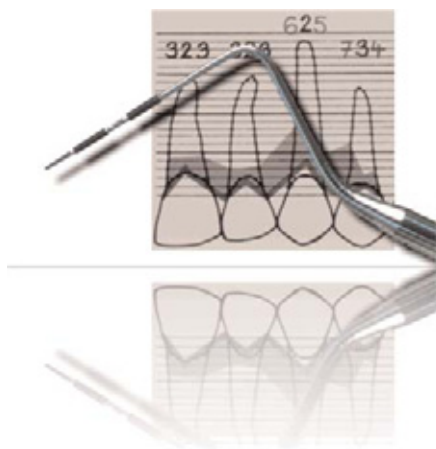




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Periodontal Care

a learning module for
Quality Control in Periodontology
2nd Edition



Quintessence Publishing Group



HyperCorridor
based education



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Education and Graduate Education in Switzerland, Doctoral thesis defense in 2000, Graduate program in Periodontology & Implant Dentistry, School of Dental Medicine, University of Berne, Switzerland 1999 - 2000. Board certification, Specialist SSO on Periodontology 2004, according to the criteria of the European Federation of Periodontology (EFP).

Past positions, General dentist in private practice 1995 - 1996, General Dentist and Lecturer at the Dental Hygienist School, Berne, Switzerland 1996 - 1998, Assistant Professor at the Department of Periodontics and Fixed Prosthodontics including Implant Dentistry, University of Berne, School of Dental Medicine, Switzerland 1999 - 2004.

Present position, Research Fellow, University of Michigan School of Dentistry, Department of Periodontology/Prevention/Geriatrics, and the Michigan Center for Oral Health Research (MCOHR), Ann Arbor, MI, USA.

Founder and President of the Swiss task force „Smoking - Intervention in dental practices“ (www.dental-education.ch/smoking) and the Oral Health Network on Tobacco use Prevention and Cessation (OHNTPC) (www.tobacco-oralhealth.net).

Awards, 3rd Faculty Award, Medical Faculty, University of Berne: "Periodontal care. An educational program for quality assurance in periodontology (CD-ROM)", 2001. "Teacher of the year", School of Dental Medicine, University of Berne, Switzerland, 2002.



Niklaus P. Lang

Since 1980 Professor and Chairman, University of Berne, School of Dental Medicine

- 1997 Odont. Dr. h.c., University of Gothenburg, Sweden
- 1995 Honorary Fellow RCPS Glasgow
- 1994 Dr. Odont. h.c., University of Buenos Aires, Argentina
- 1992 Basic Science in Periodontal Disease Award of the International Association for Dental Research (IADR)
- 1989 Dr. Odont. h.c., University of Athens, Greece
- 1978 PhD., Medical Faculty, University of Berne, Switzerland
- 1975 Master of Science in Periodontics, University of Michigan, Ann Arbor, USA
- 1970 Dr. med. dent., University of Berne, Switzerland

Honorary Member of:

- 2002 Swiss Society of Periodontology (SSP)
- 1999 German Society of Periodontology (DGP)
- 1999 Italian Society of Periodontology (SIdP)
- 1998 American Academy of Periodontology (AAP)
- 1997 Hellenic Society of Periodontology
- 1992 Danish Periodontal Society (DSP)
- 1991 South African Society of Periodontology

- 2002, 2004 Guest Professor, National University of Singapore
- 2000 Guest Professor, University of Göteborg, Sweden
- 1999/2000 Guest Professor, University of Queensland, Brisbane, Australia
- 1994 Guest Professor, University of Århus, Denmark
- 1994 Guest Professor, University of Hong Kong
- 1986 Guest Professor, University of Texas, Health Science Center, San Antonio, Texas, USA
- 1980 Professor Extraordinario, Universidad Autonoma de Nuevo Leon, Monterrey, Mexico

Published approximately 350 articles in peer-reviewed scientific journals. Over 1000 lectures in all continents.

Editor-in-chief: CLINICAL ORAL IMPLANTS RESEARCH.

Associate Editor: JOURNAL OF CLINICAL PERIODONTOLOGY.

Special research interests: oral microbiology; prevention, epidemiology, pathogenesis and therapy of periodontal diseases and periimplant infections; clinical research; diagnostic procedures and risk assessment; biology of dental implants..

Hypercorridors

This learning module uses a special educational concept. By means of hypercorridors, the learning module enables a learner to work through the content with three different approaches: first, theoretically oriented, with the "Theoretical Bases"; second, problem-oriented, with the "Clinical Case Presentations"; or third, knowledge-oriented, with the "Test Questions".



Hypercorridor 1

The theoretical basics include the basic knowledge of the subject matter.



Hypercorridor 2

The clinical case presentations provide an opportunity for the problem-based application of the subject matter.



Hypercorridor 3:

The test questions serve to check the specialized knowledge of the subject.

Hypercorridors distinguish the learning levels

Hypercorridors are suitable for different learning levels:



Hypercorridor 1

Beginners: With the aid of a linear-educational guidance, beginners acquire the basic knowledge of the subject matter before they transfer it clinically.



Hypercorridor 2

Advanced students: Students already advanced in the field of the subject matter are able to apply the theoretical basics to clinical case presentations.



Hypercorridor 3

Graduate students: Students who have already acquired the specialized knowledge of this training focus on answering the test questions. Here, they only learn what they do not know already. This helps them to prepare for future examinations.

Hypercorridors reflect three different approaches to learning

The three hypercorridors are suitable for the following types of learners:



Hypercorridor 1

Theoreticians: It is not too much for them to work through the theoretical basics from beginning to end. Thus, the transfer of knowledge into practice is easier for them. Theoreticians feel more secure in answering the test questions after working through the theoretical basics.



Hypercorridor 2

Practitioners: Practitioners learn what is relevant for their professional life. Thus, they can remember the theoretical basics more easily if they study with the clinical case presentations. In order to answer the test questions in hypercorridor three, it is sufficient for the practitioners if they are able to correctly answer the questions to the clinical case presentations.

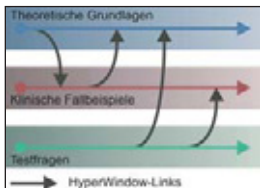


Hypercorridor 3

Players: For players, it is important to know if they are able to answer the test questions in a future exam. The playful solving of the test questions is their greatest motivation to acquire the subject matter.

Hypercorridors promote integrated thinking

On one hand, hypercorridors can be worked through individually. However, each hypercorridor is also connected to the other two hypercorridors through HyperWindow-Links.



With HyperWindow-Links you have the convenience of displaying related information in a second window without having to quit the first hypercorridor. Additionally, the simultaneous display of two windows may favor the learning of an integrated connection of both learning contents.

System Requirements:

CD-ROM drive, Graphics card: 1024 x 768 pixel resolution at 16 bit color (True Color), Internet-Browser (Firefox/InternetExplorer/Safari/Konqueror) with JavaScript enabled, Internet access for updates and links to PubMed

Installation (Windows and Macintosh)

There is no installation required. Put the CD-ROM into your CD-ROM drive. If the CD doesn't start automatically, please open it with the Windows Explorer or on the desktop of the Macintosh. Then, double-click on START or START.HTM, respectively.

On the opposite page you will find two diagrams:

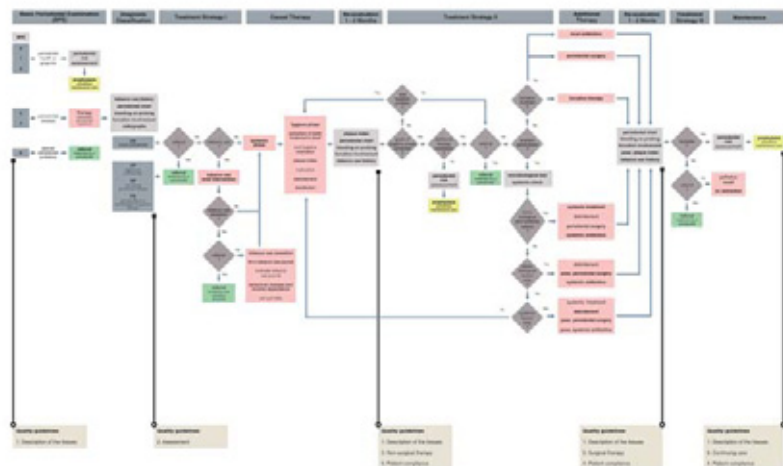
Diagram 1: **Systematic periodontal therapy**

Diagram 2: **Maintenance or supportive periodontal therapy**

These diagrams are also on CD as "Periodontal_therapy.pdf" and "Maintenance.pdf" in the directory "forms_english". You can display or print them with the Adobe Reader.

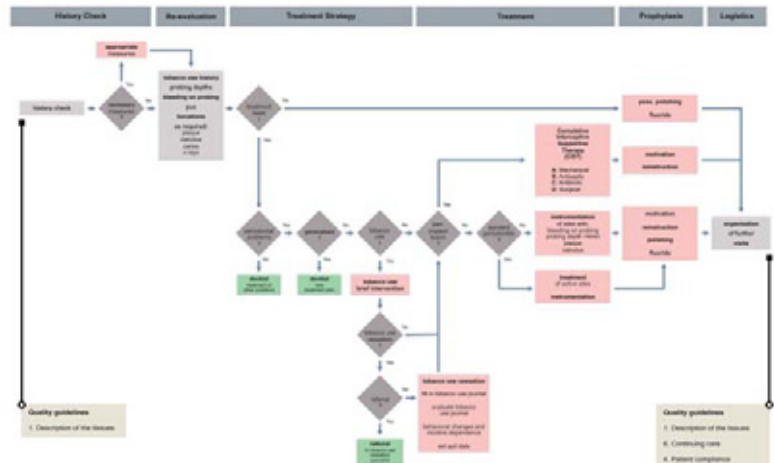
Periodontal Care

Part I: Periodontal Therapy



Periodontal Care

Part II: Maintenance, Supportive Periodontal Therapy (SPT)





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