Coaching Your Patients
to Optimal Interdental Health

Course #12-19
Disclosure Statement:

• The content for this self-study course was developed and written by Water Pik, Inc. employee Carol A. Jahn, RDH, MS.
• Water Pik, Inc. designed and produced this self-study course.
• Water Pik, Inc. manufactures and distributes products addressed in this course.

Course Objective:
To provide the dental team with the basic knowledge and skill set required to improve patient behavior, particularly in the area of interdental cleaning.

Learning Outcomes:
• Understand the limitations of the “show, tell, do” method
• Discuss the principles of motivational interviewing
• Describe the stages of change
• Explain the guiding technique for coaching
• Identify effective alternatives for interdental cleaning

INTRODUCTION
Dental professionals know that regular interdental cleaning is a prerequisite for most people in order to achieve optimal oral health. Yet for all the educating, persuading, and cajoling aimed at helping patients, less than half heed such guidance. This leads to frustration on both sides: practitioners do not understand why people fail to follow recommendations, and patients view it as being “yelled at.”

The crux of the problem is neither that practitioners “yell,” nor that patients are “deaf” to recommendations. Rather, the issue is using effective techniques for behavior change. Most dental or dental hygiene curriculums include little instruction on this subject even though advising and educating patients consumes an important part of what dental professionals do on a daily basis. Most of the learning comes on the job through trial and error. The problem is that despite our best efforts, reports show that only about one-third (32.9%) of adults utilize floss or other types of interdental cleaning on a daily basis.1

If the “best efforts” are not leading to successful behavior changes in patients, then perhaps it is time to re-examine current methods and consider a different approach. Many practitioners are beginning to realize that there are numerous other products that can work as well as dental floss, and they are beginning to include them in their recommendations. This is a positive step.

CHANGING BEHAVIORS
Practitioner-Center: Compliance

Achieving patient compliance is founded on the belief that the provider is the expert. The practitioner educates the patients and believes that, if they know the “why” and “how,” they will do as they are advised. If patients do not follow advice, then they are often considered unmotivated or lazy. The traditional approach to this type of patient education has been the “tell, show, do” method. The “tell” involves explaining to the patient the “why” of the recommendation (i.e., plaque accumulation leads to gingivitis). This is followed by “showing” the patient what to do (e.g., demonstrating the use of dental floss). The “do” component means having the patient demonstrate the use of the product.

The problem is that this method rarely works for dental professionals and other healthcare providers. It has been shown that, for patients who suffered a myocardial infarction and were prescribed three drugs, one-third stopped taking one or more medications during the first month, and 12% stopped taking all medications.2 This statistic is not surprising since an inverse relationship has been shown between compliance and daily dosing. When patients are prescribed a single daily dose of medication, compliance is 78% compared to 72%, 64%, and 60% for two, three, and four-times-a-day dosing, respectively.3 It is often more difficult for people to comply with regimens, like oral self-care, that need to be implemented for the rest of their lives compared to something with a finite end. People sometimes underestimate their own personal risk for a condition or disease as well as overestimate the skills they have to limit the risk.4

Some of the difficulties with gaining compliance center on the word itself, which, according to Merriam-Webster, means “yielding to the wishes of others.” As practitioners observe, this may work in the short-term, but rarely in the long-run. Patients often tell stories of how they flossed regularly for a few weeks post appointment but then stopped. Dental professionals are sometimes tempted to use the fear factor to drive compliance. As many have discovered, this is not effective. Fear may hinder compliance in a couple of ways. For some, fear drives denial. For others, fear ratchets up anxiety to the point it interferes with attention and retention.5

While knowledge is a necessary component of behavior change, it is not the only condition required for long-term change.4 The challenge with changing behavior is that people have different personalities, styles of learning, and experiences in addition to generational and cultural influences. All of these affect their interest in and capacity for change. Similarly, practitioners...
bring their own personal preferences to the table when trying to influence patients. In essence, one tends to teach the way they like to be taught. This is underscored by the example of the patient who has an “ah-ha” moment when seeing a new practitioner, such as a substitute dental hygienist. Regular providers often feel stumped since they know they have conveyed the same information without a successful result. What most fail to understand is that it is not a lack of credibility on the part of the regular provider, but rather a different way of presenting the information that resulted in the connection.

**Patient Centered: Coaching**

In recent years, a new approach to patient behavior change has emerged: motivational interviewing (MI). The underlying premises for MI is that motivation is malleable and all patients have potential for change. Instead of the show, tell, do approach, MI focuses on collaborating with patients to help them tap into their own goals, values, and aspirations and use them as a motive for change. MI is a form of coaching that is client-focused and founded on the principles of taking action based on values, goals, or desires. Rather than providing explicit direction, practitioners balance direction with listening and guiding.

A systematic review of the literature for MI shows that it outperforms traditional advice-giving in the treatment of a wide range of behavior-related conditions and diseases. MI produced significant clinical changes for weight, cholesterol, blood pressure, and alcohol consumption. Data included both the direct measurement of clinical outcomes as well as indirect measures, including questionnaires. Additionally, the effectiveness of MI was not related to a provider’s level of education or professional rank. Doctors, nurses, psychiatrists, psychologists, midwives, and dieticians all elicited effectiveness. MI can be effective even with a brief encounter of 15 minutes, but more than one encounter with a patient does help increase effectiveness. MI has been used with parents of small children to help prevent/reduce early childhood caries. Follow-up at one and two years found that children whose parents received MI had fewer new carious lesions than children whose parents received a traditional approach.

**MI relies on a set of techniques and coaching style.** It is founded on four guiding principles:

- **Resist** the righting reflex. This guiding principle refers to the tendency many practitioners have to set things right, particularly when they see destructive behaviors or people headed down the wrong path. The reason this often backfires is that it is natural for people to resist being persuaded to the extent that some view it as coercion. When practitioners take up the “right” side of the argument, claiming “you need to floss every day,” the only side left for the patient is opposition: “I don’t have time.” MI coaches patients to take up the “right side” of the argument for themselves.

- **Understand** your patient’s motivations. This will provide the greatest clarity on how they perceive the current situation and where their values and concerns lie in changing. Giving patients a voice helps them explore the possibilities and take up the argument for change.

- **Listen** to your patients. While this seems like patient education 101, it is actually a complex skill. Good listening skills involve allowing the patient adequate time to talk without being interrupted as well as being able to ask open-ended questions, clarify responses, and summarize meaning.

- **Empower** your patients. This is key in assisting them to understand that they can make a significant difference in their own health. In this role, practitioners act as facilitators by helping the patient bring their own expertise to the forefront, such as what might be the right interdental aid for them and the best time to implement it.

MI is a tool dental professionals can effectively use to coach their patients to improved oral health. The shift from an expert to a coaching role is a learned skill that improves with practice. It does not mean total abandonment of ethical responsibilities when informing a patient of the nature and extent of the problem is required, nor does it mean giving all power to the patient. Rather, it gently executes a plan for behavior change that allows patients to look within themselves and assume responsibility for their own choices and necessary behavior changes.

**The challenge with changing behavior is that people have different personalities, styles of learning, and experiences in addition to generational and cultural influences. All of these impact their interest and capacity for change.**
COACHING SKILLS

The shift from advice-giving to coaching can seem awkward at first. The acquisition of new skills is often stressful, and it is easy to slip back to old habits. Recognizing this helps practitioners develop greater acceptance and empathy for their patients as they struggle to incorporate new, healthier behaviors into their patients’ lives. Practitioners often find they can achieve results by choosing to focus on one skill at a time.

Coaching involves assessing the patient’s desire to change. Three factors play a role: the readiness of the patient to change, the importance of the change to the patient, and the confidence the patient has in accomplishing the change. The ability to correctly assess these factors hinges both on style and skill. The predominant style of coaching is guiding. Guiding finds the middle ground between telling patients what to do and passively listening to their story by helping patients find their own way. The skill set that helps the practitioner accomplish this is a combination of asking, informing, and listening.

How Ready Are They to Change?

Patients will come to the practice in various stages of change. Being able to identify where they are on this continuum is one aspect of assessing their readiness to change. The importance of a change and the patient’s perceived confidence in being able to cope with that change play a strong role in motivation or readiness to change. The degree of readiness for change possessed by an individual has been conceptualized by Prochaska et al. in their work on the stages of change.

There are five stages of change relevant to dental care:

• Precontemplation
• Contemplation
• Preparation
• Action
• Maintenance

Patients in the precontemplation phase are actively resistant to change. They may deny they have a problem or the seriousness of the problem. In fact, they may think you or another person is the problem. Examples of this are the patients who come in only because their spouse made the appointment. They may tell you they just want you to clean their teeth and that’s it—no lectures. Defensiveness and demoralization are hallmark feelings.

In the contemplation stage, patients are starting to become aware of their problem and are trying to understand it. They are not ready to begin making a change just yet; they may feel stuck between wanting to change and wanting to resist. In fact, it has been observed that some people can stay stuck in the contemplation phase for years. An example of this is the patient who talks about stopping smoking but who hasn’t stopped yet but is waiting for the “right” time. People in this phase begin to openly talk about their problems and actively seek reassurance.

The preparation phase means people are getting ready to take action. They are identifying specific steps they are going to take and making those steps public. Patients in this phase may tell you they are planning on seeing the periodontist. They may ask again for the name and number and even tell you when they are planning to schedule the treatment by arranging time off from work or help from a family member. People at this stage are becoming hopeful, although they may still harbor some ambivalence about change.

The action stage is one of the easiest to identify because the behaviors people are adopting are often observable. The patient’s oral health has improved because the patient is keeping regular appointments and using a Water Flosser. The mistake people often make in this stage is assuming that action is change and not recognizing the tremendous effort that is required in this phase. Support and rewards are critical to helping the patient find success through action.

Maintenance is the stage many patients are in. They have taken action, perhaps by using some type of interdental aid, but they still struggle, sometime relapsing. Internal and external challenges including being too tired at night to floss or going on vacation and taking a break from everyday routine can be derailments. While discouraging, relapse provides an opportunity for learning and reinforcing commitment to the action.

Patients may seem to move back and forth between stages; change is not a linear process. Instead, it is often more like a spiral with the likely potential for relapses and setbacks. Assessing importance and confidence can assist practitioners as they determine readiness.

As people move through the stages of change, their motivation will depend on how important the change is to them as well as the level of confidence they have in their ability to change. For change to occur, the patient must have a high level of both. The importance of change is related to the patient’s personal values, especially the perceived benefit from changing. Confidence refers to the patient’s perception of whether they have skills or even the wherewithal to accomplish the change. For example, patients may believe that flossing is important to oral health, but if they believe flossing is too difficult, they likely won’t do it. A study by Tedesco et al. supports this. They found patients believed in the importance of both brushing and flossing, but because they lacked confidence in their ability to floss, they said they forgot to floss two or more times per week. Stewart et al. found that patients who were counseled using stages of change intervention showed greater self-efficacy with dental floss.
Style and Skills

In regard to coaching, style refers to the attitude and approach that is taken in communicating with patients. Sometimes directing is required when you need to take charge and talk about a diagnosis or condition. Another style is following: listening passively or following the patient’s lead. This might be employed after a patient has been told bad news, or perhaps when the patient is relaying information about a previous unpleasant dental experience. A style that has been found to particularly effective for coaching is one that seeks the middle ground between directing and following, which is known as guiding.1

Guiding has been shown to be especially useful for bringing about behavior or lifestyle changes. A guiding style focuses on strategies to reach a goal rather than what the patient is or is not doing right. With guiding, practitioners offer their patients alternatives but stop short of providing one solution. The practitioner serves as a resource by helping the patient see what is possible. At the same time, the practitioner recognizes that patients are experts about their own lives, and they allow them to make the choices they think will be most appropriate.2 A guiding style in self-care would look like a practitioner communicating with a patient about the various ways that interdental cleaning could be accomplished, then letting the patient make the product choice.

Communication skills play a crucial role in the guiding style. Data show that people who are effective at this style use a balanced approach of asking, listening, and informing. The skilled coach practicing a guiding style learns to ask open-ended questions, to listen actively, and to show respect for the patient’s response while continuing to offer information, facts, diagnoses, and the range of recommendations.3

THE PRACTICE OF COACHING PATIENTS

Moving from advice-giving to coaching requires a mental shift. One way to begin this is to pay attention to language. Words are powerful. They can serve as the foundation in creating a coaching experience with patients. Consider the potential that the reframing of these statements creates:

- **Are you flossing?** > Tell me, what you do to take care of your teeth?
- **You really need to use floss every day.** > Help me understand your challenges with floss.
- **Let me show you again.** > How can I help you?
- **If you don’t do this, you will end up at the periodontist.** > Can you give me an idea of how important this is to you — on a scale of 1 to 10?
- **I really want you...** > What do you want?

This shift sometimes makes practitioners anxious about the time needed and the usefulness of the information uncovered. Initially, it is likely that coaching will require more time upfront as you move from telling to asking. But if you consider all the time wasted on having the same conversation over and over again, coaching saves time in the long-run because it is a forward-moving process. The language the patient uses in answering the questions will provide insight into the readiness for change. Consider the following responses to the first question, “Tell me what you do to take care of your teeth”:

- **Precontemplation:** I don’t want to talk about it — just clean my teeth.
- **Contemplation:** I brush every day, and I know I should do more, but it’s just so hard.
- **Preparation:** Right now I’m just brushing but last time, you gave me a recommendation for a Water Flosser, and I’ve been thinking about it. I’ve looked at them in the store, and I’m interested. Tell me about it again.
- **Action:** I bought the Water Flosser and have been using it every day! I’m eager for you to tell me how my mouth looks.
- **Maintenance:** I’m not as faithful with my routine as I have been in the past. My mom has been sick, and I’ve been so busy and tired.

The degree of readiness exhibited by the patient determines the appropriate strategy or response to reduce resistance and increase a commitment to action. Prematurely rushing a commitment to action can have the opposite effect. For example, if the practitioner counters the first response with “It’s my job to tell you how to take care of your mouth, not just clean your teeth,” the encounter will likely end at an impasse with both parties frustrated. On the other hand, if the practitioner says, “Okay, so I’m hearing you say that you just want the cleaning, and you aren’t interested in any information on how to maintain your mouth? Would I be right in guessing that coming in today was a big enough step for one day? Could I ask you to think about it for next time?” This type of dialogue refrains from judging the patient or imposing the practitioner’s agenda. Instead, it tells the patient the practitioner heard and respects their wishes as well as acknowledging the challenge of coming in.
Learning to coach patients is a skill that can be developed with time and practice. A step-by-step approach can make the process seem less intimidating and more manageable. Practitioners are often surprised by the significance that one change in approach can make. The MI approach and stages of change interventions have been used successfully applied in the medical field to change behaviors for several years. The few studies that have implemented these techniques to change dental behaviors have led to positive results. Coaching patients using MI and stages of change strategies has the potential for eliciting improved oral health behaviors.

MOVING BEYOND TRADITIONAL FLOSS

One place to begin coaching patients is in the area of interdental care. The mainstay of most self-care recommendations is dental floss. It is a core piece of most dental/dental hygiene education curriculum. It is reflected in television commercials and magazine advertisements—brush and floss. This leads to the perception that floss is superior to other types of interdental cleaning. Indication of this lies in the comment that is sometimes voiced by dental professionals when considering the merits of an alternative product: “I guess it’s better than doing nothing.” This is contrary to the evidence that has demonstrated alternative products can produce the same or even superior results when compared to dental floss. Hujoel et al. note that dental floss has largely escaped the rigorous scientific evaluation that is required for pharmaceuticals, and that its recommendation is founded more upon a common-sense approach. The ability to be flexible and move beyond a traditional flossing recommendation is an ideal first step in learning to coach patients.

The Evidence for Dental Floss

Few studies have examined the benefit of adding flossing to toothbrushing. An often cited paper on the efficacy of flossing is a two-week study by Graves et al, which compared toothbrushing alone to toothbrushing plus one of three types of dental floss (waxed, unwaxed, and tape). The participants reported to the study facility each weekday to perform their assigned self-care under supervision. They performed the regimens on their own at home on the weekends. The results showed that the addition of dental floss, regardless of type, to toothbrushing was nearly twice as effective as toothbrushing alone (35% vs. 67%) in the reduction of gingival bleeding. The limitation of the study is that the flossing was supervised. Subjects missed no more than one session. Whether similar results could be obtained with daily at-home unsupervised flossing is unknown. Other studies that employed an unsupervised flossing routine have not replicated this result. A systematic review of the efficacy of dental floss in addition to toothbrushing on plaque and gingival inflammation did not show a significant benefit for the addition of floss to toothbrushing. Eleven studies of a minimum of 28 days duration were included in the review. Four of the studies showed the addition of flossing resulted in greater plaque reduction. For measures of inflammation, only one study had superior results for the reduction of bleeding.

The Evidence for Alternative Mechanical Devices

Interdental brushes, toothpicks, wooden sticks, floss aids/holders, and automatic flossers are alternatives that have been compared to dental floss. Systematic reviews have been conducted on interdental brushes and wooden sticks. Slot et al. reviewed nine studies and found that interdental brushes remove more plaque than dental floss or wooden sticks and more than brushing alone. There was no difference between the product and dental floss in reduction of gingival inflammation. Both reviews noted that interdental brushes and wooden sticks are not applicable for every patient as an adequate embrasure space is required.
Other products including toothpicks and floss aids/holders are supported by select randomized clinical trials. Lewis et al. compared toothbrushing plus a toothpick in a holder to toothbrushing plus dental floss and found both groups significantly reduced plaque and bleeding.\textsuperscript{22} Kleber and Putt conducted a cross-over study in which participants used dental floss and a floss-holding device for two-month periods. Both techniques were effective in reducing plaque and gingivitis.\textsuperscript{23} Another cross-over study that compared a single use floss aid to traditional floss found similar reductions in plaque, gingivitis, and bleeding.\textsuperscript{24} None of the trials included a toothbrushing-only control.\textsuperscript{22,23,24}

**Evidence for a Water Flosser**

A 28-day study by Rosema et al. found that a Water Flosser, also known as a dental water jet or an oral irrigator (Figures 1–3), paired with a manual toothbrush was twice as effective as manual tooth brushing and flossing in reducing bleeding and as effective at reducing plaque\textsuperscript{25} (Figure 4). These results confirm findings from a 4-week study by Barnes et al. They found that a Water Flosser paired with either a manual or power toothbrush was significantly more effective at reducing bleeding and gingivitis and as effective at reducing plaque as manual brushing and flossing (Figure 5). The effect was achieved with plain water and a Classic Jet Tip\textsuperscript{26} (Figure 6).

![Figure 3: Waterpik Traveler Water Flosser, Model WP-300W](image)

![Figure 4: Reduction in Gingival Bleeding](image)

![Figure 5: Reductions in gingival bleeding and inflammation](image)

![Figure 6: Classic Jet Tip](image)

![Figure 7: Orthodontic Tip](image)
Orthodontic patients have been shown to significantly benefit from adding a Water Flosser to their daily routine. Sharma et al. found that, for adolescents, the Water Flosser with the orthodontic tip (Figure 7) removed 3.76 times as much plaque as those using dental floss and 5.83 times as much plaque as brushing alone. The Water Flosser reduced bleeding 84.5% from baseline. This was 26% better than with floss and 53% better than brushing alone. 

In addition to string floss, the Waterpik® Water Flosser has been compared to an air-driven device (Sonicare® Air Floss) in a 4-week RCT. The result showed that the Water Flosser was 80% more effective at reducing gingivitis and 70% more effective at reducing plaque. Specifically, the Water Flosser was twice as effective from the lingual surface and three times more effective at the gingival margin as Air Floss in removing plaque (Figure 8).

Numerous studies have shown that adding a pulsating Water Flosser to toothbrushing provides better reductions in bleeding and gingivitis over tooth brushing alone. A systematic review by Hussein et al. that included seven studies supports this. They found that adding a Water Flosser to toothbrushing provided better results in the reduction of bleeding and gingivitis than tooth brushing alone. 

The Water Flosser has also been shown to improve oral health significantly better than using a sonic toothbrush only. Goyal et al. found that the addition of the Water Flosser to a sonic toothbrush (Waterpik® Sensonic® Professional Plus Toothbrush) provided improvements that were significantly better than using a sonic toothbrush only (Sonicare® FlexCare). Subjects who used a combination Water Flosser/Sonic Toothbrush product (Waterpik® Complete Care, Figure 2) had better reductions in bleeding, gingivitis, and plaque—70%, 48%, and 52% respectively—after four weeks of use. The study also compared the Complete Care regimen to a manual toothbrush only and found significantly better results for reducing bleeding (159%), gingivitis (135%) and plaque (134%) (Figure 10).

The plaque-removing capability of a Water Flosser has been demonstrated in a study conducted at the University of Southern California Center for Biofilms. Investigators evaluated the effect of a three-second pulsating (1,200 per minute) lavage at medium pressure on plaque biofilm using scanning electron microscopy (SEM). Eight periodontally involved teeth were extracted.

![Figure 8: Reductions in plaque and gingival bleeding](image1)

![Figure 9: Water Flosser versus Air Floss; plaque and gingivitis reductions](image2)
slices were cut from four teeth that were then inoculated with saliva and left for four days to further grow plaque biofilm (ex vivo). The results showed that the Water Flosser removed 99.9% of plaque biofilm (Figures 11, 12). The researchers concluded that the hydraulic forces produced by the Water Flosser with 1,200 pulsations at medium pressure can significantly remove plaque biofilm from treated areas of tooth surfaces.27

The Waterpik® Water Flosser has been evaluated in more than 55 studies. It has been shown to remove plaque25-29,31,36,37 and reduce bleeding,25-26 gingivitis,26,29,30,31,35,36 and periodontal pathogens,25,38 and inflammatory mediators.25 The studies indicate it is beneficial for patients in periodontal maintenance25,29 as well as for those with gingivitis,25 orthodontic appliances,26 implants,29 crowns and bridges,40 and diabetes.29

There are six tips available for the Water Flosser (Figure 13). Most studies have been conducted using the Classic Jet Tip. Three other tips have been scientifically evaluated and can be recommended to a patient for a customized regime. The Pik Pocket™ Tip is a soft, latex-free, site-specific tip that can reach up to 90 percent of a periodontal pocket41 and has been shown to reduce subgingival pathogens.42 The Orthodontic Tip features small, tapered bristles and has been demonstrated to enhance plaque removal.27 The newest tip, the Plaque Seeker®, features an innovative design to help remove even more stubborn plaque from hard-to-reach areas.25

For more information on the Water Flosser research see the self-study called “The Water Flosser: An Evolutionary Step in Interdental Care.”

SUMMARY

Getting patients to comply with self-care recommendations is often frustrating for both the practitioner and the patient. The traditional tell, show, do approach is not effective; only about one-third of patients floss on a regular basis. A new approach to behavior change is motivational interviewing. This method uses a coaching style that uses behavior change strategies based on a patient’s readiness to change.

Moving beyond the traditional floss recommendation is one way practitioners can begin learning to coach patients. Many types of interdental aids have been shown to work as well as dental floss. These include interdental brushes, toothpicks, wooden sticks, and floss aids/holders, and a pulsating Water Flosser.
References

1. Approximately how many adults use floss or interdental aids on a regular basis?
   a. 20.4%
   b. 32.9%
   c. 43.8%
   d. 51.7%

2. People sometimes underestimate their own personal risk for a condition or disease; They also overestimate the skills they have to limit the risk.
   a. Both statements are true
   b. The first statement is true, the second is false
   c. The first statement is false, the second is true
   d. Both statements are false

3. How does fear interfere with compliance?
   a. It may produce denial
   b. It interferes with attention
   c. It reduces retention
   d. All of the above

4. The underlying premise for motivational interviewing is:
   a. All patients have the potential for change
   b. If patients know what to do, they will do it
   c. Patients who don’t follow advice are lazy
   d. Dismiss any patient who doesn’t follow advice

5. MI has been shown to outperform traditional advice-giving in the treatment of:
   a. Weight loss
   b. Lowering cholesterol
   c. Reducing early childhood caries
   d. All of the above

6. An acronym for the four guiding principles of MI is RULE. This stands for:
   a. Reframe, Uncover, Learn, Excite
   b. Resist, Understand, Listen, Empower
   c. Routine, Utilize, Leverage, Explain
   d. Repeat, Unify, Lighten, Expect

7. Two factors in a person’s readiness to change are:
   a. Time and money
   b. Importance and confidence
   c. Knowledge and skills
   d. Age and gender

8. The Stages of Change are:
   a. Protagonist, Cooperator, Propagator, Author, Mentor
   b. Pontificate, Consider, Proceed, Announce, Measure
   c. Pre-contemplation, Contemplation, Preparation, Action, Maintenance
   d. Placate, Comply, Prioritize, Agree, Mend

9. A guiding style focuses on: Strategies to get to a goal. How fast the patient accomplishes those strategies.
   a. Both statements are true
   b. The first statement is true, the second is false
   c. The first statement is false, the second is true
   d. Both statements are false

10. People who are effective at the guiding style use which mix of asking, listening, informing:
    a. Heavier on asking, lighter on listening and informing
    b. Heavier on listening, lighter on asking or informing
    c. Heavier on informing, lighter on asking and listening
    d. Balanced for asking, listening, and informing

11. Dental floss has largely escaped the rigorous scientific evaluation that is required for drugs; Its recommendation is more founded upon a common sense approach.
    a. Both statements are true
    b. The first statement is true, the second is false
    c. The first statement is false, the second is true
    d. Both statements are false

12. A systematic review of the efficacy of dental floss in addition to toothbrushing found:
    a. Better plaque removal compared to toothbrushing alone
    b. Better reduction in inflammation compared to toothbrushing alone
    c. Better reductions in plaque and inflammation compared to toothbrushing alone
    d. No significant different in reductions of plaque and inflammation compared to toothbrushing alone

13. Which products have been shown to work as well as dental floss?
    a. Wooden sticks
    b. Interdental brushes
    c. Power flossers
    d. All of the above

14. When compared to traditional brushing and flossing, the Water Flosser was?
    a. More effective in removing plaque and reducing bleeding and gingivitis
    b. As effective in removing plaque and more effective in reducing bleeding and gingivitis
    c. Less effective at removing plaque; as effective in reducing bleeding and gingivitis
    d. Less effective at removing plaque and reducing bleeding and gingivitis

15. A three-second pulsating lavage with a jet tip at medium pressure removed what percentage of plaque biofilm as viewed by scanning electron microscopy (SEM)?
    a. 39.9%
    b. 59.9%
    c. 79.9%
    d. 99.9%
CE REGISTRATION FORM AND ANSWER SHEET

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Please circle the correct answer for each question.

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
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Course objectives were met
1 2 3 4 5
Content was useful
1 2 3 4 5
Questions were relevant
1 2 3 4 5
Rate the course overall
1 2 3 4 5

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Or copy and paste this link into your web browser:
https://www.classmarker.com/online-test/start/?quiz=hpp583de0932d0b4

Credits: 3 hours
If you have questions about acceptance of continuing education (CE) credits, please consult your state or provincial board of dentistry.