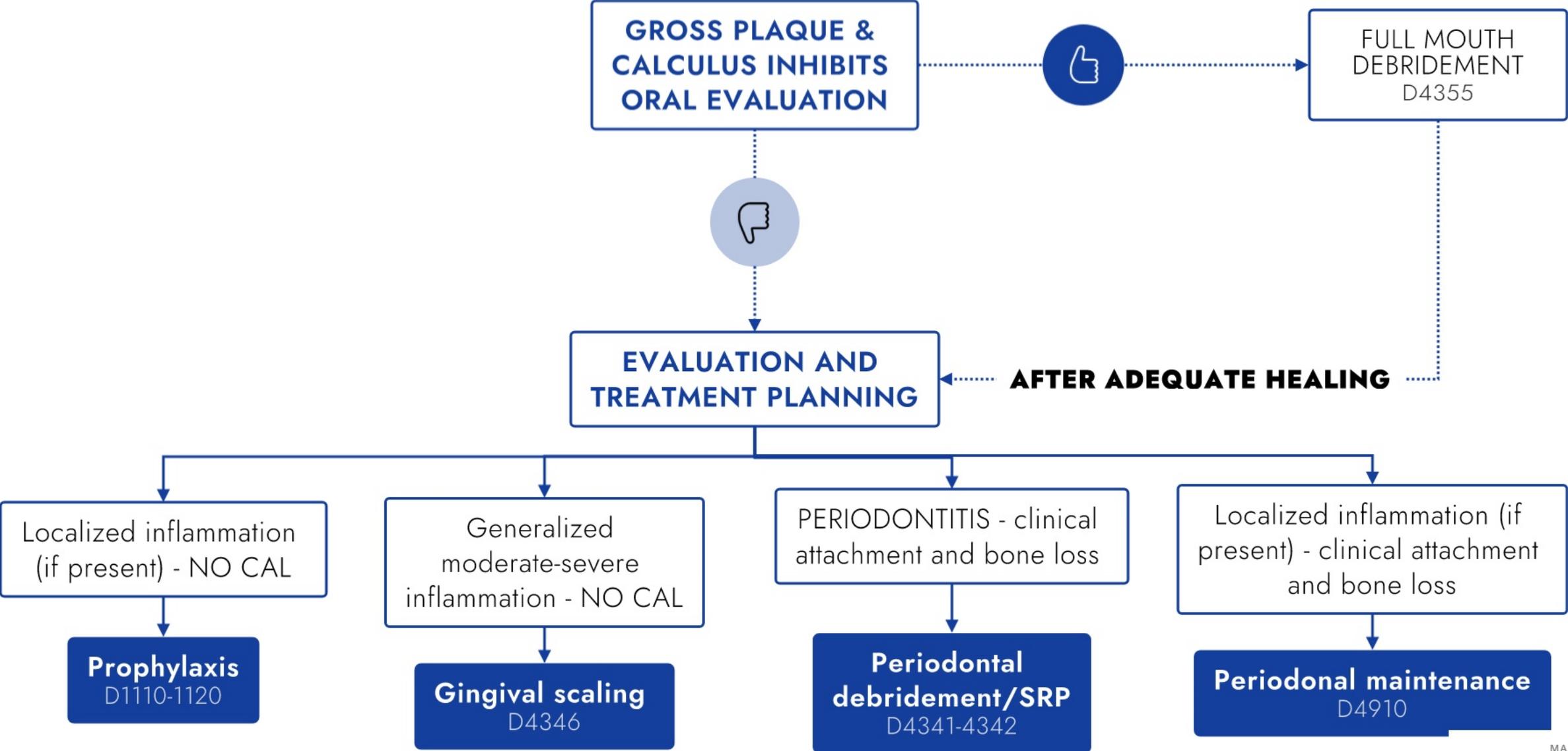
- $(8\text{mm} / 16\text{mm}) \times 100 = 50\%$
- Divide this number by the age of the pt (35 y.o)
- $50/35 = 1.43$
- Grade C



GRADING



PERIODONTAL TREATMENT



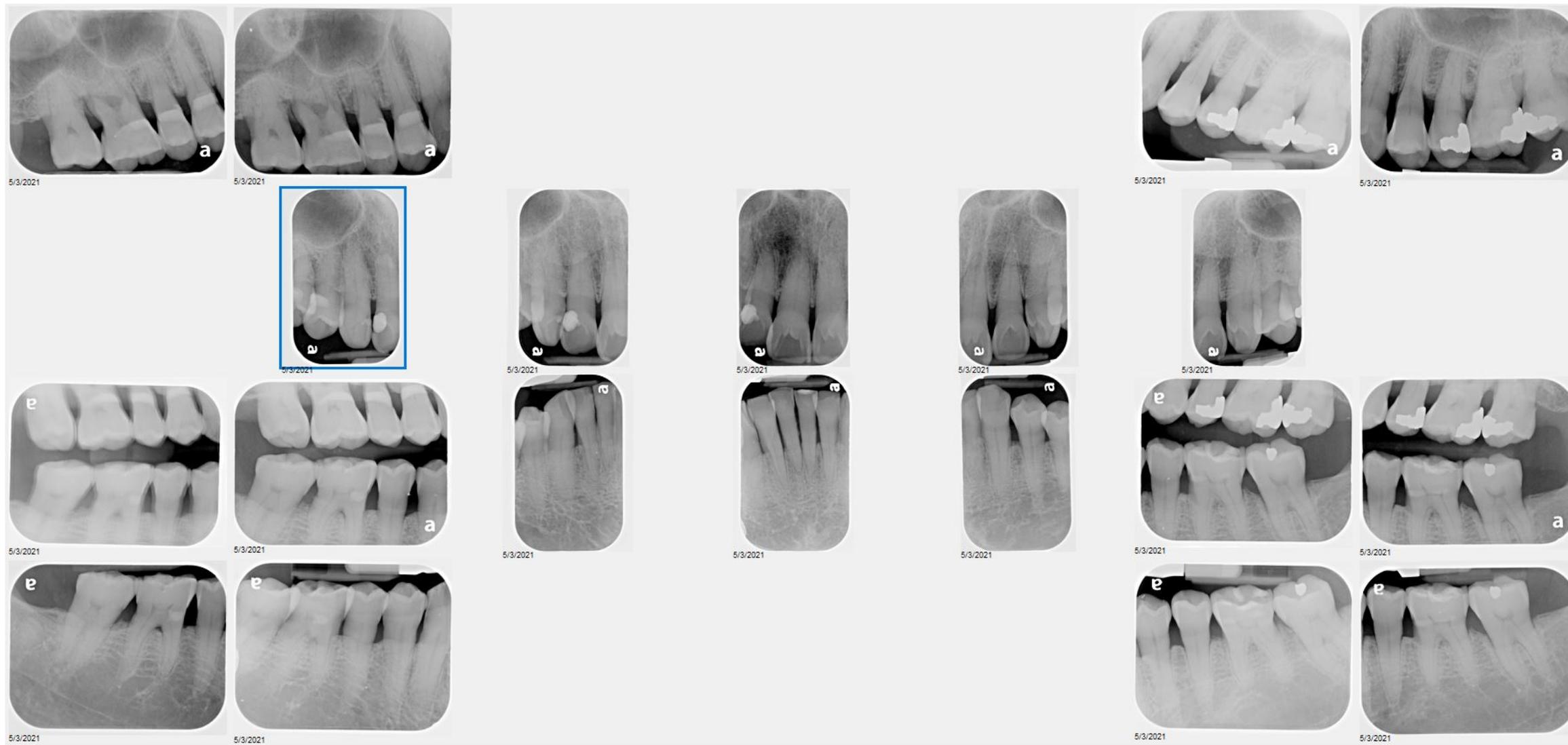
Periodontal Disease Classification Review

TREATMENT	CALCULUS	DIAGNOSIS
Prophylaxis	Light	<ul style="list-style-type: none">• Health with intact periodontium• Gingivitis with intact periodontium
Periodontal maintenance	Light	<ul style="list-style-type: none">• Health with reduced periodontium• Gingivitis with reduced periodontium
Gingival scaling	Moderate or heavy - supragingival	<ul style="list-style-type: none">• Gingivitis with intact periodontium• Gingivitis with reduced periodontium
NSPT	Light, moderate, heavy – subgingival	<ul style="list-style-type: none">• Periodontitis (stage I, II, III or IV)

AAP CASE 1

- PT age: 72 y.o. (male)
- MED HX: HBP (controlled)
- DENTAL HX: last hygiene visit 2 years ago
- E/I: WNL
- GINGIVAL INFLAMMATION: Moderate
- CAL: 3-9mm
- TOOTH LOSS DUE TO PERIO: none
- PROBING DEPTHS: 3-6mm
- FURCATIONS: I and II
- CALCULUS: Moderate supra and subgingival

Where is the site of greatest loss?



AAP CASE 1: STAGING and GRADING

- PT age: 72 y.o. (male)
- MED HX: HBP (controlled)
- DENTAL HX: last hygiene visit 2 years ago
- E/I: WNL
- GINGIVAL INFLAMMATION: Moderate
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- FURCATIONS: I and II
- CALCULUS: Moderate supra and subgingival



CODA Updates: Humanistic Statement-Vision

To provide an excellent education and inclusive learning environment where students can thrive and grow into competent and compassionate oral healthcare providers. To bridge the equity gap in achievement for our students and provide them with the tools and resources they need to be successful. To provide exceptional oral healthcare utilizing the most current evidence-based, best practices to meet the needs of a diverse community of patients. To promote collaboration and teamwork among students, faculty, staff and patients and the desire for service leadership.





CODA Updates: Humanistic Statement-Core Values

(should include definition for each value?)

We commit to uphold the following core values to ensure a humanistic culture within our program. We recognize that our core values will grow and change to meet the needs of our community.

- Excellence/ Respect/ Integrity/ Honesty/ Trust/ Transparency/ Forgiveness/ Sustainability/ Responsibility/ Confidentiality

CODA Updates: Humanistic Statement-Purpose

The Foothill College Dental Hygiene Program strives to provide a safe environment that fosters mutual respect for all individuals and recognizes the diverse and unique backgrounds, cultures and experiences of each student, faculty, staff and patient. Our purpose is to create a safe space that allows each person the opportunity to learn and grow as individuals but to also work collaboratively to meet common goals. As a community we understand the importance of human relationships and interactions and respect individual differences while appreciating our similarities.



CHARACTERISTICS OF HUMANISTIC APPROACH

**TEACHER IS A
ROLE MODEL**

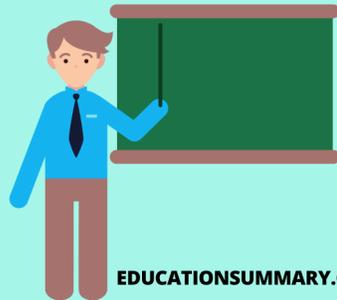
**TEACHERS SHOULD
MOTIVATE
LEARNERS**

**STUDENTS SHOULD
BE OBSERVANT**

**STUDENTS SHOULD
BE RESPONSIBLE**

**STUDENTS
SHOULD EXPLORE**

**DEVELOPS
NATURAL DESIRE
FOR LEARNING**



CODA Updates: Humanistic Statement-Defining Humanism

At the Foothill College Dental Hygiene Program, we respect individual differences and recognize our similarities. Demonstrating empathy, kindness and understanding we guide students in the development of their educational foundation, professionalism, and critical thinking skills while promoting intellectual diversity. Students are encouraged to take responsibility for their own learning and to always strive for excellence in all aspects of their education. Faculty members exemplify professionalism at the highest standards and use current best teaching practices to motivate and empower students.

CODA Updates: Humanistic Statement-how do we assess outcomes for accreditation?

Examples of evidence to demonstrate compliance may include (from CODA Standards):

- Established policies regarding ethical behavior by faculty, staff and students that are regularly reviewed and readily available
- Student, faculty, and patient groups involved in promoting diversity, professionalism and/or leadership support for their activities
- Focus groups and/or surveys directed towards gathering information on student, faculty, patient, and alumni perceptions of the cultural environment



CODA Update: Aligning course objectives with ADEA competencies

Aligning Competencies & Objectives Syllabus Sample

Week (Monday)	Topic, Objectives & Program Competencies	Reading Assignment
<p>1 - January 25</p> <p><i>Competencies Addressed:</i> Core Competencies: C.1, C.2, C.3, C.4 Health Promotion and Disease Prevention: HP.3, HP.4 Patient Care Competencies: PC.2, PC.3, PC.4</p>	<p>Introduction to Course – Reading Quiz CH 1 & 3 Drug Informatics Card Due Friday, January 29</p> <p>Drug Informatics</p> <ol style="list-style-type: none"> 1. Discuss 2. List w 3. Define 4. Define 5. Descri 6. Identif 7. Discus <ul style="list-style-type: none"> • Lis • Exp • Dif • Exp <p>Adverse</p> <ol style="list-style-type: none"> 1. Define 2. Discus 3. Explai 4. Discus <p>“Top 200” Drug Activity and Discussion in Canvas/and/or In-class activity – CARD DUE: Friday, January 29 in Canvas SYLLABUS CONTRACT/QUIZ ONLINE</p>	<p>Chapter 1</p> <p>Chapter 3</p>

Assists in

- Providing guidance to students in preparing for class/reading
- Focus on “what to teach/know”
- Built-in “study guide”
- Curriculum mapping
- Aligned, but not redundant



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Aligning Competencies & Objectives Syllabus Sample

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<p data-bbox="639 589 792 611">1 - January 25</p> <p data-bbox="517 648 784 861"><i>Competencies Addressed:</i> <i>Core Competencies: C.1, C.2, C.3, C.4</i> <i>Health Promotion and Disease Prevention: HP.3, HP.4</i> <i>Patient Care Competencies: PC.2, PC.3, PC.4</i></p> 	<p data-bbox="810 589 1760 611">Introduction to Course – Reading Quiz CH 1 & 3 Drug Informatics Card Due Friday, January 29</p> <p data-bbox="810 618 901 639">Drug Inf</p> <p data-bbox="810 646 901 668">1. Discuss</p> <p data-bbox="810 675 901 696">2. List w/</p> <p data-bbox="810 704 901 725">3. Define</p> <p data-bbox="810 732 901 753">4. Define</p> <p data-bbox="810 761 901 782">5. Descri</p> <p data-bbox="810 789 901 811">6. Identif</p> <p data-bbox="810 818 901 839">7. Discuss</p> <ul style="list-style-type: none"> <li data-bbox="851 861 901 882">• Lis <li data-bbox="851 889 901 911">• Exp <li data-bbox="851 918 901 939">• Dif <li data-bbox="851 946 901 968">• Exp <p data-bbox="810 975 901 996">Adverse</p> <p data-bbox="810 1003 901 1025">1. Define</p> <p data-bbox="810 1032 901 1053">2. Discuss</p> <p data-bbox="810 1061 901 1082">adverse</p> <p data-bbox="810 1089 901 1110">3. Explai</p> <p data-bbox="810 1118 901 1139">4. Discuss</p> <div data-bbox="912 654 1684 1146" style="background-color: #00728f; color: white; padding: 10px;"> <p data-bbox="912 661 1090 696">Assists in</p> <ul style="list-style-type: none"> <li data-bbox="912 718 1625 818">• Providing guidance to students in preparing for class/reading <li data-bbox="912 832 1600 875">• Focus on “what to teach/know” <li data-bbox="912 889 1396 932">• Built-in “study guide” <li data-bbox="912 946 1378 989">• Curriculum mapping <li data-bbox="912 1003 1510 1046">• Aligned, but not redundant <li data-bbox="912 1061 1625 1103">• CODA examiners have loved this! </div> <p data-bbox="810 1160 1760 1210">“Top 200” Drug Activity and Discussion in Canvas/and/or In-class activity – CARD DUE: Friday, January 29 in Canvas</p> <p data-bbox="810 1218 1179 1239">SYLLABUS CONTRACT/QUIZ ONLINE</p>	<p data-bbox="1796 618 1900 639">Chapter 1</p> <p data-bbox="1796 975 1900 996">Chapter 3</p>

CODA Update: Aligning course objectives with ADEA competencies

"ADEA Competencies" in Course Syllabi

Pharmacology Syllabus

- **ADEA Competencies for Entry into the Allied Dental Profession**
- **Also listed by week with learning objectives**

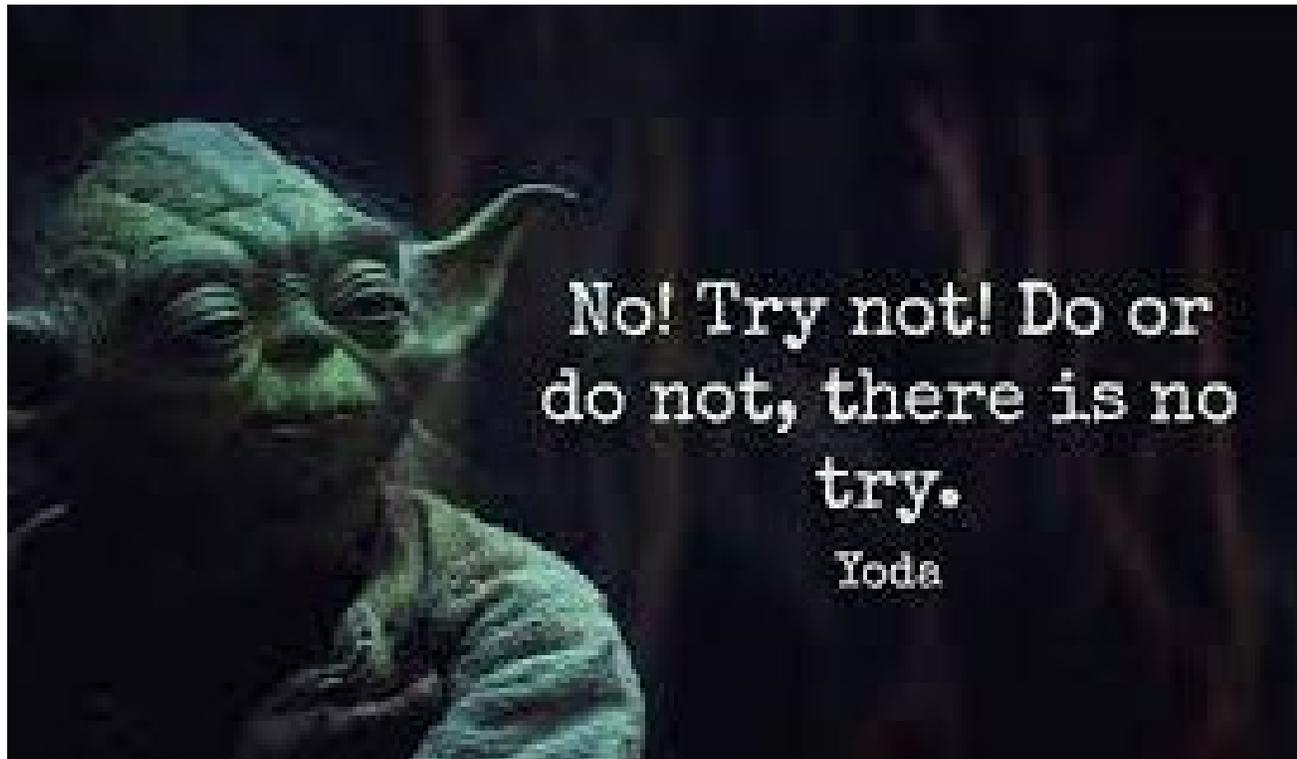
Do you
include in
syllabus?

"Course Goals and Competencies*:

Upon completion of DHYG 127, the student dental hygienist will be able to:

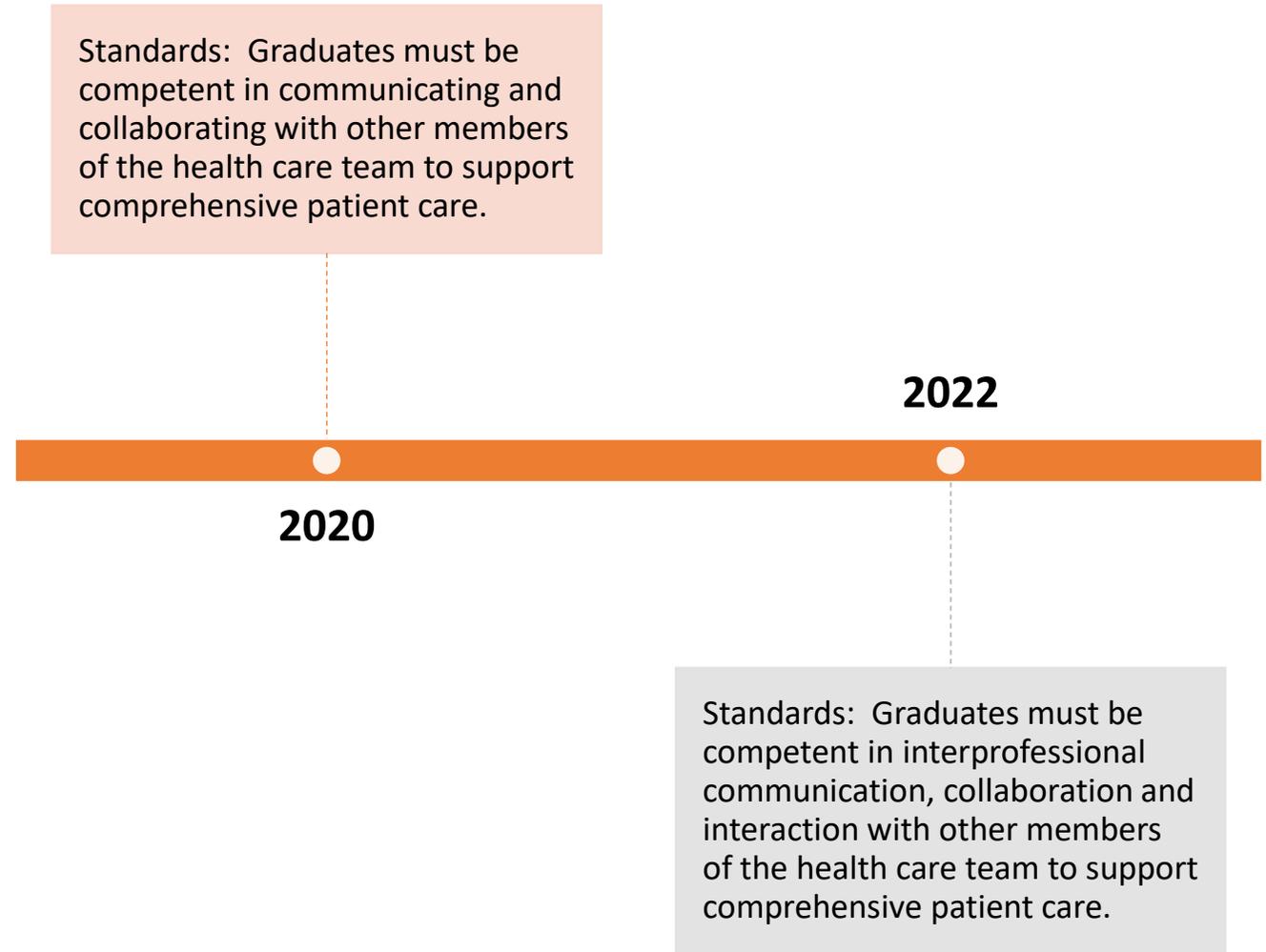
- Utilize the various types of drug references, vocabulary, terminology, and abbreviations associated with pharmacology, allowing for a thorough interpretation of the material and patient education. **(C3, C4, C10; HP1, HP6)**
- Differentiate the different drug classifications according to indications for use, pharmacological effects, pharmacokinetics, adverse reactions, contraindications, and drug interactions. **(C3, HP1-4)**
- Interpret, analyze and design appropriate dental hygiene treatment plans based on a current and thorough patient medical history evaluation. **(C1-4, 8, 9, 10; HP4, PC2-6)**
- Utilize reliable drug information sites to incorporate accepted scientific and evidence-based information on medications taken by the patient for safe and effective dental hygiene care. **(C.2-4, C.7)**
- Be familiar with the most current and commonly prescribed medications and their appropriate/relevant dosage and common dosage forms. **(C3, C4, PC2-6)**
- ***Note: letter codes (C, HP, PC) of competencies apply to the American Dental Education Association (ADEA) Competencies listed in the [ADEA Competencies for Entry into the Allied Dental Professions](#) linked here, available in the Canvas Course, and the specific ones which apply to this course included at the end of this syllabus."**

CODA Update: Aligning course objectives with ADEA competencies



- What's our Goal?
 - align course outlines with ADEA competencies by end of this school year.
 - Standardize template for course outlines.
- Starting summer 2023 course outlines are completed.

CODA Update: Revised Standard 2-15



CODA Update: Revised Standard 2-15

Intent: students should understand the roles of members of the health-care team and have interprofessional educational experiences that involve working with other health-care professional students and practitioners. This ability to communicate verbally and in written form is basic to the safe and effective provision of oral health services for diverse populations. **Dental hygienists should recognize the cultural influences** impacting the delivery of health services to individuals and communities (i.e. health status, health services, health beliefs)



CODA Update: Revised Standard 2-15

Examples of evidence to demonstrate compliance may include:

student experiences demonstrating the ability to communicate and collaborate effectively with a variety of individuals, groups and health care providers.

examples of individual and community-based oral health projects implemented by students during the previous academic year

evaluation mechanisms designed to assess knowledge and performance of interdisciplinary communication and collaboration



CODA Update: Accreditation

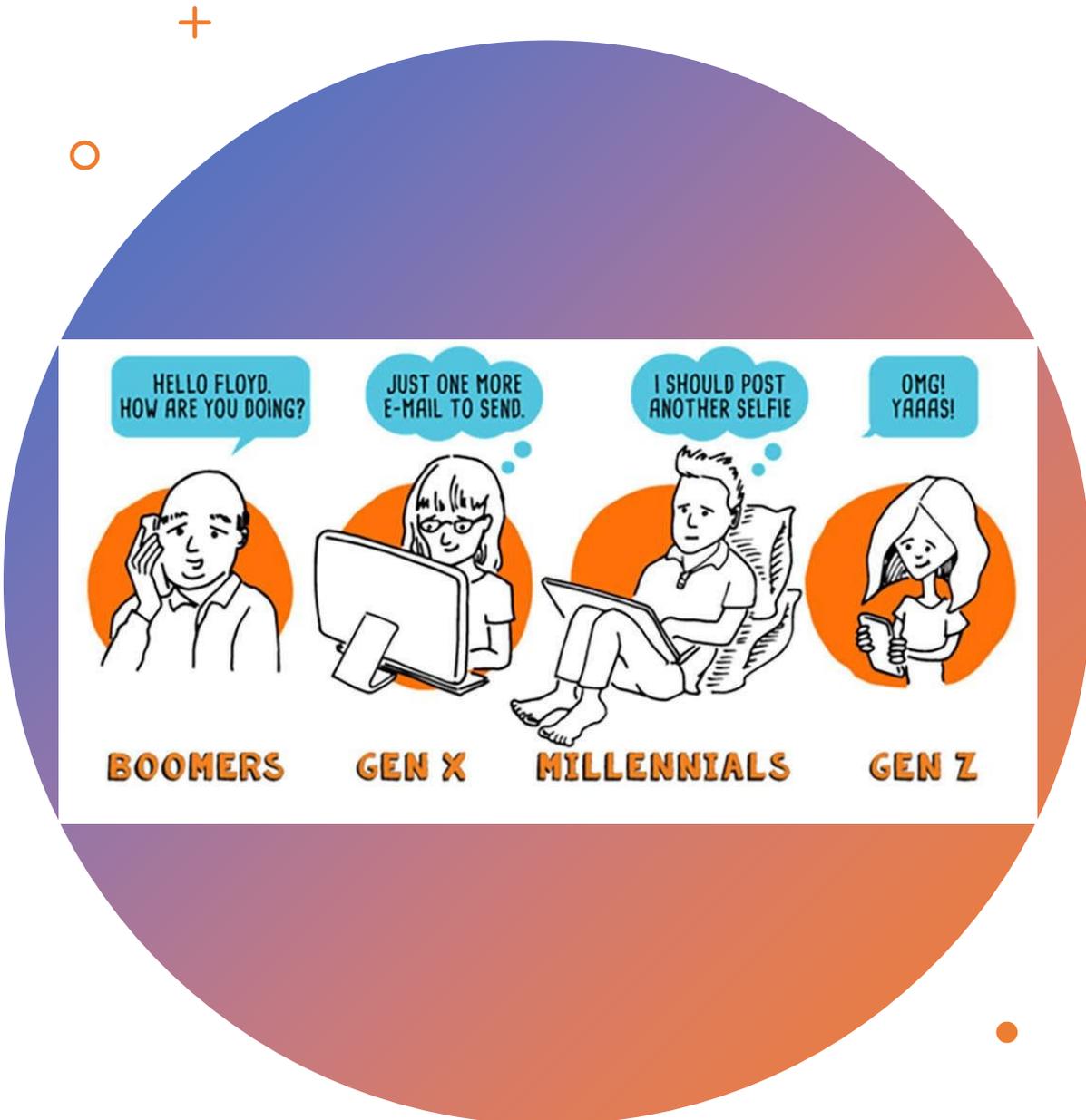
The logo for CODA (Commission on Dental Accreditation) features the letters 'CODA' in a large, bold, maroon serif font. The letters are slightly shadowed, giving them a three-dimensional appearance.

Commission on Dental Accreditation

- Moving this to a middle burner.
- Next site visit is in 2026
- Will be working on compliance with 2022 standards this next year
- Update course objectives
- Standardize our course outlines
- Educators Platform offers consultations for help with accreditation

WHO, WHY, AND
HOW WE CAN
CONNECT WITH
STUDENTS IN
2022





Millennial Generation or Generation Y: Born 1981–1996

lived through 9/11

remember when Amazon only sold books

first generation to know a childhood both with and without the Internet

community-oriented and environmentally conscious

they are 'special' for average accomplishments (Johnson, 2006)

overbearing "helicoptering" parenting have learned to expect this in the home and in the learning environment (McAlister, 2009).

traditional teaching techniques have not been effective (Johnson, 2006)

developed their personality traits and behaviors from multimedia use (Howe & Strauss, 2002).

want multimedia availability in their learning space (McAlister, 2009)

GENERATION Z OR IGEN: BORN 1997–2010

Constant connectivity to others

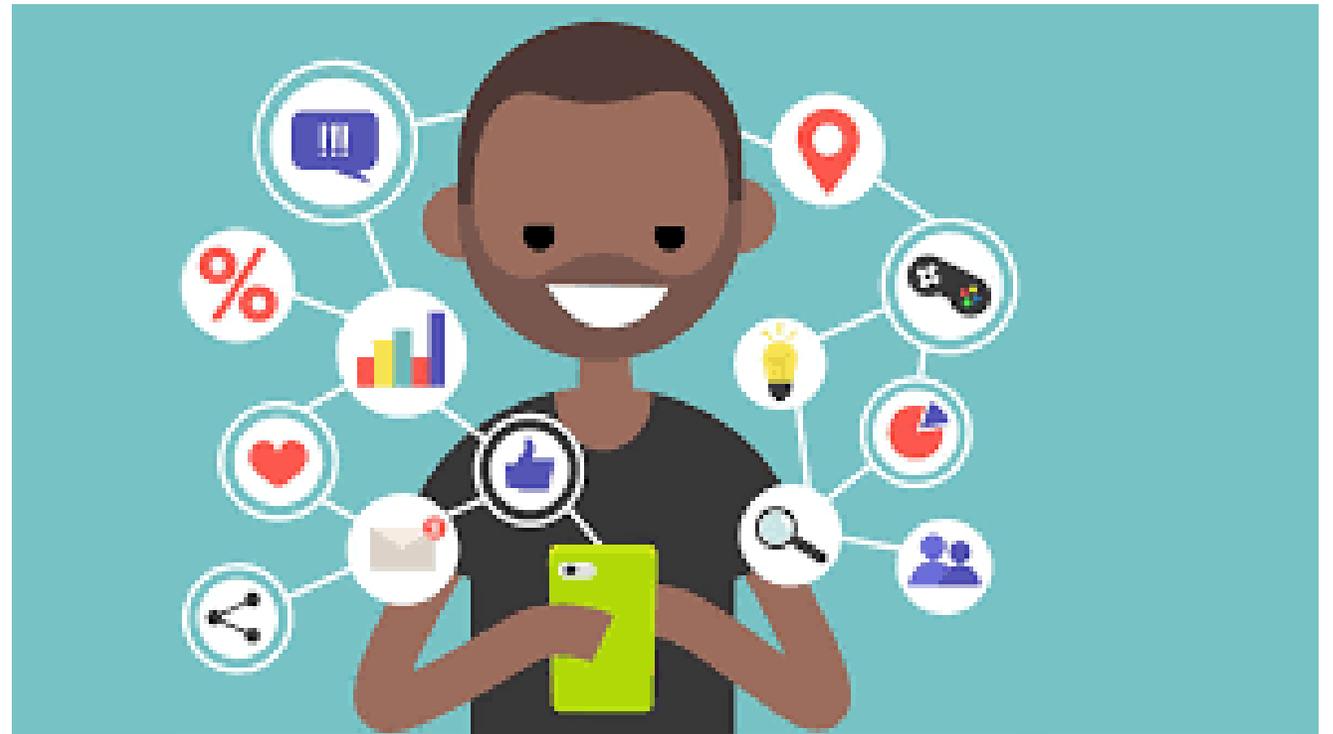
Learning Preferences :Visually enhanced methods of training.

Gen Zers have shorter attention spans.

Gen Zers are practical. Value self-reliance and independence, self-directed learning. Uses YouTube

Attitudes toward Authority : High maintenance and wants high intensity in relationships with those in authority, as well as their peers.

Thrives on opportunity. Excel when they receive guidance in how to achieve their goals.



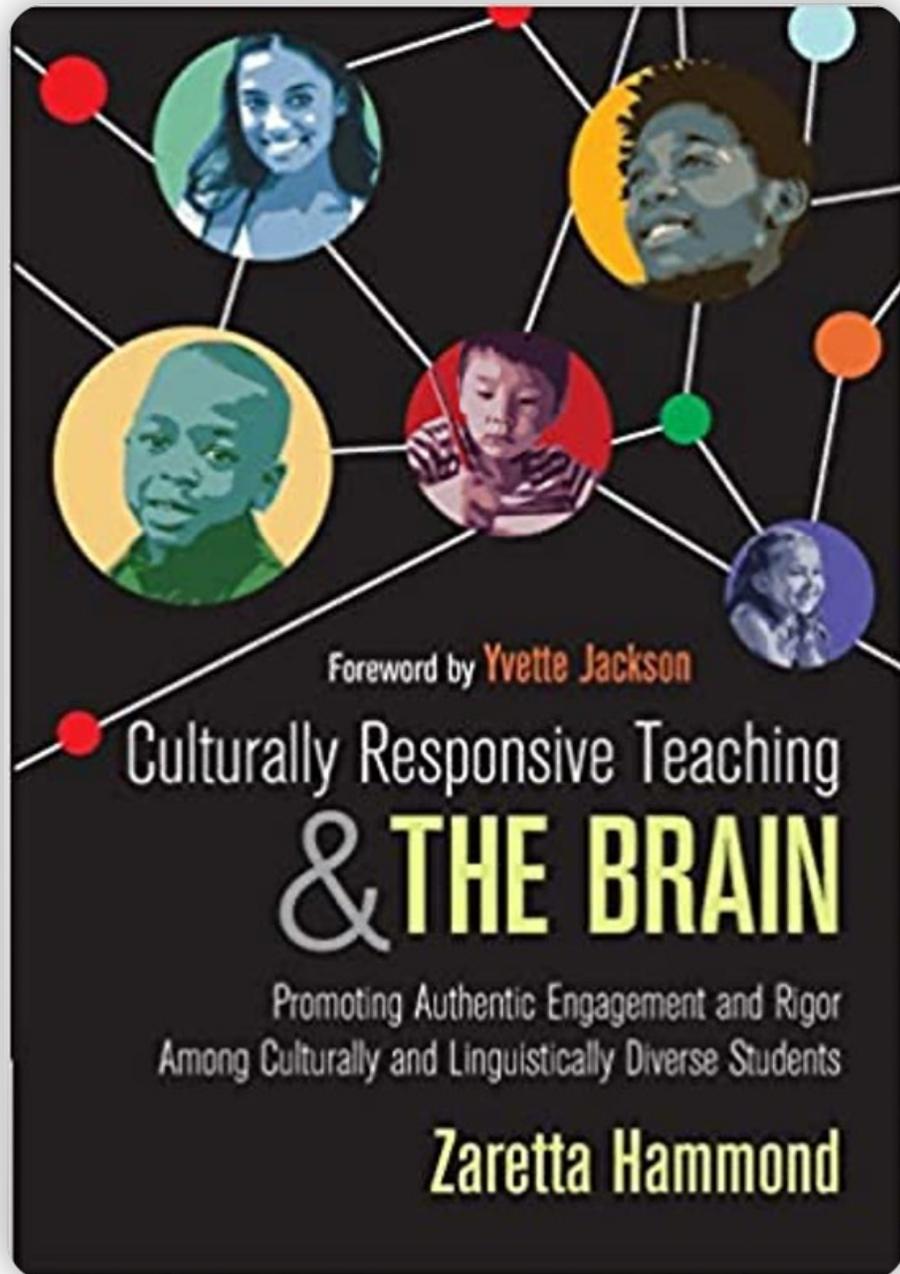
CULTIVATING CULTURE FOR SUCCESSFUL LEARNING ENVIRONMENTS WITH MULTIPLE GENERATIONS

- Promote understanding, acceptance, and respect
- Each student is valued for individual contribution
- Each student is respected for their strengths
- Communication is open.
- Learning environment promotes project-based assignments
- Specific individualized guidance is provided.
- Technology is used to create interest and enhance content.





- •Why are we here? Jot down three things
- •Students: Do you want to be here? write down 3 reasons



WHAT IS CULTURALLY RESPONSIVE PEDAGOGY?

- Culturally Responsive Teaching & The Brain written by Zaretta Hammond
- “Brain based strategies from neuroscience and culturally responsive teaching” (Hammond, 2015) to make education more accessible, attempting to close the equity gap
- Helping dependent learners to absorb information more effectively to become critical thinkers

GOALS OF CULTURALLY RESPONSIVE TEACHING

- Create independent learners
- Establish a growth mindset
- Develop learning partnerships with students
- Community building





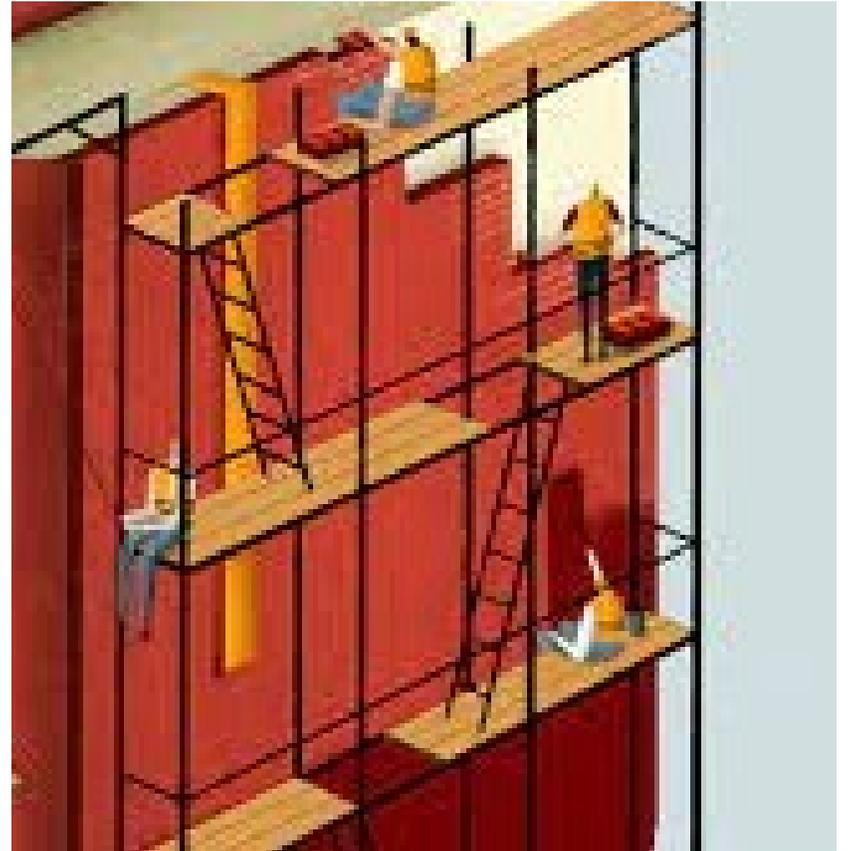
HOW DO WE APPLY CULTURALLY RESPONSIVE TEACHING?



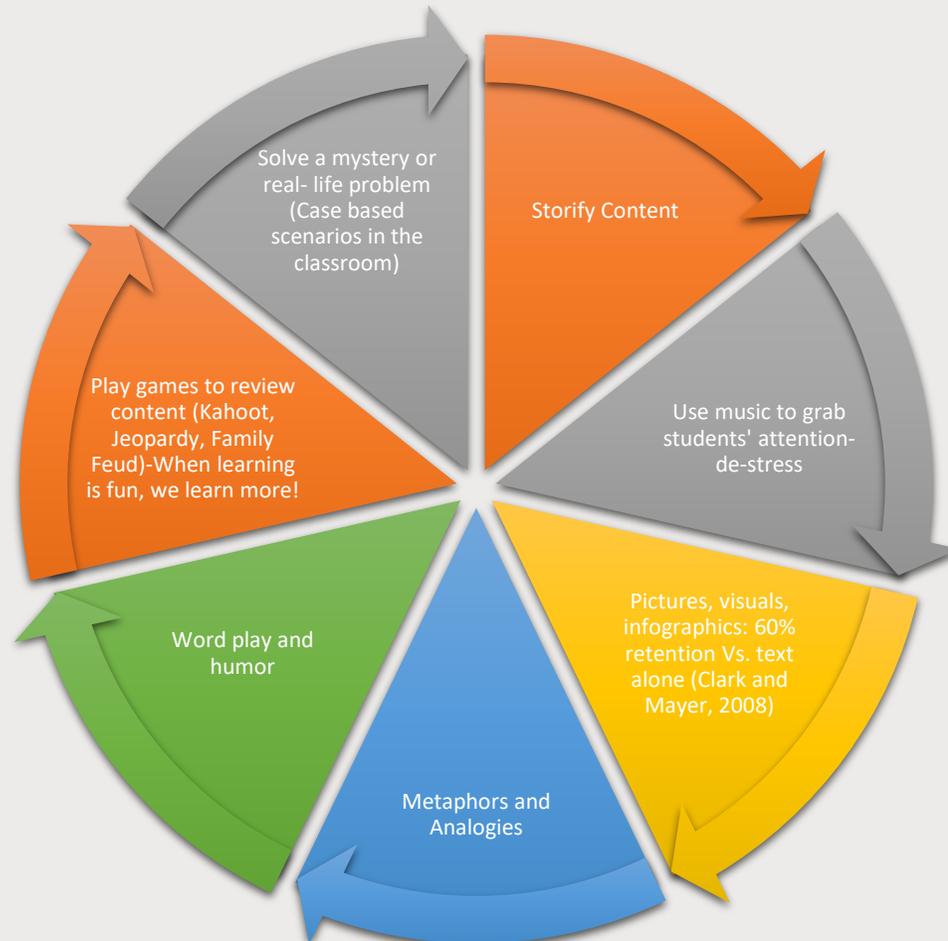
- Awareness of your own classroom environment (safe vs hostile), understanding own implicit biases
 - Utilize collectivism (group projects, group discussions)
 - Tap into Oral Traditions such as storytelling, songs proverbs, poetry and personal experience
 - Encouraging a safe and trusting professional relationship with students
 - Develop warm wise feedback (high standards, reassurance the student is capable, actionable steps to gain competence)
 - Use socioeconomic current event to validate student's experience
- 

Specific Tools

1. Ignite
 2. Chunk
 3. Chew
 4. Review
- Muddiest Point
 - Scaffolding
 - Active Learning Strategies (Think-Pair-Share, Scavenger Hunts, Group Work, Discussion Boards) Laurie Holt: Presenting Content to Promote Learning, Educators Platform
 - Active Learning Video:
<https://www.youtube.com/watch?v=xxVxgQJwV7w&feature=youtu.be>



WHAT DOES THIS LOOK LIKE IN A CLASSROOM?



AN EXAMPLE OF SCAFFOLDING

DH1 PATIENT ASSESSMENT PROJECT IN WINTER QUARTER



- Work through the knowledge
- Spoon feeding doesn't work
- Feedback in the first year: "I am lost and don't understand!"
- Developed assignments and tasks to guide their learning from A-Z
- Step 1: Review the syllabus for the specifications of the project
- Step 2: Meet with their Big buddy
- Step 3: Using a Canvas Discussion , report tips from big buddy, and dialogue with three other classmates'
- Step 4: Create a personal outline of the steps to performing the project
- Step 5: 2nd Discussion in Canvas- any last questions or concepts they don't understand

Teaching Pedagogy: Why students resist learning?

Student resistance is defined as:

“An outcome, a motivational state in which students reject learning opportunities due to systemic factors. The presence of resistance signals to the instructor the need to assess the systemic variables that are contributing to this outcome in order to intervene effectively and enhance learning.”

- Tolman and Kremling, *“Why Students Resist Learning?”* 2017

One Cause of Resistance



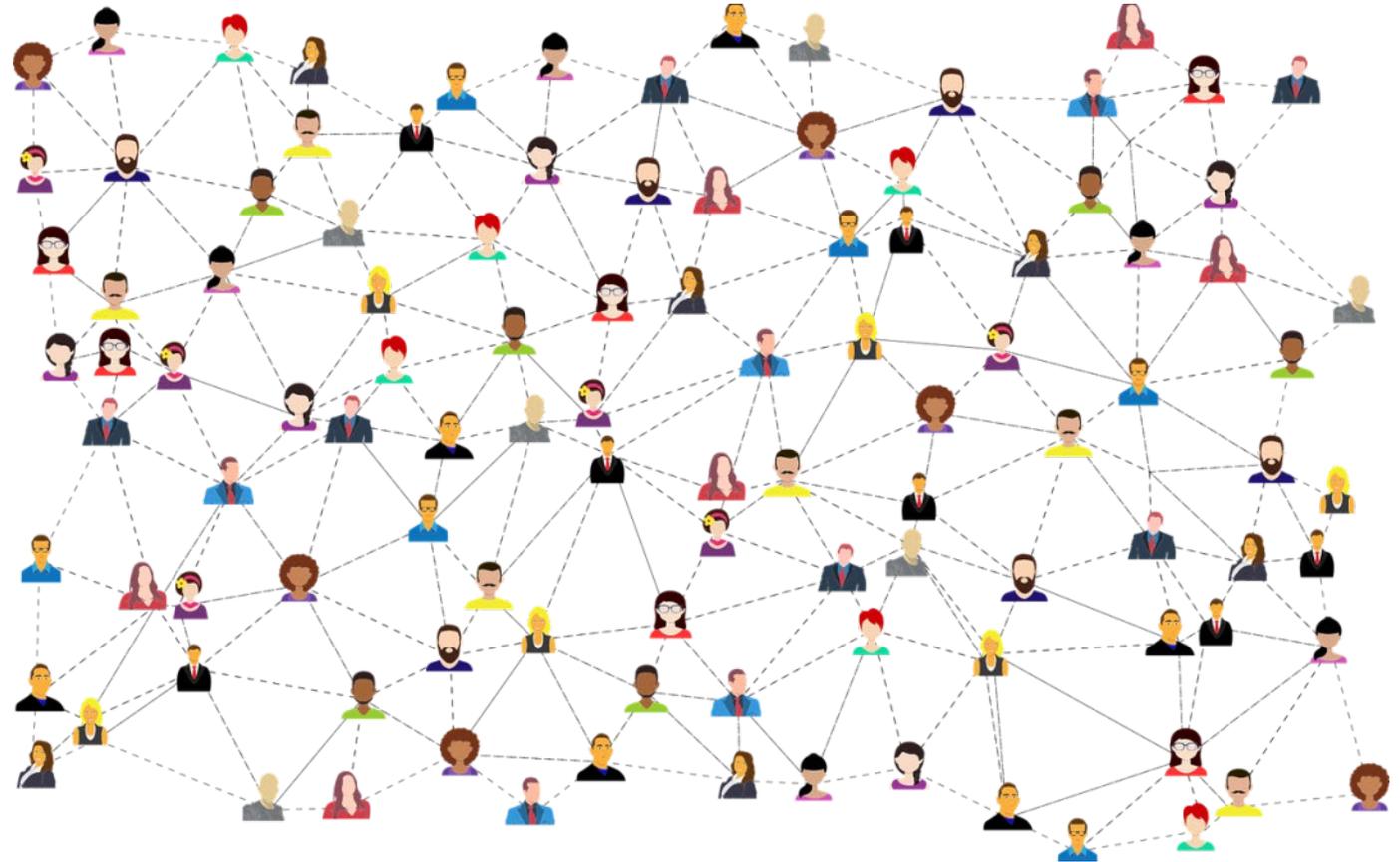
Apparent irrelevance of the learning activity—Students resist learning when they don't see how or what an activity contributes to their efforts to learn. If it looks like busywork or a waste of time, students resist.



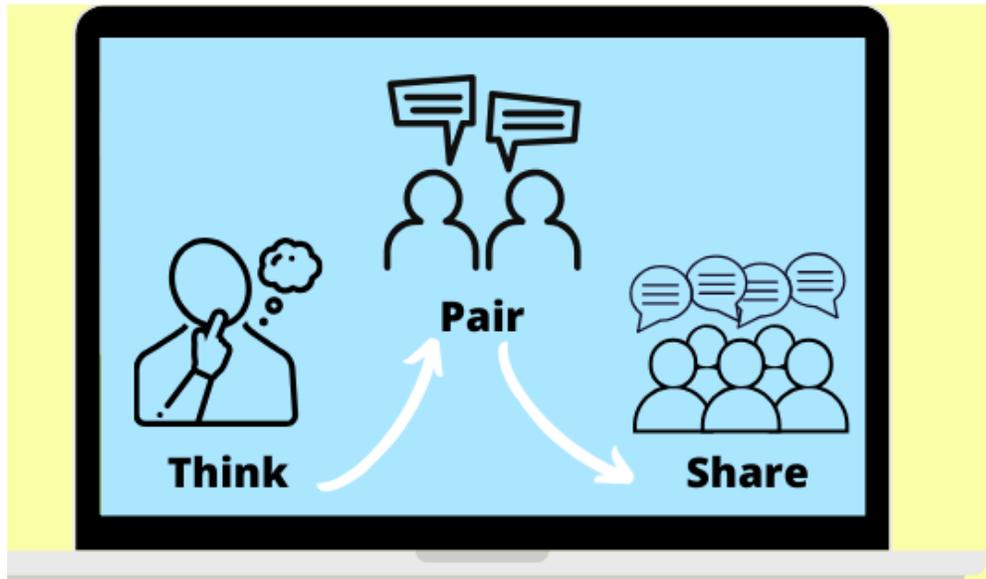
LEAP take away: Tell them what they are going to learn for that session (objectives) and then why it is important for them to learn it. Why it is relevant to them

“Immediacy” of the instructor

- Immediacy refers to interpersonal warmth and social connection demonstrated by professors
- Social connection: students have less resistance to learning with professors who are "immediate".
- LEAP take away: use learners' names, share personal stories (if appropriate) with learners, share why you went into the dental field.



LEAP: *DOES THE LEARNER WANT TO BE HERE?*



Key components of Learning Climate:

- Stimulation: instructor enthusiasm for the topic and learners
- Learner involvement: encourage participation
 - Think, Pair, Share
- Respect and comfort: use learners' names, change the psychological distance between learner and instructor when appropriate
- Admission of limitations: admit own errors/limitations, acknowledge limitations in learners, acknowledge limitations in dental education

Clinic Updates



- What's new for 2022-23?

Clinic Update: DH Clinic Manual



2022-23 DH Clinic Manual can be accessed in the DH Program Canvas site



Fully digital document



Please review manual for updated procedures

 **FOOTHILL COLLEGE**

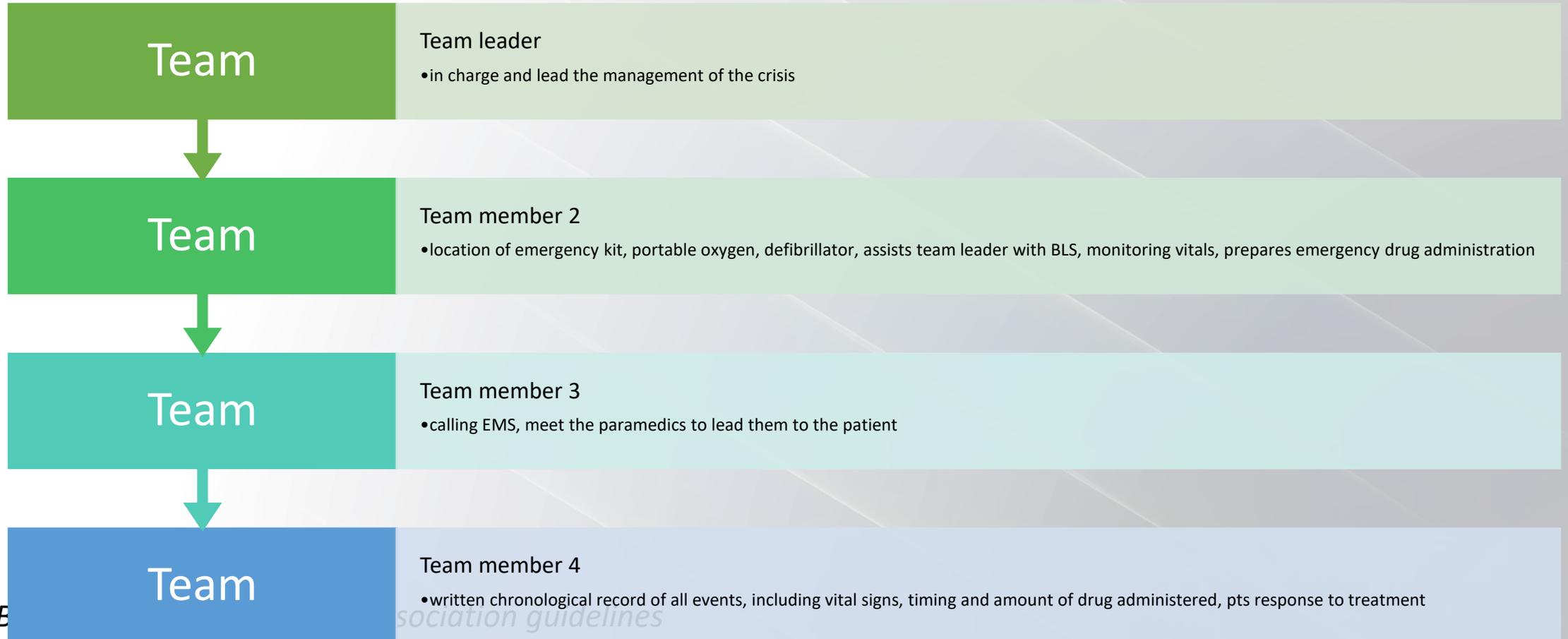
**DENTAL HYGIENE
CLINIC MANUAL
2022-2023**



Patti Chan, RDH, MS, Program Director, 2nd year Clinic Coordinator
Jennifer Leicht, RDH, RDHAP, MS.Ed, 1st year Clinic Coordinator
Judy Yamamoto, RDH, Radiology Instructor
Pia StaAna, DDS, Supervising Dentist
Truc Nguyen, RDA, DH Clinic Office Manager

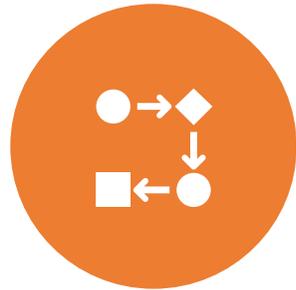
Clinic Update: Annual Emergency Procedures

Medical Emergencies: Basic Action Plan





Medical Emergency: Communication



“Closed-loop” approach



When leader sends a message, team member acknowledges receiving instruction



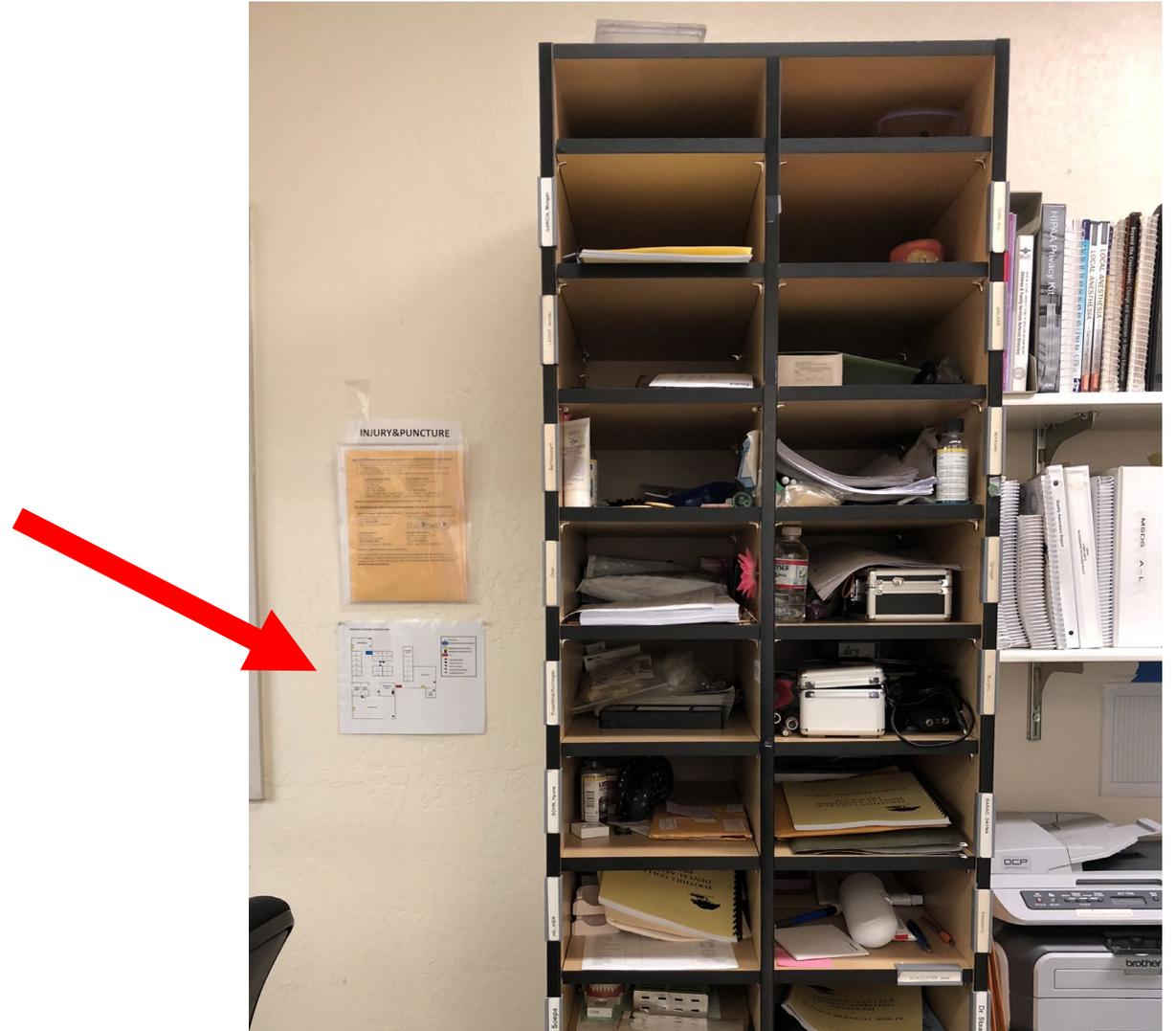
Assign the task to a specific team member, good eye contact should be maintained when giving instruction



Recipient should ask for clarification if instructions are unclear

Medical Emergency: Location of items

- ▶ Emergency equipment and supply maps
 - ▶ Fishbowl
 - ▶ DA lab
 - ▶ Xray lab



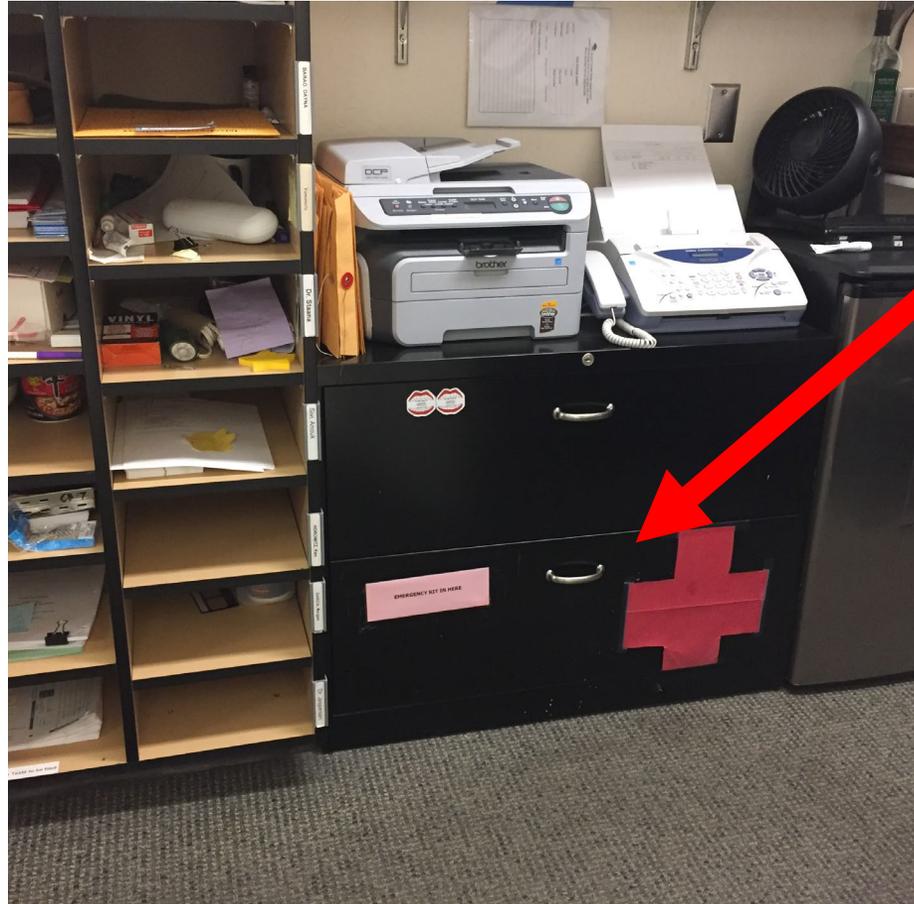
Medical Emergency: Location of items

- ▶ **AED**
- ▶ Emergency kit
- ▶ Resuscitation mask
- ▶ Bag valve mask (Ambu bag) – 2 person
- ▶ Oxygen tank
- ▶ Ammonia capsules



Medical Emergency: Location of items

- ▶ AED
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- ▶ **Bag valve mask (Ambu bag) – 2 person**
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- ▶ Ammonia capsules



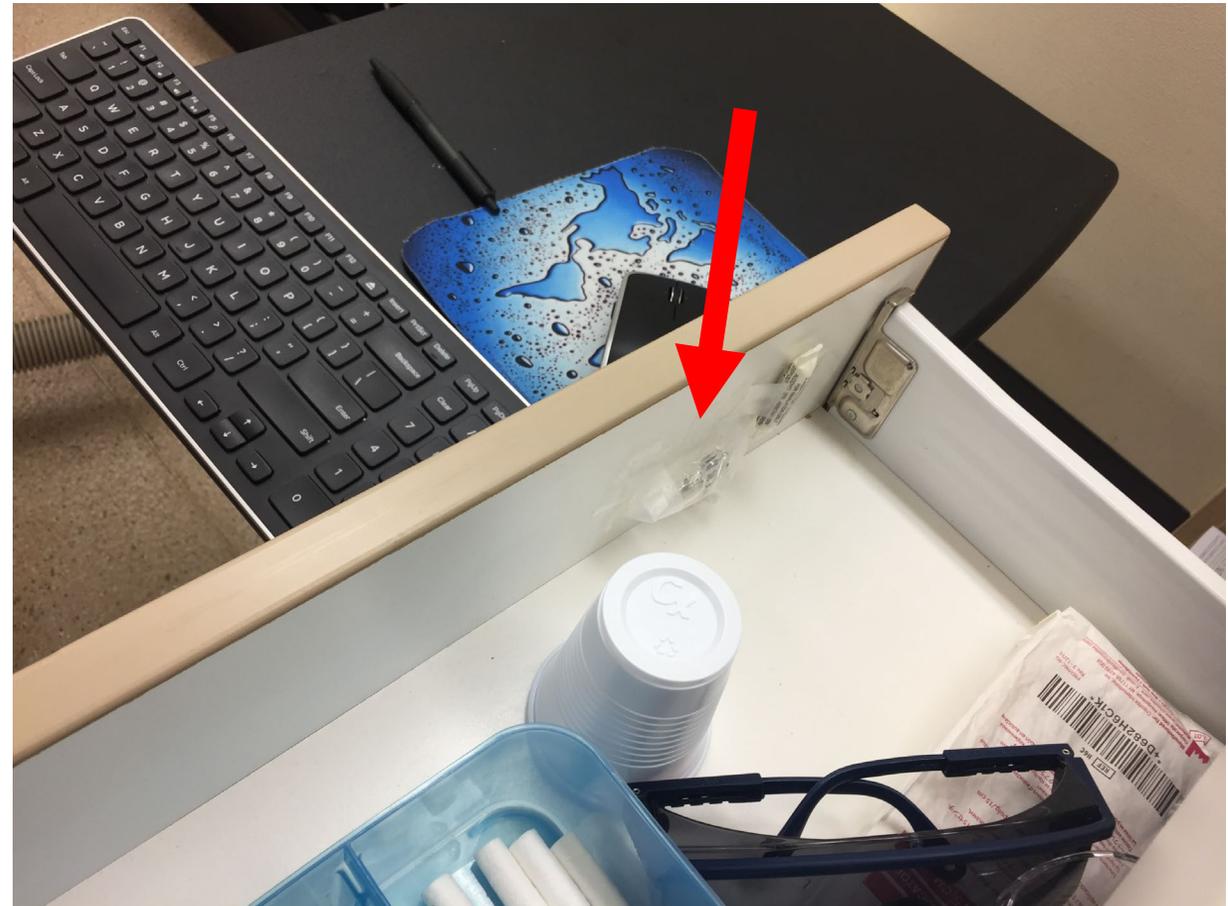
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Medical Emergency: Location of items

- ▶ AED
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- ▶ Oxygen tank
- ▶ **Ammonia capsules**



Medical Emergency: Location of items

- ▶ Injury and puncture wound protocol



Clinic Update: Annual Fit testing

- Time to complete annual n95 fit testing
- DH2 fit testing-9/26 at 8am
- DH1 fit testing-9/26 at 9:30am
- Faculty-complete during the first week of fall quarter.
- If you are fit tested for a different n95, please provide proof of fit testing.



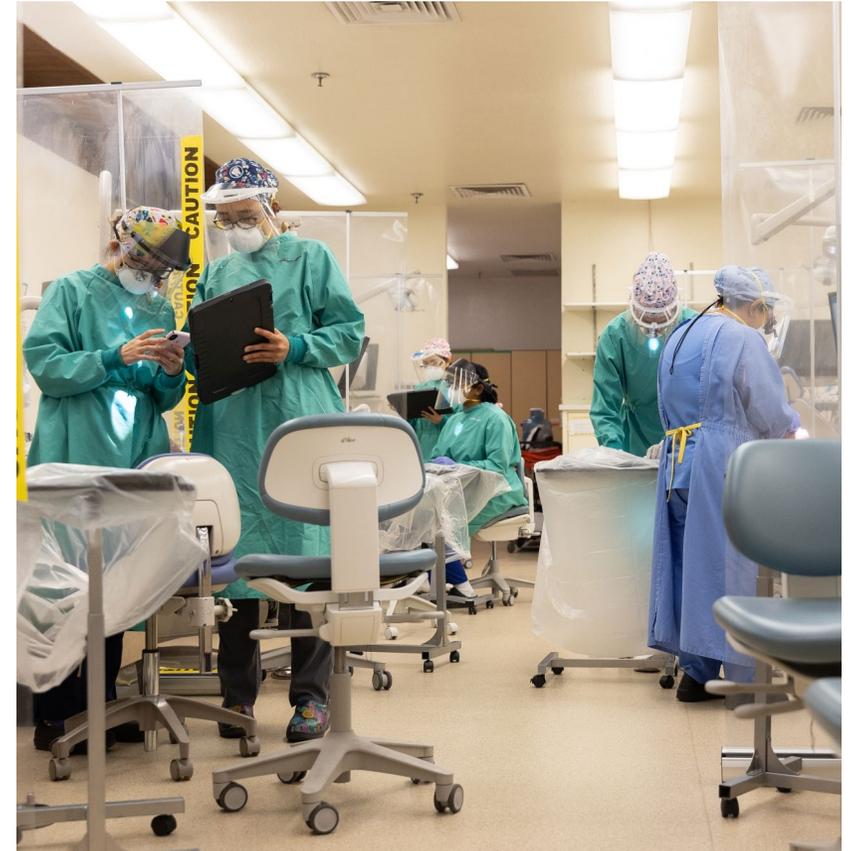
Clinic Update: Health History Review Procedure in clinic

- Patients will line up outside the clinic and be screened for covid and have vaccination status confirmed. No longer taking temperatures
- RE position has been eliminated. Rovers or students in x-ray will help with screening patients.
- Students: arrive by 8am and can enter clinic. They should be self- screening for symptoms and staying home if ill. No longer taking temperatures.
- No more teledentistry. Students will review health history in clinic with patients during the appointment. Faculty should still meet with assigned students before clinic to review treatment plans, goals for the clinic session, answer questions, etc.



Clinic Update: Clinic Check form

- Each student needs to be supervised during clinic including:
 - Rovers, sterilizers, operators who don't have patients, etc.
- Faculty will be assigned to a group of operators in clinic as well as additional students who are fulfilling other duties during clinic. Check clinic map.
- To document what the students are doing, please have them fill out the "Clinic Check" form and turn it in at the end of the clinic session.
- Students should be working on the Clinic OSCE assignments and the Clinic Case Study if they have completed their jobs.



Clinic Update: Evaluations

- Clinic evaluations are in the Assignments section of DH 320B Canvas Site (OHI, Sharpening, Instrumentation Proficiency)
- Use iPads to complete evaluation and login to canvas.
- Submit in canvas if student passes the evaluation. See course outline for minimum grade needed to pass evaluations.
- If student does not pass, give written feedback on paper copy of evaluation and give to student.



Clinic Update: Communication Skills

Integrating assignments, exercises to promote effective communication skills

- Treatment rationale
- Post-op instructions
- Responding to patient questions-what if patient refuses treatment?
- OHI



Announcements!



- What's happening?

Announcements: Health Services

Health services is closed until further notice. Administration is working to post and hire a faculty director. Hope to fill the position during fall 2022.

The contract with Instant Urgent Care expired on August 31.

- **Continued Student Support**

The Covid Response Team and Student Affairs will continue to support students with vaccine verifications, medical exemptions, over-the-counter medications, Covid tests, and answering questions via Covidquestions@fhda.edu and healthservices@fhda.edu. Covid Tests will be available at the Welcome Center (formerly known as "the Smartshop"). This information will be available to students via our Health Services website, via email, and posted at the Student Health Services clinic.



Announcement: DH2 Orientation

- Orientation with DH2 on Tuesday, September 20 from 1-3pm
- Via zoom. Link will be posted in the DH program canvas site if you want to attend. It is not mandatory for faculty.



Announcement: Tuesday Faculty Meetings

- Resume meetings on Tuesday during lunch in room 5302
- Bi-monthly?
- First meeting: October 11
- Minutes will be posted in the DH Program canvas site

Faculty Meeting



Announcement: Parking Permits

Parking permits will not be required for fall quarter!



Announcement: CDCA/WREB/CITA

- DHBC has extended acceptance of the manikin (non-patient) exam through July 31, 2023.
- We will host the ADEX manikin exam for our graduating class on Friday, June 23.
- CDCA/WREB/CITA administers the ADEX exams.
- I am going to arrange a webinar with the director of school programs to learn more about the ADEX exam process.



Announcement: Faculty Assignments

Please upload to canvas DH program site

- a. Proof of Vaccinations (Flu, Covid booster)
- b. Update Biosketches, upload most recent professional licenses and CPR certification





Announcement: Community Outreach

- **What:** Community Health and Wellness Fair
- **When:** Saturday, September 24th, 2022 from 1pm to 4pm
- **Where:** Mariano Castro/Gabriela Mistral Elementary School.
- 500 Toft St, Mountain View, CA 94041

Announcement: Parking Permits

Parking permits will not be required for fall quarter!



Next Meeting

- Winter Calibration date
- Spring Calibration date



**Me trying to remember if today is
Saturday... or maybe Tuesday??
No, wait.. Wednesday!**



[@baby.yoda.memes_](#)



Thank you!