



Approved PHDH Certification Courses - Updated: January 9, 2024

IDHA CE Registrar: Laura Baus, RDH, EMT, BS, MDH, PHDH, FADHA Baushaus4@sbcglobal.net

Go to <https://www.idha.net/PHDH> to find info and videos about IDHA's PHDH Certification Program.

Use the [PHDH Eligibility Form](#) as a guide for selecting the correct number of courses/CEUs for each topic category.

For 2024 PHDH applicants, Approved PHDH CE courses must have been completed during 2022, 2023 or 2024.

Complete 5 CEUs in *Emergency Procedures for Medically Compromised Patients*

Complete 5 CEUs in *Geriatric Dentistry*

Complete 5 CEUs in *Pathology*

Complete 5 CEUs in *Pediatric Dentistry*

Complete 5 CEUs in *Pharmacology*

Complete 4 CEUs in *Medical Recordkeeping Procedures*

Complete 5 (Total) CEUs from any Combination of the Following 6 Categories:

1. *Special Needs Dentistry*
2. *Teledentistry*
3. *Nutritional Needs of Geriatric and Low-Income Patients*
4. *Communication Techniques with Non-English-Speaking Patients*
5. *Cultural Competency*
6. *Professional Ethics.*

The IDFPR-required: *Mandated Reporter (2 CEUs)*, *Sexual Harassment (1 CEU)*, and *Implicit Bias (1 CEU)*, courses (under *Professional Ethics*) **apply towards the 5 total CEUs from the above 6 categories.**

FYI: IDFPR will require 1 CEU in *Cultural Competency* starting January 2025.

PHDH certification courses must meet IDFPR criteria, therefore, **PHDH applicants MUST select courses from this list.**

Live courses are listed in the order of their presentation date. On-demand courses are listed in the order of their *expiration* (Exp.) date. Course numbers typically change every time this list is updated.

Expired courses were removed from the 2024 list but remain valid PHDH Certification CE courses.

Courses taken for PHDH certification are also applicable for RDH licensure renewal.

The required 34 total PHDH Certification CEUs may be taken in any combination of on-demand and/or live CE courses.

For RDH licensure renewal, remember at least 50% of the 36 CEUs (18) must be "Live" courses.

The *PHDH Review/Exam Course* applies as eight (8) Live licensure renewal CEUs.

IDHA has a partnership with *National Network of Healthcare Hygienists*: <https://www.healthcarehygienists.org/>

Nearly half of NNHH *Oncology* and *Oral Systemic Educator Certification* courses apply towards Illinois PHDH Certification. Applicable NNHH courses are listed below; all have a 12/31/25 Expiration date.

Certified PHDHs must complete 4 PHDH-related CEUs each calendar year to maintain PHDH certification.

It is recommended the 4 annual PHDH-related courses be selected from this list to ensure their applicability.

The 4 annual PHDH CEUs (12 per licensure renewal cycle) are in addition to the 36 RDH CEUs (48 CEUs for PHDHs).

(Admin: *CDS Historical Course Catalog*: <https://cdsce.attregistration.com/catalog/CDSHistoricalCourseCatalog.aspx>)

(Admin: *CDS 2024 Course Catalog*: <https://cdscatalog.attregistration.com/Catalog/cdsCourseCatalog.aspx>)

Complete 5 CEUs in *Emergency Procedures for Medically Compromised Patients*:

The intent of this topic area is to prepare PHDHs to:

1. Anticipate potential medical emergencies in a healthcare setting.
2. Identify factors for risk stratification of patients with systemic diseases.

Live:

- 1.

On Demand:

1. Exp. 6/10/24. (1 CEU) Free. *Medical Emergencies for the Dental Professional Part 1: Basic Skills/Intro Scenarios*.

Medical Emergencies for the Dental Professional Part 1

1. State the rationale for baseline vital signs.
2. Understand the importance of medical emergency simulation.
3. Understand the importance of current CPR.
4. Recognize the symptoms of several medical emergencies that may occur in the dental office.
5. Identify essential emergency equipment for the emergency cart.

2. Exp. 7/8/24. (1 CEU). Free. *Medical Emergencies for the Dental Professional Part 2: Med. Emg. Scenarios*.

Medical Emergency Scenarios

1. State the rationale for baseline vital signs.
2. Understand the importance of medical emergency simulation.
3. Understand the importance of current Cardiopulmonary Resuscitation.
4. Recognize the symptoms of several medical emergencies that may occur in the dental office.
5. Explain the emergency procedure to be followed for several medical emerg. that may occur in the dental office.
6. Identify essential emergency equipment for the emergency cart.

3. Exp. 9/16/24. (1 CEU). Free. *Medical Emergencies for the Dental Professional Part 3: Med. Emergency Scenarios*.

Medical Emergency Scenarios

1. State the rationale for taking vital signs, reviewing the medical history and completing CPR.
2. Recognize the symptoms of several medical emergencies that may occur in the dental office.
3. Explain the emergency procedure for several medical emergencies that may occur in the dental office.
4. Identify emergency equipment for the emergency kit related to these medical emergencies.

4. Exp. 11/17/24. (2 CEUs) Free. *Management of Pediatric Medical Emergencies in the Dental Office*.

<https://www.dentalcare.com/en-us/ce-courses/ce391>

1. Choose the appropriate emergency drug kit and equipment.
2. Recognize and provide definitive treatment for the following medical emergencies: Syncope, mild and anaphylactic allergic reactions, acute asthmatic attack, aocal anesthetic and vasoconstrictor toxicity, hypoglycemia and hyperglycemia, seizures, respiratory distress, drug overdose – benzodiazepines, narcotics, cardiac arrest.

5. Exp. 3/15/25. (1 CEU). Free. *Dental Management of the Medically-Complex Patient*.

<https://www.colgateoralhealthnetwork.com/webinar/dental-management-of-the-medically-complex-patient/>

1. Gain a better grasp on the management of medically-complex patients in the dental setting.
2. Work through the various body systems with the most prevalent diseases with the greatest impact on dental care.
3. Focus on systemic diseases with oral cavity connections.

6. Exp. 9/13/25. (2 CEUs). Free. *Geriatric Dentistry: Before You Call 911*.

*Note: This course may be used for either *Medical Emergencies* or *Geriatric Dentistry*, (not both).

<https://www.dentalcare.com/en-us/ce-courses/ce586>

1. Discuss geriatric dentistry in general.
2. Impact of COVID-19 on Geriatric patients.
3. Fundamental Elements needed to prevent transmission of Infectious agents in dental settings.
4. Types of PPE used.

5. How to safely put on PPE.
6. Consider the physical characteristics and medical history of the older adult patient during the initial assessment.
7. Describe common medical emergencies and management protocols.
8. Recognize the value of communication between dental and medical teams.

7. Exp. 12/31/25. (3 CEUs). *Diabetes*.

*Note: Course only available to NNHH *Oral Systemic Educator Certificate Program* participants.

<https://www.healthcarehygienists.org/osec-landing-page-home>

1. Understand the definition of Type I, Type II, gestational diabetes and PCOS as an endocrine disorder.
2. Discuss the link between periodontal disease and diabetes mellitus.
3. Determine and identify the systemic and oral signs, symptoms, complications of diabetes and PCOS.
4. Compare the indications and effects of the available medications used to treat diabetes mellitus.
5. Discuss and compare dietary and nutritional recommendations for diabetic patients.
6. Describe various diabetes emergencies which may occur during the appointments and ways to avoid them.

8. Exp. 1/31/26. (5 CEUs). \$45. *Medical Emergencies in the Dental Setting*. #54354.

<https://netce.com/courseoverview.php?courseid=1948>

1. Outline the importance of the medical history as a means to decrease the occurrence of medical emergencies.
2. Review the most common medical emergencies in the dental setting and how to identify pts who may be at risk.
3. Identify causes of allergic reactions during dental treatment and describe acute care interventions.
4. Discuss methods to prevent aspiration and the protocol to treat patients who have aspirated an object.
5. Outline the role and responsibilities of the dental staff during a medical emergency.

9. Exp. 5/7/26. (1 CEU). Free. *Medical Emerg. in the Dental Office: In Your Emergency Kit and Why?*

https://vivalearning.com/member/classroom.asp?x_source=DENTREK&x_classID=4083

1. Recognize the most common medical emergencies in the dental office.
2. Learn how to manage the most common medical emergencies in the dental office.
3. Be capable of preparing and using the seven essential drugs recommended for the minimal dental emergency kit.

10. Exp. 6/28/26. (4 CEUs). Free. *Managing Adult Medical Emergencies in the Dental Office*. #516.

<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce516/syncope>

1. Identify common orofacial myofunctional disorders.
2. Discuss factors to consider in the risk stratification of patients with systemic diseases.
3. Discuss essential elements of being prepared for a medical emergency in the oral healthcare setting.
4. Recognize signs and symptoms and formulate a diagnosis on an emerging perioperative problem.
5. Initiate timely action to stabilize the patient before emergency medical services arrive.

11. Exp. 4/2/26. (2 CEUs). Free. *Medically Compromised Patient Care*.

<https://www.dentalcare.com/en-us/ce-courses/ce628#overview>

1. Identify medically compromised patients who are seeking dental treatment.
2. Identify the need to modify treatment due to disease or medication of a patient.
3. Recognize drugs/medications commonly used by the medically compromised patient.
4. Use critical thinking skills to identify questions to be asked to further establish the patient's medical history/status.
5. Seek medical and/or dental consultation based on patient info gathered from the health history and pt interview.

12. Exp. 4/4/26. (1 CEU). Free. *Basics of Emergency Medicine for Dental Facilities*.

<https://vivalearning.com/on-demand-dental-ce-course/basics-of-emergency-medicine-for-dental-facilities>

1. The importance of basic life support training for all members of the dental office staff.
2. Developing an in-office emergency response team.
3. Knowing when and whom to call for assistance during a medical emergency.
4. Having the appropriate emergency drugs and equipment available.

13. Exp. 5/7/27. (1 CEU). Free. *Medical Emerg. in the Dental Office: In Your Emergency Kit and Why?*

https://vivalearning.com/member/classroom.asp?x_source=DENTREK&x_classID=4083

1. Recognize the most common medical emergencies in the dental office.

2. Learn how to manage the most common medical emergencies in the dental office.
3. Be capable of preparing and using the seven essential drugs recommended for the minimal dental emergency kit.

14. Exp. None. (2 CEUs). \$80. *Prevention and Management of Medical Emergencies for RDH*.
<https://mymembership.adha.org/Prevention-and-Management>
 1. Describe the etiology, symptoms, and preferred treatment for common dental office emergencies (i.e. syncope, postural hypotension, aspiration or swallowing a foreign object).
 2. Discuss ways to prevent and prepare for dental office medical emergencies.
 3. Discuss stages of appropriate response to a medical emergency.

Complete 5 CEUs in *Geriatric Dentistry*:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. The recognition of elder abuse and neglect.
2. The recognition and management of conditions related to aging and oral health.

Live

1. 1/23/24. (1 CEU). Free. 7:00-8:00 pm CT. *Xerostomia - Treating Dry Mouth To Improve Patient Outcomes*.

<https://www.dentalceacademy.com/xerostomia>

1. Understand and define xerostomia.
2. Describe the oral anatomy and physiology related to salivary function.
3. Know the role of saliva.
4. Recognize at risk populations for developing xerostomia.
5. Develop and prescribe short-term and long-term treatment options.

2. 4/10/24. (1 CEU). Free. 7:00-8:00 pm CT. *Xerostomia - Treating Dry Mouth To Improve Patient Outcomes*.

<https://www.dentalceacademy.com/xerostomia>

1. Understand and define xerostomia.
2. Describe the oral anatomy and physiology related to salivary function.
3. Know the role of saliva.
4. Recognize at risk populations for developing xerostomia.
5. Develop and prescribe short-term and long-term treatment options.

3. 7/30/24. (1 CEU). Free. 7:00-8:00 pm CT. *Xerostomia - Treating Dry Mouth To Improve Patient Outcomes*.

<https://www.dentalceacademy.com/xerostomia>

1. Understand and define xerostomia.
2. Describe the oral anatomy and physiology related to salivary function.
3. Know the role of saliva.
4. Recognize at risk populations for developing xerostomia.
5. Develop and prescribe short-term and long-term treatment options.

4. 10/4/24. (1 CEU). Free. 7:00-8:00 pm CT. *Xerostomia - Treating Dry Mouth To Improve Patient Outcomes*.

<https://www.dentalceacademy.com/xerostomia>

1. Understand and define xerostomia.
2. Describe the oral anatomy and physiology related to salivary function.
3. Know the role of saliva.
4. Recognize at risk populations for developing xerostomia.
5. Develop and prescribe short-term and long-term treatment options.

On Demand:

1. Exp. 12/31/24. (1 CEU). Free. *You're Not Getting Older, You're Getting Better! Treating the Older Adult Patient*.

<https://idh.cdeworld.com/webinars>

1. Describe key trends and demographics of the aging population.
2. Compare/contrast age-related and pathology induced systems changes and disorders in older adults.
3. Explain common oral conditions/pathology treatments experienced by older adults.

2. Exp. 12/31/25. (1 CEU). Free. *Like a Fine Wine: Getting Better With Age*.
<https://cdeworld.com/webinars/22675-like-a-fine-wine-getting-better-with-age>

1. Discuss the demographic characteristics and existing risk factors of the seasoned dental patient population.
2. Define critical aspects and unique trends in the provision of patient care in Gerodontics.
3. Review special care considerations when providing dental care to a geriatric patient.

3. Exp. 2/14/25. (2 CEUs). Free. *Dental Health and Dementia: More Than Forgetfulness*.
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce566/summary>

Upon completion of this course, the dental professional should be able to:

1. Understand the current scientific literature about the prevalence, etiology, and stages of dementia.
2. Recognize and discuss with patients the association of periodontal diseases and oral bacteria with dementia and Alzheimer's Disease.
3. Develop and implement strategies for communication and delivery of oral hygiene and dental care to patients suffering with dementia.
4. Evaluate patients' risk factors and oral hygiene to develop effective intervention and treatment modalities to reduce caries and periodontal disease rates.
5. Understand the utility of nonsurgical caries treatment (e.g., topical fluoride, silver diamine fluoride, etc.) in patients with moderate to advanced dementia.
6. Deliver instructions to primary care providers for patients with moderate to advanced dementia to increase compliance with oral home care and decrease care resistant behaviors.

4. Exp. 8/22/25. 1 CEU. Free. NIH. *Sensory, Cognitive and Mental Health Changes in Older Adults*

1. Describe the types of sensory changes (vision and hearing) that occur in adults over 65 years of age.
2. Utilize the understanding of sensory changes to communicate more effectively with older adults in group settings.
3. Understand the cognitive changes in older age groups and how these changes affect the way communication in group settings should occur.
4. Describe the mental health changes and how these changes affect older adults' oral health and their understanding of group presentations.

5. Exp. 8/22/25. (1 CEU). Free. *The Many Faces of Geriatric Dentistry Trends in the US Geriatric Population: Who, Where, and What are the Needs?*

1. Describe the diversity of the US geriatric population.
2. Review the demographics of the geriatric population in the USA, and the overall health and well-being.
3. Describe the oral health needs of the US geriatric pop. and some challenges they face in meeting those needs.

6. Exp. 12/31/25. (4 CEUs). *Geriatrics*.

*Note: Course only available to NNHH *Oral Systemic Educator Certificate Program* participants.

<https://www.healthcarehygienists.org/osec-landing-page-home>

1. Understand how systemic illness and oral health are intertwined.
2. Recognize when activities of daily living are changing for patients, what that means for dental health and how to prepare patients to keep their teeth.
3. Describe modifications that can be made to the dental office to assist elders in receiving the care they need.
4. Learn about what happens to elder's oral health and why, when they can no longer travel to your office.
5. Discover how to develop a program to support dental health through the entire spectrum of aging.
6. Explain the basics of a Dementia/Alzheimer's as related to the mouth.

7. Exp. 9/13/25. (2 CEUs). Free. *Geriatric Dentistry: Before You Call 911*.

*Note: This course may be used for either *Medical Emergencies* or *Geriatric Dentistry* (not both).

<https://www.dentalcare.com/en-us/ce-courses/ce586>

1. Discuss geriatric dentistry in general.
2. Impact of COVID-19 on Geriatric patients.
3. Fundamental Elements needed to prevent transmission of Infectious agents in dental settings.
4. Types of PPE used.
5. How to safely put on PPE.
6. Consider the physical characteristics and medical history of the older adult patient during the initial assessment.

7. Describe common medical emergencies and management protocols.
8. Recognize the value of communication between dental and medical teams.

8. Exp. 1/31/26. (5 CEUs). \$20. *Elder Abuse: Cultural Contexts and Implications*.
<https://www.netce.com/coursecontent.php?courseid=1951&scrollTo=begin>
1. Summarize the historical context and scope of elder abuse.
2. Define elder abuse and the different forms of elder abuse.
3. Identify the general profile of the elder abuse victim.
4. Analyze the different classifications of perpetrators of elder abuse.
5. Discuss the various theoretical models to help explain the causes of elder abuse in domestic settings.
6. Explain how culture, race & ethnicity color views of family, aging, and attitudes toward elder abuse/help.
7. Discuss assessments for elder abuse victims.
8. Describe general mandatory laws for and ethical issues associated with elder abuse.

9. Exp. 4/30/26. (1 CEU). Free. *Nursing Home Tooth Decay Should Not Wait Another Day*.
https://www.vivalearning.com/member/classroom.asp?x_classID=4028
1. Recognize the cause of decay in older adults in nursing homes.
2. Identify and recommend solutions for the prevention and treatment of caries in older adults in nursing homes.
3. Discuss access to oral care for older adults in nursing homes.
4. Describe products that can impact and improve the overall health of the aging mouth.

10. Exp. 6/21/26. (1 CEU). Free. *The Disappearing Patient Population*.
https://www.vivalearning.com/member/classroom.asp?x_classID=3133
1. Identify the at-risk population.
2. List the needs of this vulnerable population.
3. Understand the oral care situation in care facilities.
4. Review the oral systemic connection.

11. Exp. 6/29/26. (3 CEUs). Free. *Aging, Disease, & Oral Health Implications for Women Worldwide - Part II*.
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce330>
1. Identify three women's health concerns observed worldwide.
2. Discuss prevalence, risk factors, treatment and prevention strategies and oral connections for each disease.
3. Outline home care strategies to help patients with these diseases improve oral hygiene.

12. 7/13/26. (1 CEU). Free. *Welcome to the New World of Geriatric Dentistry*.
<https://vivalearning.com/on-demand-dental-ce-course/welcome-to-the-new-world-of-geriatric-dentistry>
1. This CE webinar will review diagnosis, prevention, management, treatment and clinical concerns for providing oral health care to the medically and mentally compromised adult individuals.

13. Exp. 11/27/26. (1 CEU). Free. *Guidebook for Treating Baby Boomers*.
https://www.vivalearning.com/member/classroom.asp?x_classID=2231
1. Describe lifespan vs. health-span.
2. Merge the latest oral-systemic information into treatment decisions.
3. Identify up-to-date evidence on HPV oral cancer links and screening modalities.
4. Use evidence-based dentistry guidelines and the oral-systemic information to guide treatment options.

14. Exp. 4/30/27. (1 CEU). Free. *Nursing Home Tooth Decay Should Not Wait Another Day*
https://www.vivalearning.com/member/classroom.asp?x_classID=4028
1. Recognize the cause of decay in older adults in nursing homes.
2. Identify and recommend solutions for the prevention and treatment of caries in older adults in nursing homes.
3. Discuss access to oral care for older adults in nursing homes.
4. Describe products that can impact and improve the overall health of the aging mouth.

15. Exp. 6/21/27. (1 CEU). Free. *The Disappearing Patient Population.*
https://www.vivalearning.com/member/classroom.asp?x_classID=3133

1. Identify the at-risk population.
2. List the needs of this vulnerable population.
3. Understand the oral care situation in care facilities.
4. Review the oral systemic connection.

16. Exp. 6/30/27. (1 CEU). Free. *Xerostomia - Treating Dry Mouth To Improve Patient Outcomes.*

<https://www.dentalceacademy.com/recording-xerostomia-treating-dry-mouth>

1. Understand and define xerostomia.
2. Describe the oral anatomy and physiology related to salivary function.
3. Know the role of saliva.
4. Recognize at risk populations for developing xerostomia.
5. Develop and prescribe short-term and long-term treatment options.

17. Exp. 11/17/27. (1 CEU). Free. *Guidebook for Treating Baby Boomers.*

https://www.vivalearning.com/member/classroom.asp?x_classID=2231

1. Describe lifespan vs. health-span.
2. Merge the latest oral-systemic information into treatment decisions.
3. Identify up-to-date evidence on HPV oral cancer links and screening modalities.
4. Use evidence-based dentistry guidelines and the oral-systemic information to guide treatment options.

Complete 5 CEUs in Pathology

The intent of this topic area is to reinforce PHDH's knowledge of:

1. The recognition of head and neck abnormalities and pathologies.
2. Strategies for treating and managing oral lesions.

Live:

- 1.

On Demand:

1. Exp. 6/23/24. (1 CEU). Free. *Anomalies of Tooth Structure.*

<https://www.dentalcare.com/en-us/ce-courses/ce651#overview>

1. Recognize radiographic appearance of healthy structure in primary and permanent dentitions and eruption patterns.
2. Recognize and describe the radiographic appearance of healthy supporting structures of the teeth.
3. Describe the various origins of dental anomalies; congenital, developmental, and acquired.
4. Recognize and describe processes that can interfere with normal tooth eruption.
5. Identify and classify tooth impactions by their position.
6. Recognize and describe processes that can cause loss of tooth structure.
7. Discuss and identify alterations in tooth structure and the dental pulp.
8. Identify and describe alterations in the number of teeth.
9. Recognize and discuss alterations in the size of teeth.
10. Identify and describe alterations in the shape of teeth.
11. On an intraoral radiograph, radiographic survey and panoramic image, identify and describe anomalies on images.

2. Exp. 1/30/25. (1 CEU). Free. *Oral Cancer.* <https://www.dentalcare.com/en-us/ce-courses/ce348>

1. Identify the significance of oral cancer, its prevalence and overall survival.
2. List the most common risk factors for oral cancer.
3. List the causes of oral cancer.
4. Describe the most common clinical presentations of oral cancer.
5. Describe how oral cancer is treated.

3. Exp. 2/3/25. (2 CEUs). Free. *Actinic Cheilosis: Etiology, Epidemiology, Clinical Manifestations, Diagnosis, and Treatment*. <https://www.dentalcare.com/en-us/ce-courses/ce400>

1. Discuss the etiology and epidemiology of actinic cheilosis.
2. Recognize the clinical manifestations of actinic cheilosis.
3. Diagnose actinic cheilosis.
4. Develop preventive and treatment management strategies for patients with actinic cheilosis.

4. Exp. 2/16/25. (1 CEU). Free. *Benign to Malignant: Practical Oral Pathology for Your Practice*. https://vivalearning.com/member/classroom.asp?x_classID=4461

1. Recognize common lesions of the oral cavity.
2. Determine which lesions should be viewed as potentially malignant.
3. Understand how to manage patients with oral pathology.

5. Exp. 12/31/25. (2 CEUs). *Secondary Complications and Interprofessional Aspects*.
*Note: Course only available to NNHH Oncology Certificate Program participants.
<https://www.healthcarehygienists.org/oncology-certificate-program>

1. Identify the cause, symptoms, and manifestations of osteonecrosis, perio, candida, herpes simplex, and trismus.
2. Evaluate prevention modalities of each.
3. Identify critical education pieces to share with your patient undergoing cancer treatment & their caregiver.
4. Identify causes, symptoms and clinical manifestations of oral mucositis.
5. Evaluation prevention modalities of oral mucositis.
6. Identify critical education pieces to share with patients undergoing cancer treatment and their caregiver.

6. Exp. 12/31/25. (3 CEUs). *Conducting a Thorough Head, Neck, Oral and Oropharyngeal Screening*.
*Note: Course only available to NNHH Oncology Certificate Program participants.
<https://www.healthcarehygienists.org/oncology-certificate-program>

1. Discuss the ramifications of tobacco and alcohol.
2. Summarize the role of betel quid in oral cancers.
3. Examine the HPV, transmission of HPV, how HPV causes cancer, and the HPV vaccine.
4. Recognize additional risk factors for oral cancer.
5. Describe the importance of an oral cancer risk assessment.
6. Explain the importance of regular oral health appointments for the edentulous patient.
7. List the signs and symptoms associated with head and neck cancers and other conditions.
8. Recognize the importance of verbal and written inquiry of signs and symptoms.
9. Name the ten symptoms of cancer that should not be ignored.
10. Demonstrate a comprehensive extraoral eval with best practices on palpation and positioning.
11. Demonstrate a comprehensive intraoral eval with best practices on palpation and positioning.

7. Exp. 1/31/26. (5 CEUs). \$35. *A Review of Oral Histology and Physiology*. #54003.
<https://www.netce.com/coursecontent.php?courseid=2535&scrollTo=BEGIN>

1. Outline the basic components of the enamel, dentine, and pulp.
2. Review the histology of the constituents of the periodontium.
3. Identify the varying divisions and functions of the oral mucosa.
4. Differentiate between the histology and salivary composition of the major and minor salivary glands.
5. Describe the manner by which disease and radiation therapy affect salivary glands.

8. Exp. 2/28/26. (2 CEUs). Free. *The Coronavirus Disease (COVID-19) Pandemic*. #54151
<https://www.netce.com/coursecontent.php?courseid=2559&productid=7444&scrollTo=BEGIN>

1. Differentiate between the common, ubiquitous strains of human coronavirus and novel (outbreak) strains with

respect to epidemiology, modes of transmission, spectrum of illness, and public health implications.

2. Characterize the clinical and public health experience gained from the two prior novel human coronavirus epidemics, SARS and MERS, and how that informs our understanding and response to the pandemic.
3. Recognize the clinical manifestations of COVID-19 and systemic complications associated with a dysregulated immune response, and discuss the dynamics of transmission and advise patients regarding prevention of infection, with special attention to those with risk factors for severe disease.
4. Access and implement guideline recommendations for clinical assessment, diagnostic testing, appropriate isolation and monitoring of a patient with recent exposure to, suspected or newly diagnosed COVID-19.

9. Exp. 3/8/26. (1.5 CEUs). Free. [*10 Radiographic Images Every Dentist Should Know - Part 1*](#)
 1. Develop a systematic strategy for investigating a radiologic finding.
 2. Identify the key radiologic features of common anomalies or abnormalities, and understand these features in the context of the biologic process from which they have arisen.
 3. Understand the necessity or urgency of a radiologic finding for action and follow-up.

10. Exp. 3/22/26. (1.5 CEUs). Free. [*10 Radiographic Images Every Dentist Should Know - Part 2*](#)
 1. Develop a systematic strategy for investigating a radiologic finding.
 2. Identify the key radiologic features of common anomalies or abnormalities, and understand these features in the context of the biologic process from which they have arisen.
 3. Understand the necessity or urgency of a radiologic finding for action and follow-up.

11. Exp. 3/24/26. (4 CEUs). Free. *A Guide to Clinical Differential Diagnosis of Oral Mucosal Lesions*.
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce110>
 1. Introduction to Clinical Differential Diagnosis.
 2. Surface Lesions of Oral Mucosa.
 3. Soft Tissue Enlargements of Oral Mucosa.
 4. Summary of Clinical Features of Oral Mucosal Lesions.

12. Exp. 6/30/26. (5 CEUs). \$30. *Oral and Maxillofacial Infections*. #54032
<https://www.netce.com/coursecontent.php?courseid=2043&scrollToBEGIN>
 1. Review the host response and basic components of microbiology.
 2. Identify the most common odontogenic infections of various origins.
 3. Analyze the available antibiotics used in the treatment of oral and maxillofacial infections.
 4. Evaluate the prevalence and appropriate treatment of oral fungal infections.
 5. Discuss common viral pathogens of the oral/maxillofacial complex and their treatment, with special considerations for immunocompromised patients.

13. Exp. 11/9/26. (1 CEU). Free. *Oral Cancer Screenings: If Not You, Then Who?*
https://www.vivalearning.com/member/classroom.asp?x_classID=963
 1. This course will set dental professionals up for integration of oral cancer screenings and patient education.

14. Exp. 11/22/26. (1 CEU). *Oral Cancer Screenings: If Not You, Then Who?*
<https://www.vivalearning.com/on-demand-dental-ce-course/oral-cancer-screenings-if-not-you-then-who-2>
 1. This webinar is designed to set dental professionals up for successful integration of oral cancer screenings and vital patient education.

15. Exp. 11/9/27. (1 CEU). Free. *Oral Cancer Screenings: If Not You, Then Who?*
https://www.vivalearning.com/member/classroom.asp?x_classID=963
This course will set dental professionals up for integration of oral cancer screenings and patient education.

16. Exp. None. (1 CEU). Free for ADHA members. *The ABCs of HbA1c: A Review of In-Office Diabetes Testing*.
<https://www.adha.org/education-resources/>
 1. Understand the current scientific literature indicating implications for incidence and prevalence of diabetes mellitus and oral disease, as well as the signs and symptoms of uncontrolled diabetes mellitus in the dental patient.
 2. Review the oral manifestations as well as the systemic sequelae of diabetes mellitus, while identifying the risk

factors and potential shared etiologic factors associated with diabetes mellitus and oral disease.

3. Discuss the opportunities for therapeutic management of diabetes mellitus and associated complications including counseling strategies and guidelines for the implementation of dental services for patients with diabetes.
4. Identify the clinical provision, indications, and process for gathering hemoglobin A1c (HbA1c) point-of-service tests in dental office while utilizing the Code on Dental Procedures and Nomenclature (CDT)-approved code.

17. Exp. None. (1.5 CEUs). \$10. for ADHA members. *The Dental Hygienist & Oral Cancer Diagnosis: What's My Role.* <https://www.adha.org/education-resources/>

1. Be familiar with the phenotype/clinical characteristics of OSCC and OPMDs.
2. Understand how comprehensive oral examination can assist in early detection of OSCC and OPMDs.
3. Recognize the importance of establishing efficient and effective referral pathways.

18. Exp. None. (1.5 CEUs). \$10. for ADHA members. *New Insights in HPV Cancer Prevention for Dental Hygienists.* <https://www.adha.org/education-resources/>

1. Explain basic epidemiology of HPV infection and development of HPV related cancers.
2. Examine ways in which the HPV vaccine has contributed to improved health outcomes.
3. Identify the appropriate HPV vaccination schedule and recommendations based on a patient's age.
4. Summarize new ways of approaching HPV vaccine awareness with new perspectives offered in the webinar.
5. Facilitate HPV Cancer Protection awareness in clinical practice.

Complete 5 CEUs in Pediatric Dentistry:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. The recognition and/or treatment of common oral conditions.
2. Strategies for behavioral management.

Live:

1. 1/24/24. 7:00-8:00 CT. (1 CEU). Free. *Electronic Cigarettes and The Culture of Vaping.* <https://www.dentalceacademy.com/ecigarettes>

1. Describe the history of electronic cigarettes.
2. State the prevalence of electronic cigarette use.
3. Understand known systemic and oral health implications.
4. Know the anatomy of electronic cigarettes and other ENDS (Electronic Nicotine Delivery Systems).
5. Review how electronic cigarettes work.
6. Understand the culture of vaping.

2. 3/28/24. (1 CEU). Free 7:00-8:00 pm CT. (1 CEU). Free. 7:00-8:00 pm. CT. *Tooth Adornment Through the Ages: History and Current Perspectives.* <https://www.dentalceacademy.com/freecewebinar-metallurgyindentistry>

1. Review tooth adornment in dentistry from an historical perspective.
2. Discuss Old School Gold Restorations as the New Fashion Statement.
3. Recognize Trends of Bling, Tooth Jewelry.
4. Discuss metal sensitivity, contraindications, and patient preferences.
5. Know the cons of DIY cosmetic dentistry.

3. 4/4/24. 7:00-8:00 CT. (1 CEU). Free. *Electronic Cigarettes and The Culture of Vaping.* <https://www.dentalceacademy.com/ecigarettes>

1. Describe the history of electronic cigarettes.
2. State the prevalence of electronic cigarette use.
3. Understand known systemic and oral health implications.
4. Know the anatomy of electronic cigarettes and other ENDS (Electronic Nicotine Delivery Systems).
5. Review how electronic cigarettes work.
6. Understand the culture of vaping.

4. 5/10/24. (2 CEUs). Free. 2:00-4:00 pm CT. *QUIT: Providing a Brief Tobacco Dependence Intervention.*

<https://www.dentalceacademy.com/tobaccocessationdentists>

1. Discuss the tobacco problem.
2. Know the 2 A's and R system.
3. Understand resources available, and how to refer to Quit Line programs.
4. Promote tobacco cessation motivation in the dental practice.

5. 9/5/24. 7:00-8:00 CT. (1 CEU). Free. *Electronic Cigarettes and The Culture of Vaping.*

<https://www.dentalceacademy.com/ecigarettes>

1. Describe the history of electronic cigarettes.
2. State the prevalence of electronic cigarette use.
3. Understand known systemic and oral health implications.
4. Know the anatomy of electronic cigarettes and other ENDS (Electronic Nicotine Delivery Systems).
5. Review how electronic cigarettes work.
6. Understand the culture of vaping.

On Demand:

1. Exp. 1/26/24. (3 CEUs). Free. *Tobacco 101: Guide to Nicotine Addicted Patients.* www.dentalcare.com

1. Have a basic knowledge of the history of tobacco.
2. Identify the tobacco and nicotine products currently on the market.
3. Be aware of the impact of these products on oral health.
4. Understand the basics of nicotine addiction.
5. Know the smoking cessation modalities which are currently available.
6. Utilize new skills to help work with tobacco and nicotine addicted patients.
7. Make working with tobacco addicted patients one of the most gratifying experiences of one's career.

2. Exp. 3/9/24. (1 CEU) . Free. *Smart Dental Sealants: Updating a Preventive Staple.*

https://vivalearning.com/member/classroom.asp?x_classID=3395

Upon completion of the webinar the student will be able to:

1. Become familiar with the evidence-base for the use and effectiveness of dental sealants.
2. Implement the best clinical practices for maximizing the effectiveness of dental sealants.
3. Understand the mechanisms of remineralization and demineralization of dental hard tissues.
4. Learn about a novel resin-based remineralization sealant.

3. Exp. 5/31/24. (2 CEU). \$40. *Tobacco Use: The Dental Professional's Role in Educating and Guiding Cessation.*

<https://dentalce.todaysrdh.com/p/tobacco-use-the-dental-professionals-role-in-educating>

1. Describe basic knowledge of the history of tobacco.
2. Explain the basics of nicotine addiction.
3. Identify the harmful constituents of tobacco.
4. Recognize tobacco and nicotine products currently available on the market.
5. Discuss the impact of tobacco products on oral health.
6. Define the role of dental professionals in tobacco cessation.
7. Classify the current tobacco cessation modalities available.

4. Exp. 7/27/24. (1 CEU) Free. *Motivational Interviewing: A Pt-centered Approach to Elicit Positive Behavior Change.*

<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce381>

1. Describe the roles of ambivalence and patient engagement in health behavior change.
2. Describe the primary diff. between traditional patient ed. and a pt-centered approach aimed at behavior change.
3. recall the basic strategies of brief MI skills as demonstrated in the video.

5. Exp. 10/31/24. (3 CEUs). \$39. *TMD - A World of Difference: A Case Study.*

<https://dentalacademyofce.com/courses/tmd-a-world-of-difference-a-case-study/>

1. Describe the symptoms of temporomandibular joint dysfunction.
2. Investigate how estrogen deficiencies may influence myofascial disorders in patients.

3. Strategize assessment of treatment approaches to increase success in TMJ dysfunction patient care.
4. Provide info related to a case study that may improve dental professionals' assessment and TX options for pts.

6. Exp. 10/31/24. (3 CEUs). \$39. *E-cigarettes and Vaping: Educational Strategies for the Dental Professional.*
<https://dentalacademyofce.com/courses/e-cigarettes-and-vaping/>
 1. Discuss the history of e-cigarettes.
 2. Identify the many contents in e-liquid.
 3. Describe the vast legislative changes in vaping within the last several years.
 4. List the negative effects of vaping on the human body.
 5. Utilize the educational flowchart to educate patients about vaping.

7. Exp. 1/25/25. (4 CEUs) Free. *Smiles for Tomorrow.* <https://www.dentalcare.com/en-us/ce-courses/ce4>
 1. Understand appropriate evaluation, treatment, and preventive measures that should be instituted during infancy and continued on a regular basis to maintain optimal oral health.
 2. Discuss the common oral conditions (common acquired conditions, developmental conditions, and congenital conditions) of the pediatric patient.
 3. Explain the eruption patterns of the pediatric patient.
 4. Discuss the caries process which includes etiology and transmission, patterns of decay, caries risk assessment, and anticipatory guidance.
 5. Understand the purpose and indications for use of nonsurgical treatment techniques such as SDF and Hall crowns.
 6. Describe what to do for orofacial trauma in the pediatric patient.

8. Exp. 4/4/25. (1 CEU). Free. *Getting Your Patients from Cradle to Dorm Caries Free.*
https://vivalearning.com/member/classroom.asp?x_classID=3108
 1. Identify risk factors for children of all ages.
 2. Classify patients into low, moderate or high-risk categories.
 3. Establish a fluoride varnish recall protocol.
 4. Recommend home intervention products.

9. Exp. 6/18/25. (1 CEU) Free. *Flavor vs Function: Rationale for Fluoride Varnish Product.*
https://vivalearning.com/member/classroom.asp?x_classID=3777

Upon completion of this CE webinar, participants will be able to:

 1. Explain the process of dental decay and its effects on children' ability to learn.
 2. Describe sources of fluoride available throughout the US.
 3. List factors for consideration when selecting a fluoride varnish to utilize in the dental practice.
 4. Discuss various characteristics that make a varnish product a superior choice.

10. Exp. 7/25/25. (5 CEUs) Free. *Current Concepts in Preventive Dentistry.*
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce334>
 1. Identify the bacteria most often associated with dental caries.
 2. Understand the caries process and various prediction theories.
 3. Explain the general approach of caries risk assessment.
 31. Total Learning Objectives.

11. Exp. 8/17/25. (2 CEUs). Free. *The Detection, Management of TMD in Primary Dental Care.*
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce395>
 1. Assess patients for potential TMD risk factors.
 2. Conduct a brief clinical exam for TMD.
 3. Apply clinical exam findings to determine patients' TMD diagnoses.
 4. List the most commonly used physical, medication, and behavioral treatment modalities for TMD.
 5. Implement a TMD treatment protocol, including TMD self-management strategies.

12. Exp. 8/22/25. (1 CEU). Free. *Management of Pediatric Patients.*
<https://www.colgateoralhealthnetwork.com/webinar/management-of-pediatric-patients/>
 1. How to identify what does the patient need.
 2. To differentiate patient's behavior and know what can be the choice of behavior management skill.

3. To use the appropriate behavior management method for the right situation.
4. What is needed to be included in a pediatric dental visit.

13. Exp. 12/31/25. (1 CEU). *Pediatrics*.

*Note: Course only available to *NNHH Oral Systemic Educator Certificate Program* participants.

<https://www.healthcarehygienists.org/osec-landing-page-home>

1. Provide an overview of dental hygiene in pediatrics.
2. Review current trends in treating the pediatric population.
3. Discuss the implications of untreated decay and early childhood caries.
4. Identify opportunities and ways to engage our medical partners.

14. Exp. 11/2/25. (1 CEU). Free. *Prevention That Makes Sense May Not be Happening in Your Office*.

<https://vivalearning.com/on-demand-dental-ce-course/prevention-that-makes-sense-may-not-be-happening-in-your-office>

1. Discuss the differences between gel and varnish fluoride products.
2. Discuss factors that increase patient's need for fluoride products.
3. Discuss emerging trends and how to develop a prevention program.

15. Exp. 1/31/26. (6 CEUs). \$54. *Dental Treatment of Pediatric and Adolescent Patients* #52162

<https://www.netce.com/studypoints.php?courseid=1941&printable=yes&showans=1>

1. Outline the eruption sequence, anatomy, and morphology of deciduous teeth.
2. List the restorative options for deciduous and permanent teeth in children and adults.
3. Evaluate the preventive dentistry options that can benefit deciduous and permanent teeth.
4. Cite the major differences in medications in dental treatments for children and adolescents compared to adults.
5. Identify oral lesions that accompany common childhood and adolescent diseases.
6. Evaluate the common oral and maxillofacial signs of child and adolescent abuse.
7. Describe possible oral manifestations of eating disorders.

16. Exp. 1/31/26. (6 CEUs). Free. *Dental Treatment of Pediatric and Adolescent Patients* #52163

<https://www.netce.com/coursecontent.php?courseid=2534;productid=:scrollTo=BEGIN>

1. Outline the eruption sequence, anatomy, and morphology of deciduous teeth.
2. List the restorative options for deciduous and permanent teeth in children and adults.
3. Evaluate the preventive dentistry options that can benefit deciduous and permanent teeth.
4. Cite the major differences in medications in dental treatments for children and adolescents compared to adults.
5. Identify oral lesions that accompany common childhood and adolescent diseases.
6. Evaluate the common oral and maxillofacial signs of child adolescent abuse.
7. Describe possible oral manifestations of eating disorders.

17. Exp. 2/26/26. (1 CEU). Free. *Dental Care for Infants*.

<https://www.dentalcare.com/en-us/ce-courses/ce387#overview>

1. Understand the different disease processes that can affect infants.
2. Educate the mother on perinatal oral care.
3. Understand how to perform an initial oral exam.
4. Perform a caries risk assessment and teach preventive strategies to the mother or caregiver.
5. Understand high-risk dietary practices.

18. Exp. 3/29/26. (1 CEU) Free. *Minimal Intervention for Maximum Prevention*.

1. Identify the advantages of using non-invasive treatment options.
2. Explore the added benefits CCP-ACP (casein phosphopeptide-amorphous calcium phosphate) offers.
3. Demonstrate how easily glass ionomer sealants can be applied.

19. Exp. 4/7/26. (2 CEUs). Free. *Basic Techniques for Managing Infant, Toddler Dental Patient*.

<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce54>

1. Benefits of early dental intervention.
2. Treatment goals of early intervention.
3. Child development.
4. Behavior modification techniques to gain patient cooperation.

5. Positioning techniques for examination of the infant and toddler.
6. Detailed scripts for introducing the toddler patient to the dental environment.
7. Examination protocols for the infant and toddler patient.

20. Exp. 5/16/26. (1 CEU). Free. *Modernizing Homecare: A Pathway to Prevention*.
<https://vivalearning.com/on-demand-dental-ce-course/modernizing-homecare-a-pathway-to-prevention>
 1. Examine the connection between oral health, general health and health-related quality of life.
 2. Explain how to incorporate the P4 model in dentistry to help accurate predict and prevent dental disease.
 3. Describe emerging trends in products and armamentarium used for oral homecare that focus on biofilm control and support improved oral health.
 4. Develop evidence-based oral home care instructions for patients that promote oral and systemic health.

21. Exp. 6/1/26. (1 CEU). Free. *A New Approach to the Traditional Dental Sealant*.
https://www.vivalearning.com/member/classroom.asp?x_classID=3170
 1. The caries process and how the use of dental pit and fissure sealants can be of benefit.
 2. How to manage non-cavitated occlusal caries and your treatment options.
 3. How a new bioactive sealant may produce greater benefits than resin sealants.

22. Exp. 7/5/26. (1 CEU). Free. *Sealants in Preventive Dentistry*.
https://vivalearning.com/member/classroom.asp?x_classID=71
 1. You will learn the clinical applications of dental sealants.
 2. You will learn new, innovative dental sealant products.

23. Exp. 10/5/27. (1 CEU). Free. *Radiation Safety with the Pediatric and Adolescent Patient*.
https://vivalearning.com/member/classroom.asp?x_classID=3234
 1. Understand the most current concepts in radiation dosimetry.
 2. Understand the fundamentals of radiation safety applied to children.
 3. Review the current guidelines for prescription of radiographs in the pediatric population.

24. Exp. 12/21/27. (1 CEU). Free. *State of the Art Sealants and Why Bioactivity Matters*.
https://vivalearning.com/member/classroom.asp?x_classID=3318

Upon completion of this CE webinar, the student will learn:

 1. How dental sealants are used to reduce the cariogenic process.
 2. The various treatment options for non-cavitated carious lesions.
 3. Why bioactive sealants are the 21st century approach to caries prevention.

Complete 5 CEUs in *Pharmacology*:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. General pharmacological principles.
2. Pharmaceutical mechanisms of action for commonly used drugs and therapeutic agents.

Live:

1. 1/10/24. (1 CEU). Free. 7:00-8:00 pm CT. *The Benefits of Xylitol in Oral Health Prevention Strategies and Beyond*.
<https://www.dentalceacademy.com/xylitol-uses-in-dentistry>
 1. Summarize the structure of xylitol.
 2. Discuss the sources of xylitol.
 3. Describe types of xylitol manufacturing.
 4. Understand xylitol's mechanism of action.
 5. Know the health benefits of xylitol.
 6. Emphasize the benefits of xylitol in the treatment of xerostomia.
 7. Describe how xylitol is useful in oral health prevention strategies.
 8. Understand xylitol's uses beyond oral health.

2. 1/17/24. (2 CEUs). Free. 8:00-10:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*
<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

3. 2/9/24. (1 CEU). Free. 7:00-8:00 pm CT. *The Benefits of Xylitol in Oral Health Prevention Strategies and Beyond.*
<https://www.dentalceacademy.com/xylitol-uses-in-dentistry>

1. Summarize the structure of xylitol.
2. Discuss the sources of xylitol.
3. Describe types of xylitol manufacturing.
4. Understand xylitol's mechanism of action.
5. Know the health benefits of xylitol.
6. Emphasize the benefits of xylitol in the treatment of xerostomia.
7. Describe how xylitol is useful in oral health prevention strategies.
8. Understand xylitol's uses beyond oral health.

4. 2/21/24. (2 CEUs). Free. 7:00-9:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*
<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

5. 3/6/24. (1.5 CEU). Free. 7:00-8:30 pm CT. *Clostridium Difficile: Dentistry's Overlooked Threat.*
<https://www.dentalceacademy.com/clostridioides-difficile>

1. Discuss the pathogenesis, clinical features, and current trends in virulence and prevalence of Clostridioides difficile and C. difficile diseases.
2. Identify populations at increased risk for C. difficile infection.
3. Describe ways C. difficile can be transmitted.
4. Apply key principles and develop a specific strategy for infection control and prevention of C. difficile infection in the dental practice, including administrative controls, environmental cleaning, and antimicrobial stewardship.

6. 3/20/24. (2 CEUs). Free. 8:00-10:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*
<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

7. 4/17/24. (2 CEUs). Free. 7:00-9:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*
<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

8. 5/15/24. (2 CEUs). Free. 8:00-10:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*

<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

9. 6/17/24. (2 CEUs). Free. 7:00-9:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*

<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

10. 7/24/24. (2 CEUs). Free. 8:00-10:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*

<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

11. 8/21/24. (2 CEUs). Free. 7:00-9:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*

<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

12. 9/18/24. (2 CEUs). Free. 8:00-10:00 pm CT. *Oral Rinses: What's Safe? What's Effective?*

<https://www.dentalceacademy.com/live-ce-webinars>

1. Review the evolution of iodine in becoming a standard of care.
2. Learn about a technological breakthrough leading to a new class of “super” iodines.
3. Understand how the implementation of the new “super” iodines in your practice will benefit your patients.
4. Compare the advantages and disadvantages of commonly used oral rinses.
5. Describe the misconceptions related to iodine sensitivity.
6. Learn why periodontal bacteremias are now considered a cause of cardiovascular disease.

On Demand:

1. Exp. 2/25/24. (3 CEUs) Free. *An Introduction to Substance Use Disorders for Dental Professionals*

<https://www.dentalcare.com/en-us/ce-courses/ce545#overview>

1. Identifying potential drug interactions, during oral care, with substances used.
2. Offering drug abuse cessation information.
3. Dealing with erratic patient behavior who arrives to their appointment under the influence of drugs or alcohol.

2. Exp. 3/1/24. (2 CEUs). \$20. *Phantom of the Operatory*. <https://www.tomviola.com/phantom-of-the-operatory/>

1. Describe the pharmacology of opioid and non-opioid analgesics.
2. Explain appropriate prescribing practices for opioid and non-opioid analgesics to manage acute dental pain.

3. Discuss local anesthetic agents with respect to their mechanism of action, adverse effects and contraindications.
4. Examine the pharmacology of anti-infective agents commonly used in dentistry and their clinical considerations.

3. Exp. 3/1/24. (2 CEUs). \$20. *Cannabis Denticus* <https://www.tomviola.com/cannabis-denticus/>
 1. Discuss the history and various types of cannabis, as well as its current legal status and proposed uses in dentistry.
 2. Describe the pharmacology of cannabis, including its mechanism of action, routes of admin. and formulations.
 3. Explore the dental considerations of cannabis, including treatment modifications, and strategies for care planning.

4. Exp. 3/1/24. (2 CEUs). \$20. *High Time for a Change?* <https://www.tomviola.com/high-time-for-a-change/>
 1. Discuss the pharmacology and therapeutics of local anesthetic in the management of perio-operative dental pain.
 2. Discuss the pharmacology of non-opioid and opioid analgesics in the management of post-operative dental pain.
 3. Describe the pharmacology, mechanisms of action, routes of administration, adverse effects and dental considerations of cannabis.
 4. Explore the proposed intended role of cannabis as an adjunct in the management of perio-operative dental pain.

5. Exp. 3/1/24. (2 CEUs). \$20. *Top of the Heap* <https://www.tomviola.com/top-of-the-heap/>
 1. Identify the most frequently prescribed FDA-approved brand name medications for treating systemic illnesses.
 2. Discuss the mechanisms of action, adverse reactions, drug interactions and contraindications of these medications.
 3. Explain the clinical dental considerations of these medications and their potential impact on dental therapy.
 4. Describe patient management strategies for treatment planning and care for medically complex dental patients.

6. Exp. 3/1/24. (2 CEUs). \$20. *WHO Said What About Ibuprofen and COVID-19?* <https://www.tomviola.com/who-said-ibuprofen/>
 1. Describe the pharmacology and mechanism of action of opioid analgesics, NSAIDs, and acetaminophen.
 2. Describe the pharmacology and mechanism of action of cannabis in the management of odontogenic pain.
 3. Identify the rationale and risks of using these agents to manage odontogenic pain in regard to COVID-19 infection.

7. Exp. 8/31/24. (2 CEUs). \$20. *Hey, Spit Happens* <https://www.tomviola.com/hey-spit-happens/>
 1. Describe the oral and non-oral complications associated with xerostomia.
 2. Identify prescription and non-prescription medications that have xerostomic side effects.
 3. Identify the systemic diseases which may contribute to the development of xerostomia.
 4. Describe the pharmacologic and non-pharmacologic management of xerostomia.
 5. Explain the impact of xerostomia, and the medications used in its treatment, on dental therapy.

8. Exp. 10/20/24. (2 CEUs). Free. *The Dental Professional's Role in the Opioid Crisis.* <https://www.dentalcare.com/en-us/ce-courses/ce560>
 1. Understand the current evidence-based prescribing recommendations for acute and post-operative dental pain and the comparative effectiveness of opioid and non-steroidal anti-inflammatory drug analgesics for dental pain.
 2. Review current dental and medical opioid prescribing patterns in the United States and throughout the world.
 3. Evaluate patients' risk factors and needs based upon individualized patient needs and substance abuse risk.
 4. Recognize signs of substance abuse disorder in patients.
 5. Enable identification of individuals with substance abuse disorders and be aware of referral services for treatment.
 6. Be an active participant in an interdisciplinary team of health care providers in educating patients and colleagues about changes to prescribing patterns that may decrease exposure and substance abuse.

9. Exp. 11/26/24. (1 CEU). \$15. *pH is Just the Beginning.* <https://outoftheboxlearningacademy.com/product/ph-is-just-the-beginning-why-the-right-test-matters-on-demand-2022/>
 1. Describe basic salivary pH and buffering testing strips.
 2. Learn how to implement salivary testing protocols.
 3. Appreciate testing pH - levels of beverages/medications/supplements/plain water.
 4. Recognize how testing improves communication.
 5. Understand the unique role of the dental hygienist.

10. Exp. 1/13/25. (1 CEU). Free. [An Update on Medical and Recreational Cannabis for the Dental Professional](#)
 1. The most current legislative status of medical and recreational cannabis products in the U.S.

2. Uses and indications for currently approved and investigational cannabinoid drugs.
3. Availability of recreational cannabis products and OTC formulations used in self-care and self-medication.
4. Important concerns for special populations, including children & adolescents, pregnant women & older adults.
5. Suggested approaches to ensure safe and effective patient treatment, including considerations for informed consent, drug interactions and adverse effects, and professional and ethical delivery of care.

11. Exp. 1/13/25. (1 CEU). Free. *Here, There, Everywhere: An Update on Medical and Recreational Cannabis for the Dental Professional.* [Here, There, Everywhere: An Update on Medical Cannabis...](#)

1. The most current legislative status of medical and recreational cannabis products in the U.S.
2. Uses and indications for currently approved and investigational cannabinoid drugs.
3. The variety and availability of recreational cannabis products as well as the OTC formulations used in self-care and self-medication.
4. The important concerns for special populations, including children and adolescents, pregnant women, and older adults.
5. Suggested approaches to ensure safe and effective patient treatment, including considerations for informed consent, drug interactions and adverse effects, and professional and ethical delivery of care.

12. Exp. 8/22/25. (1 CEU). Free. *Up in Smoke: Management of Pain and Addiction.*

<https://www.colgatetalhealthnetwork.com/webinar/up-in-smoke/>

1. Discuss the pharmacology and mechanism of action of opioid and non-opioid analgesics.
2. Describe the pharmacology, mechanism of action, routes of admin., adverse effects and dental considerations.
3. Describe the management of opioid addiction, including the purported uses of cannabis in this regard.
4. Explore the role of cannabis, with and without opioid analgesics, in the management of acute dental pain.

13. Exp. 8/22/25. (1 CEU). *A Dry Mouth Without a Face? The Many Faces of Xerostomia.*

<https://www.colgatetalhealthnetwork.com/webinar/a-dry-mouth-without-a-face/>

1. Describe xerostomia and explain its various etiologies.
2. Identify the prescription and non-prescription medications that have xerostomia side effects.
3. Identify the systemic diseases which may contribute to the development of xerostomia.
4. Describe the pharmacologic and non-pharmacologic management of xerostomia.

14. Exp. 9/2/25. (3 CEUs) Free. *General Principles of Pharmacology.*

<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce580>

1. Understand the conceptual basis of drug action.
2. Understand pharmacodynamic mechanisms and discuss their effects on pharmacotherapy.
3. Understand pharmacokinetic processes and discuss their effect on pharmacotherapy.
4. Discuss key points for safe and effective pharmacotherapy and efficient practical approach to prescription writing.

15. Exp. 9/22/25. (3 CEUs) Free. *General Principles of Pharmacology.*

<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce580>

1. Understand the conceptual basis of drug action.
2. Understand pharmacodynamic mechanisms and discuss their effects on pharmacotherapy.
3. Understand pharmacokinetic processes and discuss their effect on pharmacotherapy.
4. Discuss key points for practice that underlie safe and effective pharmacotherapy, including an efficient and practical approach to prescription writing.

16. Exp. 12/31/25. (2 CEUs). *Pharmacology for the Oncology Patient.*

*Note: Course only available to NNHH Oncology Certificate Program participants.

<https://www.healthcarehygienists.org/oncology-certificate-program>

1. Identify the human and environmental carcinogens that may be involved in the etiology of cancer.
2. Discuss the pharmaceutical medications that may be prescribed during the initial cancer diagnosis, cancer treatment, and post-cancer treatment and dental considerations.
3. Explain the four common treatments used to treat cancer.
4. Discuss chemotherapeutic agents and summarize their use, mechanism of action and classifications.
5. Identify the general adverse drug effects associated with chemotherapeutic agents.

6. Discuss the following oral adverse effects associated with chemotherapeutic agents: osteonecrosis of the jaw, mucositis, oral fungal infections, and oral herpetic lesions.

7. Summarize the pharmaceutical agents that are suggested to treat the aforementioned oral adverse effects.

17. Exp. 2/16/26. (3 CEUs). Free. *Adverse Drug Reactions - Part I*
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce536>

Upon completion of this course, the dental professional should be able to:

1. Discuss in general terms the approval process of new drugs and its limitations as they relate to ADRs.
2. Discuss “on-target,” “off-target,” and cytotoxic mechanisms of ADRs.
3. Develop a clinical frame of reference related to ADRs.
4. Discuss the spectrum of potential ADRs affecting the head and neck area and various organ systems associated with dental therapeutics and the top 200 drugs dispensed by U.S. community pharmacies.

18. Exp. 2/27/26. (3 CEUs). Free. *Cardiovascular Drugs Our Patients Take*
<https://www.dentalcare.com/en-us/ce-courses/ce581#overview>

1. Recognize cardiovascular drugs by name.
2. Discuss the mechanisms of action of cardiovascular drugs.
3. Identify prevalent cardiovascular diseases.
4. Discuss key points for practice.

19. Exp. 2/16/26. (3 CEUs). Free. *Adverse Drug Reactions - Part I*
<https://www.dentalcare.com/en-us/ce-courses/ce536#overview>

1. Discuss in general terms the approval process of new drugs and its limitations as they relate to ADRs.
2. Discuss “on-target,” “off-target,” and cytotoxic mechanisms of ADRs.
3. Develop a clinical frame of reference related to ADRs.
4. Discuss the spectrum of potential ADRs affecting the head and neck area and various organ systems associated with dental therapeutics and the top 200 drugs dispensed by U.S. community pharmacies.

20. Exp. 2/21/26. (1 CEU). Free. *Managing Patients with Polypharmacy*.
<https://www.colgateoralhealthnetwork.com/webinar/managing-patients-with-polypharmacy/>

1. Identify risk factors for polypharmacy and polyherbacy.
2. Describe health risks associated with medical complexity, including avoidable complications such as drug and herbal and dietary supplement interactions.
3. Discuss how normal physiological changes of aging influence drug prescribing behaviors.
4. Identify patient populations for whom polypharmacy poses significant risks.
5. Describe communication strategies for collaborative care to reduce medication errors.
6. Identify dental practice management considerations to safely treat medicated patients in the dental setting.

21. Exp. 2/27/26. (3 CEUs). Free. *Cardiovascular Drugs Our Patients Take*
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce581>

Upon completion of this course, the dental professional should be able to:

1. Recognize cardiovascular drugs by name.
2. Discuss the mechanisms of action of cardiovascular drugs.
3. Discuss key points for practice.

22. Exp. None. (1 CEU). Free for ADHA members. *Armed and Ready: Vaccinations and the Dental Hygienist*.
<https://www.adha.org/education-resources/>

1. Describe the what, how, and why of immunizations.
2. Identify the vaccination that has been FDA approved for mouth and throat cancer.
3. Discuss the promotion and administration of vaccines by dentists and dental hygienists.

23. Exp. None. (1 CEU). Free for ADHA members. *Cannabinoids, Illicit Drugs and the Dental Patient*.
<https://www.adha.org/education-resources/>

1. Discuss the four main challenges of medically complex patients.
2. Describe the risk factors to consider when treating patients that use illicit drugs.
3. Recognize some of the oral signs of illicit drug use and how to better manage these patients.

4. Learn how to help make all of your appointments successful for you, your team, and your patients.

24. Exp. None. (1 CEU). Free for ADHA members. *Cannabis and Inflammation*.
<https://www.adha.org/education-resources/>
1. Describe the difference between hemp, marijuana, THC and CBD.
2. Describe how cannabis works in the body.
3. Describe what terpenes are and why they are important.

25. Exp. None. (1 CEU). Free for ADHA members. *Demystifying Premedications: The Who, Why and Which*.
<https://www.adha.org/education-resources/>
1. List all of the conditions that would require antibiotic premedication.
2. Discuss medication related osteonecrosis of the jaw.
3. Review antibiotic pharmacology to include untoward effects.

26. Exp. None. (2 CEUs). Free for ADHA members. *Evidence Update: Antimicrobials and Probiotics for the Treatment of Periodontitis & Peri-Implant Disease*.
https://mymembership.adha.org/Members/CE_Smart/Catalog/Item_Detail.aspx?iProductCode=CON_0619_EVIDEN
1. Discuss the indications for using specific types of antimicrobials, antibiotics, and probiotics in dental hygiene care for periodontal patients.
2. Understand current evidence about use and effectiveness of probiotics and self-applied antimicrobials in dentrifices and mouthwashes.
3. Explain advantages and limitations of using locally administered, sustained-release antimicrobials or antibiotics in non-surgical periodontal therapy.
4. Consider advantages and disadvantages of various delivery mechanisms for antimicrobial therapy.
5. Select effective agents for various patient cases with periodontitis or peri-implant diseases.

27. Exp. None. (1 CEU). Free for ADHA Members. *Demystifying Premedications: The Who, The Why, and the Which*.
https://mymembership.adha.org/Members/CE_Smart/Catalog/Item_Detail.aspx?iProductCode=CON_0522_DEMYST
1. List all the conditions that would require antibiotic premedication.
2. Discuss medication related osteonecrosis of the jaw.
3. Review antibiotic pharmacology to include untoward effects.

Complete 4 CEUs in *Medical Recordkeeping Procedures*:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. Electronic medical record documentation and billing.
2. Legal and professional documentation standards and methods.

Live:

- 1.

On Demand:

1. Exp. 2/3/25. (1 CEU). Free. *HIPAA Made Easy for Dentistry*.

*Note: This course may be taken for either *Medical Records* or *Professional Ethics* (not both).

https://www.vivalearning.com/member/classroom.asp?x_classID=3726

This training module is designed to help users understand the HIPAA requirements for dental offices.

Topics: *Electronics Transactions Standard, Privacy Rule, Security Rule, Breach Notification Rule, Enforcement Rule, Omnibus Rule, HITECH Amendment, Hardware/Software Components, Enforcement and Penalties, Inspections*.

2. Exp. 4/30/25. (2 CEUs). \$20. *Dental Records Management*.

<https://blxtraining.com/course/dental-records-management/>

1. Discuss the differences between a paperless and a chartless practice.
2. Identify the owner of the dental record.
3. Discuss proper way of making entries in the patient records.

4. Describe basic focuses of the four HIPAA standards.
5. Justify the importance of keeping original patient records.
6. Discuss the documentation of clinical components of the dental record.
7. List the differences between vital, important, useful and non-essential documents.
8. Outline necessary documents for a complete patient dental record.
9. Describe how to correct an incorrect charting entry.
10. Discuss the proper storage and organization of patient records
11. Discuss the regulations regarding the retention of records
12. Discuss the information typically required to be noted in the dental record.
13. Discuss dentists' obligation to protect the patient's privacy and personal health and financial information.

3. Exp. 6/30/25. (2 CEUs). \$36. *Risk Management and Records*

<https://www.dentaltown.com/onlinece/details/906/risk-management-and-record-keeping>

1. Discuss a proactive approach to preventing legal actions.
2. Review profile of a typical dental malpractice patient.
3. Explore four areas where dental malpractice insurance companies pay large sums.
4. Discuss what data must be included in progress-note entries.

4. Exp. 9/24/25. (1 CEU). Free. *Imaging for Better Diagnosis and Record Keeping*

https://www.vivalearning.com/member/classroom.asp?x_classId=1771

1. Digital Radiography – understand the difference between Sensors and Phosphor Plates.
2. Advantages of intra and extra oral photography with a DSLR or Point-and-Shoot and intra oral cameras.
3. Caries Detection - know what you are watching.
4. Improved record keeping. 5. How an intra-oral camera improves your dentistry.

5. Exp. 12/31/25. (1 CEU). *Medical Billing*.

*Note: Course only available to NNHH *Oral Systemic Educator Certificate Program* participants.

<https://www.healthcarehygienists.org/osec-landing-page-home>

1. Medical conditions that when pressed become diamonds of medical billing for hygiene.
2. Key conditions to look for in hygiene that will enable patient health
3. Know specific verbiage for medical necessity.
4. SOAP and how to apply it.
5. Effective tools to enable success for the hygienist and patients.

6. Exp. 8/14/26. (2 CEUs). Free. *Dental Records: Best Practices for Info Management & Retention Overview*

<https://www.dentalcare.com/en-us/ce-courses/ce532>

1. Compare the differences between a paperless and a chartless practice.
2. Identify the owner of the dental record.
3. Contrast the difference between a subjective and objective statement.
4. Describe basic focuses of the four HIPAA standards.
5. Justify the importance of keeping original patient records.
6. Illustrate and translate the use of office standardized and common treatment and charting abbreviations.
7. Discuss the advantage of comprehensive documentation versus incomplete treatment entries.
8. List the differences between vital, important, useful and non-essential documents.
9. Outline necessary documents for a complete patient dental record.
10. Describe how to correct an incorrect charting entry.
11. Relate the difference between business and clinical dental records.
12. Describe the cabinetry styles of paper records.
13. Describe the importance of dental record storage and back-up.
14. Explain the retention of dental records.
15. Employ the proper transfer of dental records between locations and dental offices.

7. Exp. None. (1.5 CEUs). \$10. members. *A Primer on Legal and Risk Management Concepts*.

<https://www.adha.org/education-resources/>

1. List contract principles important to the provider/patient relationship in clinical care situations.
2. Describe tort concepts, including intentional torts, negligence, and abandonment, as it relates to delivering oral

health care services.

3. Explain the importance of informed consent, informed refusal and guidelines for documentation.
4. Outline risk management strategies for the dental team.

8. Exp. None. (1.5 CEUs). \$25. Members. *Treating the Common Code*.
<https://www.adha.org/education-resources/>
 1. Identify how dental hygienists and dentists need to create simple and effective dental-medical necessity narratives.
 2. Protect against fraud being committed, even by accident or “we always did it that way”.
 3. Describe verbal strategies for communicating with patients who insist on telling you what procedures to bill.

Complete 5 (Total) CEUs from any Combination of The Following 6 Categories:

1. *Special Needs Dentistry*
2. *Teledentistry*
3. *Nutritional Needs of Geriatric and Low-Income Patients*
4. *Communication Techniques with Non-English-Speaking Patients*
5. *Cultural Competency*
6. *Professional Ethics*.

The required Illinois *Mandated Reporter* (2 CEUs), *Sexual Harassment* (1 CEU), and *Implicit Bias* (1 CEU), courses (listed under *Professional Ethics*) apply towards the 5 total CEUs from the following 6 categories.

Special Needs Dentistry

The intent of this topic area is to reinforce PHDH’s knowledge of:

1. Oral care provision to patients with various special needs.
2. Oral health implications for patients with various special needs.

Live:

- 1.

On Demand:

1. Exp. 4/26/25. (1 CEU). Free. *SMART Restorations Using Silver Diamine Fluoride Glass Ionomer Cement*.
https://vivalearning.com/member/classroom.asp?x_classID=3411

Upon completion of this CE webinar, the student will be able to:

1. To classify caries lesions and determine appropriate treatment using the ADA CCS.
2. The science of using SDF, partial caries removal, and GIC to treat caries chemically.
3. Proper placement technique of both SDF and GIC, separately and in combination.
4. How to place a silver modified atraumatic restorative treatment (SMART) restoration.

2. Exp. 2/7/26. (1 CEU). Free. *Access to Care: An Extraordinary Practice Expander*.

https://www.vivalearning.com/member/classroom.asp?x_classID=1511

1. Identify who and which segment of the population lack access to care.
2. Understand how you can expand your practice by implementing certain measures that will grant these underserved members of the population access to your office, including the use of Wheelchairs and gurneys, portable dentistry solutions, treating patients in beds in hospitals or institutions.
3. Learn methods to overcome patients' anxieties.
4. Identify and manage compromising medical conditions in order to give them proper dental care.

3. Exp. 4/30/26. \$15. (2 CEUs). *Sensory Integration and Processing Problems: Impact on Care*. #56672

<https://www.netce.com/coursecontent.php?courseid=2012&scrollTo=BEGIN>

1. Describe the various components of the sensory system.
2. Identify categories of sensory processing dysfunction.
3. Discuss best practices for clinicians when caring for a patient with sensory processing difficulties.

4. Exp. 7/5/26. (1 CEU). Free. *Caring for Individuals with Disabilities: Practical Considerations for Dental Providers*. <https://www.carequest.org/education/webinars/practical-considerations-caring-individuals-disabilities>

1. Recognize different types of disabilities with related considerations for general and oral health.
2. Identify risk factors that increase the prevalence of oral and systemic disease in people with disabilities.
3. Explain the progression of the signs and symptoms and oral manifestations of Duchenne muscular dystrophy.
4. Implement oral care management procedures for patients with Duchenne muscular dystrophy in the dental office.
5. Discuss health inequalities among those with disabilities and opportunities to address health disparities, including addressing the need for preventive dental care.

5. Exp. 7/17/26. (1 CEU). Free. [*Providing Oral Care to Autistic Individuals*](#)

1. Describe characteristics that define the DX of autism and how they affect health care autistic individuals receive.
2. Define neurodiversity as it relates to autistic individuals and how it impacts services and support they need.
3. Discuss how to mitigate challenging behaviors in a dental setting.
4. Identify how to implement behavioral interventions for autistic patients in a dental setting.
5. Recognize the importance of having a behavioral therapist as part of a dental team.

6. Exp. 12/21/27. (1 CEU). Free. *Op Chairs that Make Operatory Wheelchair, Gurney Accessible*. https://www.vivalearning.com/member/classroom.asp?x_classID=3043

1. Use one hand to glide an operatory chair to the side of the room, making plenty of space for a wheelchair.
2. Learn how to slide a wheelchair alongside the operatory chair for easy patient transfer.
3. Appreciate how patients can be treated in a gurney after the operatory chair is moved aside in seconds.

7. Exp. None. (4 CEUs). Free. *Special Care: Oral Health Professional's Guide to Serving Children with Special Health Care Needs*. <https://www.mchoralhealth.org/SpecialCare/>

This series of five modules is designed to provide oral health professionals with information to help ensure that children with special health care needs have access to health promotion and disease prevention services that address their unique oral health needs in a comprehensive, family-centered, and community-based manner.

8. Exp. None. (1.5 CEUs). \$10. members. *Effectively Treating Patients on the Autism Spectrum*. <https://www.adha.org/education-resources/>

1. Identify characteristics of Autism Spectrum Disorder and Sensory Processing Disorder.
2. Identify accommodations to promote successful routine dental care in the hygiene setting for patients on the Autism Spectrum Disorder and Sensory Processing Disorder.
3. Develop strategies and understand communication styles for patients on the Autism Spectrum Disorder and Sensory Processing Disorder.

Teledentistry:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. Utilizing teledentistry in clinical practice.
2. Utilizing teledentistry to advance access to oral healthcare.

On Demand:

1. Exp. 3/23/24. (2 CEUs). Free. *Community-based Dental Care: An Alternative Approach to Improve Access to Dental Providers* <https://www.dentalcare.com/en-us/professional-education/ce-courses/ce552>

Upon completion of this course, the dental professional should be able to:

 1. Define community-based care.
 2. Determine one's professional interest in providing community-based care.
 3. Explain the elements necessary for providing community-based care.
 4. Describe utilization of the workforce when providing community-based care.
 5. Recognize the challenges that may be encountered while providing community-based care.

2. Exp. 11/23/24. (1 CEU). Free. *Mobile and Teledentistry Goes Together Like Peanut Butter and Jelly*.

https://www.vivalearning.com/member/classroom.asp?x_classID=4356

1. Outline what mobile and teledentistry looks like in traditional dentistry.
2. Understand opportunities to implement teledentistry in your brick-and-mortar practice.
3. Recognize the difference between Telehealth, Telemedicine and Teledentistry.
4. Explain the different types of mobile dentistry.
5. Describe different teledentistry platforms.

3. Exp. 6/30/25. (1.5 CEU). \$36. *Implementing Teledentistry Into Your Practice*.
<https://www.dentaltown.com/onlinece/details/1026/implementing-teledentistry-into-your-practice>
 1. Describe the history of TeleDentistry.
 2. Understand the definition of teledentistry.
 3. Describe methods to help patients return to dental care in a COVID-19 and post-COVID-19 environment.
 4. Describe the change in dentistry in 2020 and beyond with implementing virtual visits.
 5. Describe how virtual dental care delivered. What technology is necessary for providing care?

4. Exp. 9/7/25. (1 CEU). Free. *Expand or Transition to a New Niche Practice: Geriatric House Call Dentistry*.
<https://vivalearning.com/on-demand-dental-ce-course/expand-or-transition-to-a-new-niche-practice-geriatric-house-call-dentistry>
 1. Why is this type of practice important?
 2. Who is this practice best suited for?
 3. What procedures are most commonly performed for this population of patients?
 4. What equipment is needed?
 5. What supplies are needed?
5. Exp. None. (2 CEUs). \$15. for ADHA members. *Two Teledentistry Models: Rural School Oral Health Services*.
<https://www.adha.org/education-resources/>
 1. Discuss the impact of unrelated dental caries in children.
 2. Describe the methods, results, and conclusion of this article.
 3. Explain the advantages of using teledentistry in rural areas.

Nutritional Needs of Geriatric and Low-income Patients:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. The relationship between oral health and nutrition.
2. Nutritional counseling for geriatric and low SES patients.

Live:

1. 2/13/24. (1 CEU). Free. 7:00-8:00 CT. *Nutrition: A Bi-Directional Relationship With Oral Health*.
<https://www.dentalceacademy.com/nutrition-and-oral-health>
 1. Understand and define the significance of nutrition and digestion to oral health.
 2. Discuss the synergistic relation between nutrition and oral-systemic health status.
 3. Define the importance of nutrition to the oral cavity and the impact of oral disease on nutritional status.
 4. Discuss digestive disorders and treatment relative oral health.
2. 6/5/24. (1 CEU). Free. 7:00-8:00 CT. *Nutrition: A Bi-Directional Relationship With Oral Health*.
<https://www.dentalceacademy.com/nutrition-and-oral-health>
 1. Understand and define the significance of nutrition and digestion to oral health.
 2. Discuss the synergistic relation between nutrition and oral-systemic health status.
 3. Define the importance of nutrition to the oral cavity and the impact of oral disease on nutritional status.
 4. Discuss digestive disorders and treatment relative oral health.

On Demand:

1. Exp. 7/21/24. (1 CEU). Free. *A Palette of Plant-based Dietary Patterns: How do they Impact Dental Health?*
<https://www.dentalcare.com/en-us/ce-courses/ce659#overview>
 1. Discuss plant-based dietary patterns and plant-forward cooking and eating styles.

2. Discuss the synergy between whole-food, plant-based nutrition, oral microbiome and oral cavity.
3. Discuss the growing body of research supporting the benefits of plant-based dietary patterns for optimal oral and systemic health.

2. Exp. 1/11/25. (1 CEU). Free. *The Truth about Hidden Sugars: A Risk for Health.*

<https://www.dentalcare.com/en-us/ce-courses/ce558>

1. Understand why hidden sugars are a risk for health.
2. Define terms used on a food label to identify hidden sugars.
3. Discuss the health implications relating to refined carbohydrate intake.
4. List food products that contain the highest amount of hidden sugars and better alternatives.
5. Practice reading the new food label to identify hidden sugars.
6. Apply approaches to reduce hidden sugar intake.
7. Describe current research and trends relating to carbohydrates and health.
8. Evaluate carbohydrates effect on blood glucose levels using the Glycemic Index.

3. Exp. 9/11/25. (3 CEUs). Free. *Food for Thought: The Relationship Between Oral Health and Nutrition.*

<https://www.dentalcare.com/en-us/ce-courses/ce583>

1. Classify carbohydrates, proteins, fats, and the role they play in the oral cavity.
2. Identify the function of vitamins, minerals, and phytonutrients and symptoms of excesses or deficiencies.
3. Recognize specific nutrient requirements during the human life cycle.
4. Understand the Healthy Eating Plates and current dietary trends.
5. Identify the Dietary Guidelines for Americans.
6. Recognize the relationship between nutritional deficiencies and oral disease.
7. Assess nutritional aspects of dental caries, its causes, and prevention.
8. Guide the patient to clarify and understand his or her own diet-dental relationship.
9. Apply basic nutritional concepts to help patients with nutritional problems.

4. Exp. 12/31/23. (2 CEUs). *Nutrition and Coaching.*

*Note: Course only available to NNHH *Oral Systemic Educator Certificate Program* participants.

<https://www.healthcarehygienists.org/osec-landing-page-home>

1. Understand the role that diet plays in inflammatory processes throughout the body.
2. Understand why food is and how the macronutrients are digested.
3. Be able to identify other major contributors to how food is broken down in the body.
4. Learn to apply the fundamentals of nutrition in your office or daily lives.
5. Understand what a coach is and what skills coaching requires.
6. Understand the process of change.
7. Understanding the fundamental steps of coaching.
8. Be able to apply the fundamental steps of coaching in clinical and non-clinical settings.

5. Exp. 12/31/25. (1 CEU). *Nutrition for the Oncology Patient.*

*Note: Course only available to NNHH *Oncology Certificate Program* participants.

<https://www.healthcarehygienists.org/oncology-certificate-program>

1. Identify nutrition recommendations, foods, and beverages for cancer patients undergoing treatment.
2. Outline nutrition-related symptoms and side effects of cancer and its treatment.
3. Specify the indications for nutrition support through a feeding tube or intravenous (IV) nutrition.
4. Define dietary and lifestyle habits to prevent cancer and reduce risk of cancer recurrence.

Communication Techniques with Non-English-Speaking Patients:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. Strategies for communicating with patients that do not speak English.
2. Strategies for increasing the health literacy of patients that do not speak English.

Live:

1.

On-Demand:

1. Exp. 11/30/25. (5 CEUs). \$25. *Using Interpreters in Health and Mental Health Settings*.

<https://www.netce.com/courseoverview.php?courseid=1912>

Upon completion of this course, you should be able to:

1. Identify demographic trends that speak to the multicultural diversity in the United States.
2. Explain the legal context of using interpreters.
3. Identify the merits and limitations of the different perspectives of interpreting.
4. Assess the advantages and disadvantages of the different interpreter models used in organizations and barriers to using professional interpreters.
5. Describe the challenges in the interpreting process.
6. Discuss best practices for a positive and collaborative relationship between interpreters and practitioners.
7. Explain ethical issues for when working with patients not proficient in English and working with interpreters.
8. Describe ethical principles for interpreters.

Cultural Competency:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. Cultural factors influencing patients' oral health.
2. Cultural knowledge, cultural sensitivity, and cultural competency.

Live:

1.

On Demand:

1. Exp. 8/22/25. (1 CEU). Free. [*Sensory, Cognitive and Mental Health Changes in Older Adults: Effects on Communication When Making Group Presentations*](#)

1. Describe the types of sensory changes (specifically in vision and hearing) that occur in adults over 65 years of age.
2. Utilize the understanding of sensory changes to communicate more effectively with older adults in group settings.
3. Understand the cognitive changes in older age groups and how they affect communication in group settings.
4. Describe the mental health changes and how these changes affect older adults' oral health and their understanding of group presentations.

2. Exp. 8/22/25. (1 CEU). Free. [*Cultural Considerations when Making Presentations for Older Adults*](#)

1. Understand how increased background info about participants can shape culturally sensitive group presentations.
2. Develop an appreciation how unconscious biases can play when communicating with older adults in a group setting.
3. Describe how to communicate in a group and with written info when participants differ in health literacy levels.

3. Exp. 12/31/25. (1 CEU). *Diversity*.

*Note: Course only available to NNHH *Oral Systemic Educator Certificate Program* participants.

<https://www.healthcarehygienists.org/osec-landing-page-home>

1. Discover how to deliver a higher quality of care to help patients meet their health care goals while honoring and respecting patients' cultural beliefs and practices.
2. Explain the importance of cultural sensitivity in health-care continuum when making decisions in health-care.
3. Overcome the challenges of uncomfortable conversations with a step by step solution.
4. Link barriers to care for the LGBT community that result in adverse health outcomes.
5. Explain common terms and concepts that will help health professionals develop an understanding and foster effective communication strategies with the LGBT community.

Professional Ethics:

The intent of this topic area is to reinforce PHDH's knowledge of:

1. Legal issues related to clinical practice and mandated reporting of abuse and neglect.
2. Ethical issues related to ethical decision-making and sexual harassment.

Live:

1. 2/20/24. (1 CEU). Free. 7:00-8:00 pm CT. *Human Trafficking: Role of the Dental Clinician*.

<https://www.dentalceacademy.com/human-trafficking-red-flags>

1. Define Human Trafficking.
2. Understand Red Flags in health care settings.
3. Know how victims' trauma can impact their health care.
4. Be able to act if you believe your patient is a victim of trafficking.

2. 5/2/24. (2 CEUs) Free. 7:00-9:00 pm CT. *Recognizing Child Abuse and Neglect*.

<https://www.dentalceacademy.com/dental-ce-academy-child-abuse>

1. Discuss the history and background of child abuse and neglect.
2. Report the incidence of child abuse and neglect.
3. Identify the problem from a dental provider perspective.
4. Recognize behavioral health issues and effects.
5. Describe the clinician's role in recognizing, reporting, and referring victims.
6. Cite clinical and intra-oral pathology of physical and sexual abuse.
7. Know when, how, where to report suspected abuse.
8. Understand legal responsibilities of mandated reporters.

3. 5/21/24. (1 CEU). Free. 7:00-8:00 pm CT. *Human Trafficking: Role of the Dental Clinician*.

<https://www.dentalceacademy.com/human-trafficking-red-flags>

1. Define Human Trafficking.
2. Understand Red Flags in health care settings.
3. Know how victims' trauma can impact their health care.
4. Be able to act if you believe your patient is a victim of trafficking.

On Demand:

1. Exp. 5/9/24. (2 CEUs). Free. *Recognizing a Human Trafficking Victim or a Perpetrator*.

<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce600>

1. Identify seven key work-settings where humans may be trafficking victims.
2. Discuss physical and psychological clues that a patient displays indicating that they may be a trafficking victim.
3. List four verbal responses by the victim or the perpetrator that may assist in identifying a trafficking situation.
4. Identify five key trafficking-associated words that may be commonly heard.
5. List two major resources local and national level that are recognized intervention specialists in human trafficking.
6. Discuss four reasons why a victim may decline to be identified.
7. Describe oral injuries that may be noted during the oral exam in a dental practice related to trafficking victims.
8. List the protocol to be taken by a dental professional when identifying a trafficking victim and their perpetrator.

2. Exp. 5/9/24. (2 CEUs). Free. *Recognizing a Human Trafficking Victim or a Perpetrator*

<https://www.dentalcare.com/en-us/ce-courses/ce600>

1. Identify seven key work-settings where humans may be trafficking victims.
2. Discuss physical and psychological clues that a patient displays indicating that they may be a trafficking victim.
3. List four specific responses by the victim or perpetrator that may assist in identifying a trafficking situation.
4. Identify five key trafficking-associated words that may be commonly heard.
5. List two resources on the local and national level that are recognized intervention specialists in human trafficking.
6. Discuss four reasons why a victim may decline to be identified.
7. Describe oral injuries that may be noted during the oral/extr-oral exam related to trafficking victims.
8. List the protocol to be taken by a dental professional when identifying a trafficking victim and their perpetrator.

3. Exp. 8/31/24. (3 CEUs). \$15. *Implicit Bias in Health Care*.

<https://www.netce.com/courseoverview.php?courseid=2234>

***Note: This course is an option for the January 2023 Illinois *Implicit Bias* licensure requirement.**

<https://www.ilga.gov/commission/jcar/admincode/068/068011300E05000R.html>

1. Define implicit and explicit biases and related terminology.
2. Evaluate the strengths and limitations of the Implicit Association Test.
3. Describe how different theories explain the nature of implicit biases, and the consequences of implicit biases.
4. Discuss strategies to raise awareness of and mitigate or eliminate one's implicit biases.

4. Exp. 11/1/24. (1 CEU). Free. *Implicit Bias*.

https://vivalearning.com/member/classroom.asp?x_classID=4410

***Note: This course is an option for the January 2023 Illinois *Implicit Bias* licensure requirement.**

<https://www.ilga.gov/commission/jcar/admincode/068/068011300E05000R.html>

1. Understand what Implicit Bias is.
2. Identify negative bias and understand why it can be unintentionally harmful.
3. Understand what factors contribute to the formation of biases.
4. Identify your own biases.
5. Understand what the IAT (Implicit Associations Test) represents.
6. Work towards changing negative biases into positive ones, through practice.

5. Exp. 2/3/25. (1 CEU). Free. *HIPAA Made Easy for Dentistry*.

*Note: This courses may be taken for either *Medical Records* or *Professional Ethics* (not both).

https://www.vivalearning.com/member/classroom.asp?x_classID=3726

This training module is designed to help users understand the HIPAA requirements for dental offices.

Topics: *Electronics Transactions Standard, Privacy Rule, Security Rule, Breach Notification Rule, Enforcement Rule, Omnibus Rule, HITECH Amendment, Hardware/Software Components, Enforcement and Penalties, Inspections*.

6. Exp. 3/29/25. (1 CEU). \$15. *(Implicit Bias) Paths Forward for Diversity, Equity, and Inclusion in Healthcare*.

<https://achievece.com/course/pharm-paths-forward-for-diversity-equity-and-inclusion-in-healthcare-webcast/>

***Note: This course is an option for the January 2023 Illinois *Implicit Bias* licensure requirement.**

1. Review core concepts of diversity, equity, and inclusion.
2. Discuss current disparities in the healthcare profession.
3. Identify steps towards expanding diversity, equity, and inclusion in healthcare.

7. Exp. 4/22/25. (1 CEU). Free. *Hearing the Silent Cry for Help*.

<https://www.emedevents.com/online-cme-courses/webcasts/hearing-the-silent-cry-for-help>

1. Recognize the most common indicators of abuse, neglect, domestic violence, and human trafficking.

2. Understand the legal and ethical responsibilities involved in reporting and referring victims.

3. Explore available resources.

4. Implement an action plan.

8. Exp. 3/29/25. (1 CEU). Free. *What You Need to Know About Sexual Harassment in the Workplace*.

https://vivalearning.com/member/classroom.asp?x_classID=3154

***Note: This course is an option for the Illinois *Sexual Harassment* licensure requirement.**

Participants will gain an understanding of:

1. What sexual harassment is.
2. The two types of sexual harassment under federal law.
3. The types of behaviors that can be considered sexual harassment.
4. Who can be the victim or perpetrator of sexual harassment.
5. What to do if you are the victim of sexual harassment.

9. Exp. 5/31/25. (1 CEU). \$15. *Sexual Harassment Prevention: The Illinois Requirement*.

<https://www.netce.com/courseoverview.php?courseid=1812>

***Note: This course is an option for the Illinois *Sexual Harassment* licensure requirement.**

Sexual harassment is a form of discrimination based on sex and can occur in many forms and circumstances.

1. Describe the primary types and forms of sexual harassment.

2. Identify the consequences of sexual harassment.
3. Discuss steps to take when one witnesses or experiences sexual harassment.
4. Outline whistleblower protections.

10. Exp. 8/17/25. (2 CEUs). Free. *Ethics in Dentistry: Part I: Principles and Values*
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce510>
Upon completion of this course, the dental professional should be able to:
 1. List and define the ethical principles used in dentistry and dental hygiene.
 2. Describe the difference between a problem and an ethical dilemma.
 3. Explain the terms, values and concepts that are often used in health care.
 4. Choose the principles or values which are present and important in clinical scenarios.

11. Exp. 5/22/26. (2 CEUs). Free. *Ethics in Dentistry: Part II: Code of Ethics*
<https://www.dentalcare.com/en-us/ce-courses/ce528>
Upon completion of this course, the dental professional should be able to:
 1. List and define the purpose of a code of ethics.
 2. Describe the development of codes of ethics in health care.
 3. Compare and contrast the codes of ethics in health care.
 4. Discuss the role of codes as a contract with society.

12. Exp. 1/5/25. (2 CEUs). Free. *Ethics in Dentistry: Part III: Ethical Decision-Making*
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce546>
 1. Describe the importance of ethical analysis in the provision of dental care.
 2. Identify the goal for use of an ethical-making process in dentistry.
 3. List the six steps provided in the ethical decision-making model.
 4. List and discuss the categories of common ethical dilemmas.
 5. Apply the decision-making model to a hypothetical situation.

13. Exp. 9/7/25. (1 CEU). Free. *Expand or Transition to a New Niche Practice: Geriatric House Call Dentistry*.
<https://vivalearning.com/on-demand-dental-ce-course/expand-or-transition-to-a-new-niche-practice-geriatric-house-call-dentistry>
 1. Why is this type of practice important?
 2. Who is this practice best suited for?
 3. What procedures are most commonly performed for this population of patients?
 4. What equipment is needed?
 5. What supplies are needed?

14. Exp. 1/13/26. (1 CEU). Free. *Prevent Abuse and Neglect Through Dental Awareness (PANDA) Part 1: Child Abuse and Neglect*. https://www.vivalearning.com/member/classroom.asp?x_classID=4722
 1. Describe the background, effects and risk factors of abuse, bullying, and neglect on children, vulnerable adults, elderly, intimate partners and victims of human trafficking.
 2. Distinguish the physical findings that may be mistaken for abuse including injuries occurring from accidents, genetic and acquired conditions, infections, and cultural practices.
 3. Explain oral health professionals' ethical and legal responsibilities regarding reporting abuse and neglect, implementing appropriate screening questions, and eliminating reporting barriers.
 4. Identify appropriate local and national agencies to report abuse and neglect.

15. Exp. 1/20/26. (1 CEU). Free. *Prevent Abuse and Neglect Through Dental Awareness (Mid-Atlantic P.A.N.D.A.) - Part 2: Intimate Partner Violence, Elder Abuse and Neglect, and Human Trafficking. Abuse and Neglect*.
https://www.vivalearning.com/member/classroom.asp?x_classID=4723
 1. Describe the background, effects and risk factors of abuse, bullying, and neglect on children, vulnerable adults, elderly, intimate partners and victims of human trafficking.
 2. Distinguish the physical findings that may be mistaken for abuse including injuries occurring from accidents, genetic and acquired conditions, infections, and cultural practices.
 3. Explain oral health professionals' ethical and legal responsibilities regarding reporting abuse and neglect, implementing appropriate screening questions, and eliminating reporting barriers.
 4. Identify appropriate local and national agencies to report abuse and neglect.

16. Exp. 3/26/26. (2 CEUs). Free. *Child Maltreatment: The Role of a Dental Professional*.
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce599>
1. Identify the possible signs and symptoms of child maltreatment as they might present in the context of dental care.
2. Develop strategies for gathering facts from the child if appropriate.
3. Recognize legal obligations of dental professionals to document and report suspected child maltreatment.
4. Identify the treatment that dentists should provide to children believed to be the victims of maltreatment.
5. Recognize ways the dental profession can help reduce child maltreatment.

17. Exp. 12/31/23. (1 CEU). \$25. *Sexual Harassment Prevention Training 2023 Update*.
<https://cmetracker.net/RUSH/Publisher?page=pubOpen#/event/487432/>
***Note: This course is an option for the Illinois Sexual Harassment licensure requirement.**
1. Define sexual harassment, as well as its forms and types.
2. Develop strategies of action if sexual harassment or unwanted sexual contact is witnessed or experienced, and identify strategies to prevent sexual harassment in the workplace.
3. Describe how to report sexual harassment, both at Rush and at entities outside of Rush.
4. Review protections available for those reporting sexual harassment.

18. Exp. 1/31/26. (5 CEUs). \$20. *Elder Abuse: Cultural Contexts and Implications*
*Note: This course may be taken for either *Geriatric Dentistry* or *Professional Ethics* (not both).
<https://www.netce.com/coursecontent.php?courseid=2543&scrollTo=begin>
1. Summarize the historical context and scope of elder abuse.
2. Define elder abuse and the different forms of elder abuse.
3. Identify the general profile of the elder abuse victim.
4. Analyze the different classifications of perpetrators of elder abuse.
5. Discuss the various theoretical models to help explain the causes of elder abuse in domestic settings.
6. Explain how culture, race & ethnicity color views of family, aging, and attitudes toward elder abuse/help.
7. Discuss assessments for elder abuse victims.
8. Describe general mandatory laws for and ethical issues associated with elder abuse.

19. Exp. 6/1/26. (1 CEU). Free. *Intimate Partner Violence and Elder Abuse: The Basics*.
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce593>
1. List the types, signs, symptoms, and warning signs of IPV and EM.
2. Better understand the dental professional's obligations to identify and report IPV and EM.
3. Describe the physical and behavioral characteristics of the victims.
4. Identify various intervention and prevention techniques, including measures that dental professionals can take to prevent further instances of the condition.
5. Understand the complexity of these problems and how they affect victims, families, and entire communities.

20. Exp. 12/25/26. (2 CEUs). \$40. *Human Trafficking: How Dental Professionals Can Recognize What Is*
1. Identify key indicators in the forms of human trafficking.
2. List the four common venues used for the promotion of sex trafficking.
3. Identify the two common forms of sex trafficking and their individual traffickers.
4. Describe the key factors that play a role in the individuals that fall victim to sex trafficking.
5. Discuss the methodology used to recruit victims for the purpose of human trafficking.
6. Recognize the specific language used in human trafficking.
7. Identify key factors, including oral indications, for identifying potential human trafficking victims.
8. Recognize the five most common STDs found within the sex trafficking victim.
9. Describe six behavior mannerisms that human trafficking victims exhibit.
10. Understand the relationship between captor and victim.
11. Discuss the symptoms and factors behind Stockholm syndrome.
12. Discuss the relationship between substance abuse and sex trafficking.
13. Identify the five most used drugs involved with sex trafficking crime.
14. List the six questions that the dental professional can ask to identify a potential human trafficking victim.
15. Discuss the five methods the dental professional can utilize to help decrease the incidence of human trafficking.

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21. Exp. None. (2 CEUs). Free. DCFS: *Recognizing and Reporting Child Abuse: Training for Mandated Reporters*
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action>

***Note: This course is REQUIRED for Illinois license holders of ALL professions.**

1. Better recognize the signs of child abuse and neglect.
2. Define the types of child abuse and neglect.
3. Determine what professions/individuals are mandated to report.
4. Know your role as a Mandated Reporter.
5. Understand your legal obligations as a Mandated Reporter.
6. Know when and how to report abuse and/or neglect to the Hotline.
7. Identify the steps and tools to use when making a child abuse report.
8. Identify which groups of children may be at a higher risk of being abused or neglected.
9. Understand the process that occurs after a hotline call is made.

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22. Exp. None. (1.5 CEUs). Free for ADHA members. *ADHA's Code of Ethics*.
<https://www.adha.org/education-resources/>

1. Identify the fundamental principles of the ADHA Code of Ethics.
2. Describe the core values of the ADHA Code of Ethics.
3. Apply the Standards of the Profession's Responsibility to your everyday practice.

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23. Exp. None. (1 CEU). Free. *State of Illinois Sexual Harassment Prevention Training*.
<https://dhr.illinois.gov/content/dam/soi/en/web/dhr/documents/idhr2023-sexual-harassment-prevention-training-employers-general-english.pdf>

***Note: This course is an option for the Illinois Sexual Harassment licensure requirement.**

1. Give an explanation of sexual harassment consistent with the Illinois Human Rights Act.
2. Give examples of conduct that may constitute unlawful sexual harassment.
3. Provide a summary of Federal and State statutory laws concerning SH including remedies available to victims.
4. Provide a summary of employer responsibilities in the prevention, investigation, and corrective measures of SH.

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24. Exp. None. (1 CEU). \$42.95. *Illinois Sexual Harassment Prevention Training*. <https://shprevention.com/>

***Note: This course is an option for the Illinois Sexual Harassment licensure requirement.**

Course covers ALL Illinois IDFPR licenses types and all professions employee/employer.