



Oregon

Tina Kotek, Governor

Board of Dentistry
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MEETING NOTICE

DENTAL ASSISTANT WORKFORCE SHORTAGE ADVISORY COMMITTEE MEETING (DAWSAC)

Oregon Board of Dentistry

Zoom Meeting

<https://us02web.zoom.us/j/83505612058?pwd=27Knn5ma0MbNnNdCkbEJKOxx9gwMld.1>

Meeting ID: 835 0561 2058 Passcode: 497674

Dial in phone # - 1 669 444 9171

November 13, 2024
6 pm – 7:30 pm

Committee Members:

Co-Chair, Ginny Jorgensen
Co-Chair, Terrence Clark, DMD
Amberena Fairlee, DMD - ODA Rep.
Laura Vanderwerf, RDH - ODHA Rep.
Kari Hiatt - ODAA Rep.
Kari Ann Kuntzleman, DT – DT Rep

Lynn Murray
Terri Dean
Alexandria Case
Jessica Andrews
Gail Wilkerson
Alyssa Kobylinsky
Amanda Nash

AGENDA

Call to Order: Ginny Jorgensen, Chair

1. Review & Approve Minutes of July 17, 2024 DAWSAC Meeting
Meeting Minutes – **Attachment #1**
2. Review HB 3223 and information regarding formation of this Committee.
Information & HB 3223 – **Attachment #2**

The ORS has been updated incorporating HB 3223 into statute.

ORS 679.330 Advisory committee on dental assistant workforce shortage. (1) The Oregon Board of Dentistry shall convene an advisory committee of at least seven members to study the dental assistant workforce shortage and to review the requirements for dental assistant certification in other states. The committee shall provide advice to the board on a quarterly basis on how to address the dental assistant workforce shortage in this state.

3. At its August 23, 2024, Board Meeting: The OBD reviewed the DAWSAC recommendation regarding the effective date of HB 3223. The DAWSAC request was for the OBD, to ask the Governor if she would intercede and ask the Legislative body if the effective date of HB 3223 could be extended one year from July 1, 2025 to July 1, 2026. Director Prisby discussed it with one of the Governor's Policy Advisors, but no new information is available at this time.

4. Information - New DA Local Anesthesia Rule – effective January 1, 2025
Attachment #3
5. Information - CODA Talking Points on ADA Resolutions – information purposes
Attachment #4
6. Information - Example of a Local Anesthesia for the Dental Assistant Course- 45-Hour Training Program held at University of Minnesota School of Dentistry. Trains dental assistants to provide local anesthesia infiltration under the direct supervision of a Dentist. For informational purposes, the Board has to review and decide on courses that Oregon will approve.
Attachment #5

Open Comment - may be limited by the Chair due to time constraints as this meeting ends at 7:30 pm.

The date for next DAWSAC Meeting will be set in early 2025.

Adjourn

DRAFT

**OREGON BOARD OF DENTISTRY
DENTAL ASSISTANT WORKFORCE SHORTAGE ADVISORY COMMITTEE MEETING MINUTES
(DAWSAC)
July 17, 2024**

MEMBERS PRESENT: Ginny Jorgensen, Co-Chair
Amberena Fairlee, DMD - ODA Rep.
Laura Vanderwerf, RDH - ODHA Rep.
Jill Lomax - ODAA Rep.
Kari Ann Kuntzelman, DT - DT Rep.
Lynn Murray
Alexandria Case
Jessica Andrews
Alyssa Kobylinsky
Amanda Nash

STAFF PRESENT: Stephen Prisby, Executive Director
Haley Robinson, Office Manager

VISITORS PRESENT: Others present, but no sign in sheet or an official way to verify identities.
**IN PERSON & VIA
TELECONFERENCE***

Call to Order: The meeting was called to order by the Chair at 6:00 p.m. via Zoom.

Chair Ginny Jorgensen welcomed everyone to the meeting and had the Members, Haley Robinson, and Stephen Prisby introduce themselves.

Self-Introductions of Committee Members

Committee members introduced themselves and shared information about their current positions in the dental assisting field.

Approval of May 15, 2024 Minutes

Ms. Jorgensen moved and Ms. Vanderwerf seconded that the Board approve the minutes from the May 15, 2024 Board Meeting as presented. The motion passed unanimously.

Review HB 3223 and Identified Goals of the DAWSAC Committee

The committee discussed the intent of the committee and what they were charged with by the legislature.

DAWSAC Packet Introduced

OBD Supporting DA Workforce and Addressing Barriers

The committee discussed the memo provided by Mr. Prisby. The restrictions of HB 3223 and staffing/financial constraints were the main topics of discussion. Reducing barriers to the dental assisting field was also brought up.

Ms. Murray discussed collaborating with DANB and providing study guides would be helpful for dental assistants.

Financial Impact of Dental Assistants on the Dental Practice

Ms. Murray discussed that the low wages earned by dental assistants were a large factor influencing retention in the field. The importance of making dental assisting a financially viable career was stressed to make it an appealing career pathway.

Lynn Murray email and attachment on financial support available

Ms. Murray presented a document that outlines many financial support options available for dental assistants.

Jill Lomax Proposal

Ms. Lomax discussed her proposal. The committee discussed recommending to the Board communicating with the Governor's office in regards to repealing HB 3223. Mr. Prisby discussed the limitations of that proposal, and that the best that the committee might expect is for the effective date of HB 3223 to be extended.

Challenges with providing exams in three languages were discussed. Committee members stressed the importance of having an examination to ensure competency.

Alexandria Case Proposal – Enhancing Dental Care Through Mandatory Registration of Dental Assistants

Ms. Case discussed her proposal for the Board of Dentistry to regulate dental assistants.

Jessica Andrews email and attachment

Ms. Andrews discussed the Willamette Career Academy and opportunities for high school students.

Open Discussion

Ms. Vanderwerf moved and Ms. Case seconded for the Board to seek approval from the Governor's office to move the effective date of HB3223 to July 1, 2026. The motion passed unanimously.

ADJOURNMENT

The meeting was adjourned at 7:32 p.m. Chair Jorgensen stated that the next DAWSAC meeting would take place on November 13, 2024, at 6 p.m. via Zoom.

Enrolled House Bill 3223

Sponsored by Representatives PHAM H, JAVADI, Senators GELSER BLOUIN, MANNING JR;
Representative LEVY E, Senator CAMPOS

CHAPTER

AN ACT

Relating to dental assistants; and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Section 2 of this 2023 Act is added to and made a part of ORS chapter 679.

SECTION 2. (1) In adopting rules related to the requirements for certification as a dental assistant, including any type of expanded function dental assistant, the Oregon Board of Dentistry may require an applicant for certification to pass a written examination. If passage of a written examination is required for certification as a dental assistant, including any type of expanded function dental assistant, the board may accept the results of any examination that is:

(a)(A) Administered by a dental education program in this state that is accredited by the Commission on Dental Accreditation of the American Dental Association, or its successor organization, and approved by the board by rule;

(B) Administered by a dental education program in this state that is approved by the Commission for Continuing Education Provider Recognition of the American Dental Association, or its successor organization, and approved by the board by rule; or

(C) An examination comparable to an examination described in subparagraph (A) or (B) of this paragraph that is administered by a testing agency approved by the board by rule; and

(b) Offered in plain language in English, Spanish and Vietnamese.

(2) The board may not require an applicant for certification as a dental assistant, including any type of expanded function dental assistant, to complete more than one written examination for certification as that type of dental assistant.

SECTION 3. Section 2 of this 2023 Act applies to applications for certification as a dental assistant, including any type of expanded function dental assistant, submitted on or after the operative date specified in section 4 of this 2023 Act.

SECTION 4. (1) Section 2 of this 2023 Act becomes operative on July 1, 2025.

(2) The Oregon Board of Dentistry may take any action before the operative date specified in subsection (1) of this section that is necessary to enable the board to exercise, on and after the operative date specified in subsection (1) of this section, all of the duties, functions and powers conferred on the board by section 2 of this 2023 Act.

SECTION 5. (1) The Oregon Board of Dentistry shall convene an advisory committee of at least seven members to study the dental assistant workforce shortage and to review the requirements for dental assistant certification in other states. The committee shall provide

advice to the board on a quarterly basis on how to address the dental assistant workforce shortage in this state.

(2)(a) In appointing members to the advisory committee, the board shall prioritize diversity of geographic representation, background, culture and experience.

(b) A majority of the members appointed to the committee must have experience working as dental assistants.

SECTION 6. This 2023 Act takes effect on the 91st day after the date on which the 2023 regular session of the Eighty-second Legislative Assembly adjourns sine die.

Passed by House March 16, 2023

Received by Governor:

Repassed by House June 24, 2023

.....M.,....., 2023

Approved:

.....
Timothy G. Sekerak, Chief Clerk of House

.....M.,....., 2023

.....
Dan Rayfield, Speaker of House

.....
Tina Kotek, Governor

Passed by Senate June 24, 2023

Filed in Office of Secretary of State:

.....M.,....., 2023

.....
Rob Wagner, President of Senate

.....
Secretary of State

At the October 25, 2024 Board Meeting, the Board approved the proposed 19 rule changes which included this adopting this new rule. The effective date of this and all rule changes is January 1, 2025.

818-042-0096

Local Anesthesia Functions of Dental Assistants

(1) The Board shall issue a Local Anesthesia Functions Certificate (LAFC) to a dental assistant who holds an Oregon EFDA Certificate, and has successfully completed a Board approved curriculum from a program accredited by the Commission on Dental Accreditation of the American Dental Association or other course of instruction approved by the Board.

(2) A dental assistant may administer local anesthetic agents and local anesthetic reversal agents under the indirect supervision of a licensed dentist. Local anesthetic reversal agents shall not be used on children less than 6 years of age or weighing less than 33 pounds.

**2024 AMERICAN DENTAL ASSOCIATION
REFERENCE COMMITTEE C & HOUSE OF DELEGATES**

**FROM THE COMMISSION ON DENTAL ACCREDITATION LEADERSHIP
(CHAIR, CHAIR ELECT, AND VICE CHAIR ELECT)**

TALKING POINTS ON RESOLUTIONS 401 AND 411

The Commission on Dental Accreditation (CODA) has learned of several **Resolutions (i.e., 401 and 411)** submitted to Committee C (Dental Education and Related Matters) for consideration at the 2024 ADA House of Delegates, which relate to the Commission and its accreditation program.

The Commission on Dental Accreditation provides the talking points below related to its efforts to address the concerns of state dental associations related to workforce shortages.

The Commission encourages all supporters of accreditation and CODA to attend the Reference Committee C Hearing and to speak in support of the Commission. If you would like to do so, you may also provide the Reference Committee with written comments.

The Reference Committee C Hearing will occur in the Hilton Riverside, First floor, Grand Ballroom A-C. Please present written remarks along with your public statement during the Hearing.

Resolution 401 recommends the ADA urge CODA to revise its allied dental education Standards to align with the Predoctoral Dental Education Standards, including adoption of specific language, which states: *The number, distribution and qualifications of faculty and staff must be sufficient to meet the dental program's stated purpose/mission, goals and objectives at all sites where required educational activity occurs.*

Resolution 411 recommends that the ADA partner with interested state dental associations to determine the feasibility of developing alternate accreditation standards for dental hygiene and dental assisting education programs by a USDE-recognized programmatic accrediting agency other than CODA. Prior to moving forward, a feasibility study would include identification of accreditation agencies that would be interested in developing alternative dental hygiene and dental assisting standards, any costs associated with developing standards and/or ongoing financial support of the agency, the potential negative consequences to the Association and CODA if two competing standards documents are available, potential ramifications for CODA and its USDE recognition, implications for state licensure/certification, and potential contradictions with current ADA policy on CODA accreditation, with a report to the 2025 House of Delegates.

Data Related to Allied Dental Education and Allied Dental Professions

- **Current CODA data on Allied Dental Education Programs (since Winter 2020) shows significant increases in enrollment for dental hygiene.**
 - **Dental Hygiene**
 - CODA acted on **88 program enrollment increase requests** (85 permanent and 3 temporary), which resulted in **844 additional dental hygiene students** (800 permanent and 44 temporary)
 - CODA granted accreditation to **22 new dental hygiene programs** resulting in an **additional 422 students** (first year projected enrollment)
 - **Dental Assisting**
 - CODA acted on **21 program enrollment increase requests** (20 permanent and 1 temporary), which resulted in **273 additional dental assisting students** (255 permanent and 18 temporary)
 - CODA granted accreditation to **eight (8) new dental assisting programs** resulting in an **additional 130 students**.
 - Dental assisting is a largely unregulated profession, with little to no licensure/registration requirements, making it difficult to support and sustain accredited programs.
 - Twenty-six (26) dental assisting programs voluntarily discontinued accreditation. Reasons for dental assisting program closure primarily relate to decline in

enrollment, and to a lesser extent qualified faculty, resources, wages, no licensure/registration requirements, etc.

More Dental Hygiene students are currently enrolled than in the prior 10 years.

Table 3: Total Enrollment in Allied Dental Education Programs, 2012-13 to 2022-23

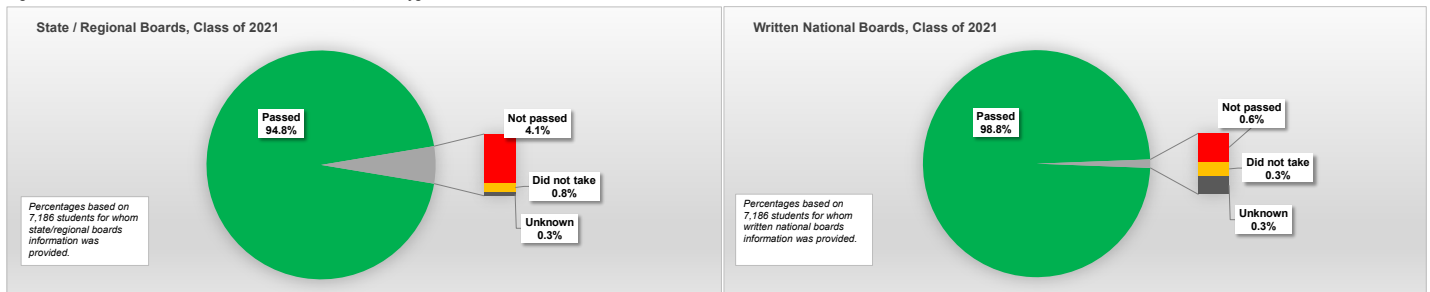
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	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Dental Hygiene	16,256	16,162	16,365	16,169	16,214	16,118	16,134	16,178	16,079	15,799	16,416
Percent Change	3.1	-0.6	1.3	-1.2	0.3	-0.6	0.1	0.3	-0.6	-1.7	3.9
Dental Assisting	9,075	8,336	8,416	7,513	6,609	6,400	6,222	5,912	5,331	5,036	4,817
Percent Change	-13.0	-8.1	1.0	-10.7	-12.0	-3.2	-2.8	-5.0	-9.8	-5.5	-4.3

ADA Health Policy Institute. Commission on Dental Accreditation 2022-23 survey of allied dental education: report 1 - dental hygiene education programs [Internet]. Chicago (IL): American Dental Association; 2023. Available from: <https://www.ada.org/resources/research/health-policy-institute/dental-education>

Data suggests **dental hygiene graduates** of CODA-accredited programs are highly successful in completing board examinations:

Figure 14b: Graduate State/National Certification Outcomes, Dental Hygiene Class of 2021



Source: American Dental Association, Health Policy Institute, Commission on Dental Accreditation 2022-23 Survey of Dental Hygiene Education Programs. ©2023 American Dental Association

The Dental Assisting National Board (DANB) 2024 Salary Survey indicates:

- Among dental assistants with less than 2 years experience, 38% plan to stay in the profession up to 3-4 years; 40% more than 5 years; and 22% do not know. **“Higher pay was the biggest factor in dental assistants staying in the profession (85% higher pay; 43% career growth; 40% more benefits)”** * Source: 2024 Dental Assistants Salary and Satisfaction Survey, p. 8 https://danbsfprodassets.azureedge.net/assets/docs/default-source/marketing-and-surveys/2024-danb-salary-survey.pdf?sfvrsn=4f8947e2_2 Retrieved October 15, 2024

CODA’s Responsiveness, Standards, and Accreditation Process

- **The Commission’s responsiveness to each communication from the state dental associations.**
 - **Winter 2023** – CODA considered a request of state dental associations and directed an Ad Hoc Committee to review faculty to student ratios within the Accreditation Standards. The Ad Hoc Committee was comprised of CODA Commissioners representing allied dental, advanced dental, practicing dentists, and the public. Of the eight (8) members, two (2) were allied Commissioners. The Commission also requested data from the state dental associations related to their request.
 - **Summer 2023** – The Ad Hoc Committee considered numerous sources of information, including communications from the state dental associations. **The Ad Hoc Committee also conducted a survey of allied dental education programs with a 74% response rate (431 of 582 programs).** CODA published its Report of the Ad Hoc Committee on

Faculty to Student Ratios in Accreditation Standards (see Final 1905 Ad Hoc Ratios August 2023), which focused on allied dental education programs.

One key finding:

The top three (3) factors that currently **negatively** affect all programs' enrollment are: (1) capacity of the program's facility, N=138; (2) ability to hire and retain a sufficient number of qualified faculty to maintain ratios required by CODA standards, N=132; and (3) student attrition, N=124.

Further Analysis:

Dental Hygiene: 1) capacity of the program's facility; 2) ability to hire and retain a sufficient number of qualified faculty to maintain ratios required by CODA standards; 3) cost of education to students.

Dental Assisting: 1) student interest in the program; 2) student attrition; 3) ability to hire and retain a sufficient number of qualified faculty to maintain ratios required by CODA standards.

- **Winter 2024** – At the recommendation of the Dental Hygiene Review Committee, CODA directs a second (new) Ad Hoc Committee to Study Dental Hygiene Standards Related to Ratios. Membership included a diverse group of 10 members as follows: four (4) Commissioners (one dental hygiene, two dentists, and one public), four (4) Review Committee members (one dentist, one dental hygiene educator, one dental hygiene practitioner, one higher education administrator) and two (2) ADEA nominees (one dental dean and one dental hygiene educator).
- **Summer 2024** – Second Ad Hoc Committee submits report to CODA. Dental Hygiene Review Committee recommends, and CODA directs, circulation of a proposed revision to Dental Hygiene Standard 3-6 on faculty qualifications. The DH RC and Commission believed that the proposed revision to Standard 3-6 would enable programs to hire additional faculty to support the clinical phase of the program. CODA is expediting the review, with circulation for only six (6) months. The proposed revision is found online at <https://codamda.org/accreditation/open-hearings-comments-due>
- **CODA's Standards, and Process of Review and Revision**
 - CODA's Dental Hygiene Standards have included a faculty to student ratio of one (1) faculty to five (5) students since 2009.
 - Standards Review and Revision Process:
 1. A proposed revision to the Standards is submitted to CODA (or CODA undertakes a validity and reliability study).
 2. Revisions are considered by the Review Committee.
 3. CODA authorizes circulation of proposed revisions to the communities of interest.
 4. Hearings are held on the proposed Standards revisions.
 5. Comments are compiled and reviewed by the Review Committee, with recommendations to CODA, which could also include additional changes and recirculation.
 6. CODA adopts proposed revisions with a period of implementation.
*Steps 3 – 6 can be repeated depending upon significance of changes.
 - CODA's Accreditation Process, Enrollment Increases, and Program Changes:
 - **Enrollment Increases:** **An enrollment increase may be submitted to CODA at any time. Enrollment increases which are not substantial, as determined by preliminary review by the discipline specific Review Committee Chair, can be acknowledged and implemented immediately.** Substantial increases will be reviewed at the Commission's Winter or Summer meeting.
 - **Addition of Educational Activity Sites:** Programs may establish educational activity sites (off-campus sites) for either a rotation (minor or major experiential sites) or a satellite campus for an entire cohort of students. Establishing a satellite campus may also include increases in enrollment. These types of reports are considered at the Commission's Winter or Summer meeting.

ADA Actions of Interest – 2024 HOD

- **ADA Council on Dental Education and Licensure (CDEL) Resolution 405 (2024 HOD) should be carefully reviewed.**
 - ADA CDEL's Resolution **makes no mention of changing faculty to student ratios.** In fact, CDEL recommends:
 - 1) ADA prioritize lobbying efforts focused on allied dental education debt relief for graduates of CODA-accredited dental education programs,
 - 2) state dental associations advocate for increased resources from state and local governments for community and technical college dental hygiene and dental assisting education programs to enhance, modernize, and expand training facilities and increase program enrollment capacity; offer competitive salaries to full-time faculty members; and provide scholarships and/or student debt relief, especially for those students who commit to work in underserved areas, and
 - 3) state dental associations investigate the creation and implementation of awareness and pipeline programs for the dental hygiene and dental assisting professions.

Dental Accreditation in the United States

- **Since 1952, the Commission on Dental Accreditation has been recognized by the Secretary of the United States Department of Education (USDE) as the agency responsible for the accreditation of dental and dental-related educational programs.**
 - CODA is currently comprised of 33 Commissioners who bring various viewpoints to the important work of CODA, including one (1) dental hygiene, one (1) dental assisting, one (1) dental laboratory technology, four (4) ADA, four (4) ADEA, four (4) AADB, four (4) public, and 14 postdoctoral dental Commissioners.
- **USDE recognition requires that an accrediting agency “Involves all of the agency's relevant constituencies in the review [of Standards] and affords them a meaningful opportunity to provide input into the review.” §602.21 Review of standards.**
 - CODA's constituencies are broad and include the public, students, state dental boards and licensing agencies, educational programs, all dental professional organizations, the dental professions, and many others. **CODA takes into consideration all viewpoints when reviewing/revising Accreditation Standards.** CODA's Mission is to serve the public and dental professions by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education programs.
- **Attempting to move the accreditation of dental assisting and dental hygiene programs to another accrediting agency will be costly to the ADA and could additionally result in reputational harm.**
 - Dentistry has historically found value in ensuring that all dental disciplines are accredited by a single agency.
 - Numerous ADA policies support CODA as the accrediting agency for dental and dental related disciplines.
 - The feasibility study proposed in Resolution 411 includes a financial impact to the ADA to support another accrediting agency in its work. **CODA has been financially self-sufficient since 2015, covering all expenses.**
 - Any other accrediting agency that may agree to accredit allied dental disciplines will be required to undergo review by the USDE for recognition, which can be a long process (§602.12 Accrediting experience, attached below).
 - **Establishment of an alternate accrediting agency does not guarantee that dental hygiene and dental assisting programs will elect to apply for accreditation by this alternate accrediting agency.**

Reference to United States Department of Education Recognition Criteria:

United States Department of Education Recognition Criteria for Accrediting Agencies, Feb 2022

§ 602.12 Accrediting experience.

- (a) *An agency seeking initial recognition must demonstrate that it has--*
- (1) *Granted accreditation or preaccreditation prior to submitting an application for recognition—*
 - (i) *To one or more institutions if it is requesting recognition as an institutional accrediting agency and to one or more programs if it is requesting recognition as a programmatic accrediting agency;*
 - (ii) *That covers the range of the specific degrees, certificates, institutions, and programs for which it seeks recognition.; and*
 - (iii) *In the geographic area for which it seeks recognition; and*
 - (2) *Conducted accrediting activities, including deciding whether to grant or deny accreditation or preaccreditation, for at least two years prior to seeking recognition, unless the agency seeking initial recognition is affiliated with, or is a division of, an already recognized agency.*
- (b)
- (1) *A recognized agency seeking an expansion of its scope of recognition must follow the requirements of §§ 602.31 and 602.32 and demonstrate that it has accreditation or preaccreditation policies in place that meet all the criteria for recognition covering the range of the specific degrees, certificates, institutions, and programs for which it seeks the expansion of scope and has engaged and can show support from relevant constituencies for the expansion. A change to an agency's geographic area of accrediting activities does not constitute an expansion of the agency's scope of recognition, but the agency must notify the Department of, and publicly disclose on the agency's website, any such change.*
 - (2) *An agency that cannot demonstrate experience in making accreditation or preaccreditation decisions under the expanded scope at the time of its application or review for an expansion of scope may—*
 - (i) *If it is an institutional accrediting agency, be limited in the number of institutions to which it may grant accreditation under the expanded scope for a designated period of time; or*
 - (ii) *If it is a programmatic accrediting agency, be limited in the number of programs to which it may grant accreditation under that expanded scope for a certain period of time; and*
 - (iii) *Be required to submit a monitoring report regarding accreditation decisions made under the expanded scope.*

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Local Anesthesia For The Dental Assistant: A 45-Hour Training Program – August-December 2025

Local Anesthesia for the Dental Assistant: A 45-Hour Training Program – August-December 2025



Get ready to take your dental assisting career to new heights with our exclusive 45-hour course. This Minnesota Board of Dentistry-approved training program will equip you to administer supraperiosteal/field block injections under direct dentist supervision. Our comprehensive course includes 25 hours of engaging didactic instruction through pre-

ATTCH #5

recorded video lectures and assignments, 5 hours of hands-on injection experience in both at-home and clinical settings, and an immersive 15 hours of on-campus training where you'll successfully perform a minimum of 50 supraperiosteal/field block injections. Gain the confidence you need as you document your achievements and receive final approval for completing your training from our top-notch dental hygiene faculty at the renowned University of Minnesota School of Dentistry.

Pre-clinical assignment information will be sent prior to the course. Onsite clinical training will be held on Saturday and Sunday, December 6-7, 2025.

Course Audience: [Licensed Dental Assistant](#)

Course Type: [Hands-on/participation](#)

Register for Upcoming Sessions

August 4, 2025 6:30 pm - December 7, 2025 3:00 pm

All times for all events are in local Central Time.

Session Location:

Zoom Webinar, in-office/at-home practice, and the University of Minnesota School of Dentistry

Course Number: CF5042

Enrollment is limited to 36.

[Register Now >](#)

× Description

The new Minnesota Board of Dentistry rule states that administration of local anesthesia by a dental assistant is limited to supraperiosteal and field block injections 37.10 as prescribed by a dentist.

Before administering local anesthesia, a licensed dental assistant must:

- have at least one year of experience practicing as a Minnesota licensed dental assistant in general chairside dental assisting,
- complete a board-approved didactic and clinical course at a school accredited by the Commission on Dental Accreditation that requires clinical 37.16 competency in the administration of local anesthesia,
- pass a board-approved, nationally recognized local anesthetic examination (CDCA local anesthesia examination) and
- submit the Minnesota Board of Dentistry's application for local anesthesia certification.

The University of Minnesota's three-part, board approved training program provides:

- 25 hours of self-paced didactic instruction including a welcome video/Zoom webinar, recorded video lectures, reading assignments, quizzes, and worksheets.
- 5 hours of at-home clinical experience, including a recorded presentation and practice time. Course participants may complete these hands-on experiences at home or in their dental office.
- 15 hours of clinical experience held at the University of Minnesota School of Dentistry, Minneapolis campus.

Course Prerequisites

- Minnesota Dental Assisting License
- Minimum of one year of current chairside experience as a Minnesota licensed dental assistant
- CPR certification

Learn How To

Analyze basic aspects of local anesthesia

- Selection and preparation of armamentarium
- Topical anesthesia
- Trigeminal nerve
- Basic injection technique
- Emphasis on aspiration and slow deposition
- Proper infection control techniques
- Proper disposal of sharps
- Types of injections (field blocks vs. nerve blocks)
- Documentation and record keeping
- Sharps injury prevention

Discuss pharmacology and neurophysiology

- Pharmacology of local anesthetics
- Neurophysiology
- Pharmacology of vasoconstrictors
- Anesthetic agents

Complete a patient assessment and assess dosage

- Indications for administration of local anesthetics
- Contraindications for administration of local anesthetics
- Absolute contraindications
- Relative contraindications
- Calculating the maximum recommended dose
- Emphasis on using minimum effective dose

Analyze potential complications and manage patients effectively

- Local complications
- Systemic complications

- Prevention, diagnosis, and management of medical emergencies
- Review medications in a standard emergency kit

Consider the importance of toxicity

Demonstrate a supraperiosteal/field block infiltration technique

- Anatomy of the head, neck, and oral cavity as it relates to administering supraperiosteal (SP) injections
- Anesthetic agents for SPs
- Facial/Buccal SPs
- Palatal SPs/infiltrations
- Pediatric considerations for SPs

Overview of injection techniques

These nerve block injections are not in the scope of practice for a licensed dental assistant but are included to help you pass the CDCA exam.

- ASA
- MSA
- PSA
- NP
- GP
- M/I
- IAN
- GG

Load a syringe and demonstrate safe recapping technique

Memorize essential anatomical landmarks

Training Methods

Lecture, discussion, self-study sessions, case studies, demonstration, simulation, laboratory exercises

Note

Injection techniques will be practiced on each other & clinical models. Pregnant women may attend this course, but will not receive injections.

+ Credits and Fees

Tuition

\$3,195 licensed dental assistant

Tuition includes food, parking, and most materials and supplies.

Credits

45 hours

Includes 2 credit hours in infection control.

+ Schedule

Zoom Session

Monday, August 4, 2025

6:30 PM to 8:00 PM

On-campus Session

Saturday, December 6, 2025

7:30 AM to 5:00 PM

Sunday, December 7 2025

7:30 AM to 3:00 PM

[View the preliminary training schedule](#)

+ Presenters

Meet Our Course Director

Jill Hormann, BSDH, MSDH, Clinical Assistant Professor, Division of Dental Hygiene, Department of Primary Dental Care, University of Minnesota School of Dentistry.

Ms. Hormann received her Bachelor of Science in Dental Hygiene degree from the University of Minnesota, School of Dentistry in 2015. Following graduation, she practiced full-time as a dental hygienist before pursuing her career goal of becoming a dental hygiene educator. In 2019, Ms. Hormann received her Master of Science in Dental Hygiene from the University of Minnesota School of Dentistry. In 2020, Ms. Hormann began teaching for the Division of Dental Hygiene and now provides clinical and didactic instruction to dental hygiene and dental therapy students at the University of Minnesota School of Dentistry.

+ Already Registered

This course is a combination of on-site clinical training, Zoom presentation and in-office/at-home injection practice.

All registered course participants will receive an email with more details about the course materials, google drive, on-campus location, access to the building, final schedule, and equipment

Refund Policy

A full refund will be issued if you cancel at least one month (30 total days) before the first program session.

No refunds will be allowed after this period.

Continuing Dental Education | School of Dentistry

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