

Dental Health Educator's Newsletter

DH Methods of Education, Inc.

June Issue 2014

CODA Exhibits: Faculty and Their Courses

by Cindy Biron Leiseca

In 2013 and 2014, the Commission on Dental Accreditation (CODA) revised existing and added new "Example Exhibits" in the DA & DH CODA Self-Study Guides. The "Example Exhibits" were referenced by letters, A through N. The revised are numbered, 1-15 for DH, and 1-16 for DA.

This may get confusing because the "Example Exhibit" numbers are not all consistent with the Standard Numbers. For instance, when working on Standard 2-7 it asks you to fill out Example Exhibit 10. Previously you would enter your exhibits in numerical order and in parenthesis enter the lettered Example (CODA Example M). Now you will enter your exhibits in numerical order and for example, if you are up to Exhibit # 3-1-01, in parenthesis you will enter (CODA Example Exhibit 15).

You should enter the CODA Example Exhibit number in parenthesis so that it is easy for those reading your document to identify with the exhibits that CODA requires you to include in your self-study document.

How should you number your exhibits?

Number them according to the standard number. For example:

Standard 1-1

Exhibit # 1-1-01(CODA Ex 1)

Exhibit # 1-1-02

Exhibit # 1-1-03

Exhibit # 1-1-04

Standard 1-2

Exhibit # 1-2-01 (CODA Ex 2)

Exhibit # 1-2-02 (CODA Ex 3)

Exhibit # 1-2-03 (CODA Ex 4)

Exhibit # 1-2-04

Exhibit # 1-2-05

You will have more exhibits than CODA has required "Example Exhibits". Organize your exhibit document so it is easy for site visitors to locate exhibits by standard.

Tab your exhibit books and limit each spiral bound volume to 200 pages (double sided).

In addition to changing "Example Exhibits" from letters to numbers, CODA has designed exhibits that help you demonstrate compliance with standards. These additional exhibits focus on faculty qualifications and requirements for assessing the courses they teach.

Consider the frequency of citings in Standards 2 and 3. See charts below and link:

http://www.ada.org/~media/ADA/Education%20and%20Careers/Files/da_citings.ashx

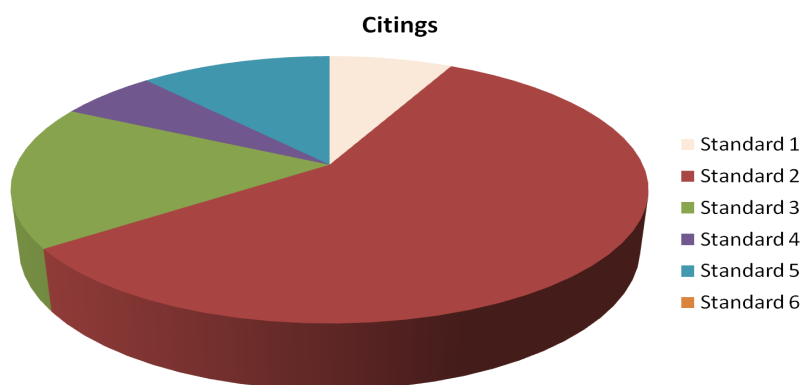
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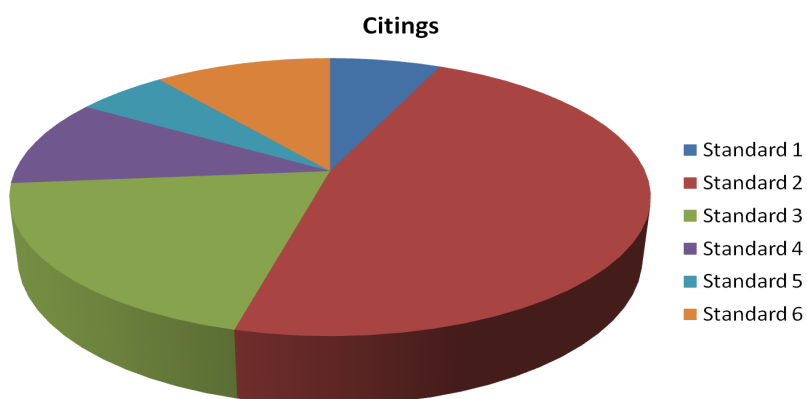
It is understandable why a more detailed "Example Exhibit" is required. See page 2 of this newsletter for a view of Example 15 DH which is the same as Example 16 for DA. See page 3 for the checklists in the site visitor observation document.

http://www.ada.org/~media/ADA/Education%20and%20Careers/Files/da_citings.ashx

DA Frequency of Citings Per Standard



DH Frequency of Citings Per Standard



DA EXHIBIT 16 & DH EXHIBIT 15 Faculty BioSketch

Name: _____

EDUCATIONAL BACKGROUND (Begin with college level)

Name of School, City and State	Yr of Grad.	Certificate or Degree	Area of Study

LICENSURE & CREDENTIALING (Do not include license number)

State License (if applicable)	From (Year)	To (Year)
DDS		
CDA		
RDH		
CPR		

SELECT RELATED CE COURSES (most recent)

Course Title	Course Content and Provider	Month and Year

TEACHING APPOINTMENTS (Begin with current)

Name of Institution, City and State	Appointment Title	Specify Full-Time/ Part-Time/ Adjunct/ Clinical/ Didactic/ Content Areas Taught	From (Year)	To (Year)

CURRENT TEACHING RESPONSIBILITIES

Name of Institution, City, State	Course Number and Title	Discipline and Level of Students (Year)	Total Contact Hours Per Year Didactic	Clinic/Laboratory

SELECT RELATED EDUCATION METHODOLOGY COURSES (most recent)

Course Title	Course Content and Provider	Month and Year

PRACTICE EXPERIENCE

Practice Location and Type (City and State)	Position Title	From (Year)	To (Year)

Faculty Qualifications Checklist									
Name	Indicate Course Type(s) Didactic - D Lab - L Clinic - C	Degree Type	Currently Enrolled	Ed Meth	Background/ Experience	Current Subject Knowledge	CDA	RDH	CPR
Ms. D. Educator	D, L, C	MS	x	x	x	x	x	n/a	x

Allied							
Course Number and Name	Written Course Descriptions	Content Outlines, with Topics to be Presented	Specific Instructional Objectives	Learning Experiences	Evaluation Criteria and Procedures	Example of Exam, Quiz, and/or Rubric	All Skill Evaluations
DH 105 Dental Radiology I	x	x	x	x	x	x	x



Sunrise, Amelia Island.
See one soon!

Summer Camp 2014

Personal interaction is **EVERYTHING!**

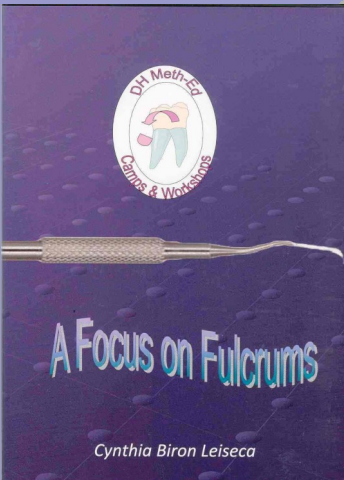
- **Separate Accreditation Workshops for DA & DH Educators**
- Afternoon Tea: one-on-one sessions with members of our team
- Flash drives loaded with templates for outcomes assessments and exhibits for your self-study document

Register Now! www.DHmethEd.com

The Example Exhibit # 10 that is in the Self-Study Guide matches the checklist in the Site Visitor Observation Checklist


Course Documentation Checklist (DH Standard 2-7)							
Course Number and Name	Written Course Descriptions	Content Outlines, with Topics to be Presented	Specific Instructional Objectives	Learning Experiences	Evaluation Criteria and Procedures	Example of Exam, Quiz, and/or Rubric	All Skill Evaluations
DH 105 Dental Radiology I	x	x	x	x	x	x	x

References from CODA Website: <http://www.ada.org/en/coda/accreditation/>




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until Aug. 2014



- This Flash Drive Contains Two Periodontal instrumentation Videos!
- Biron's Quick References for Clinic
- DH National Board Reviews

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Dental Assisting Workshops Lead Presenter



Doni L. Bird, CDA, RDH, MA

Doni Bird is currently an adjunct faculty member at Santa Rosa Junior College in California, where she served for over 19 years as the Director of Allied Dental Education Programs.

She received an AS Degree in Dental Assisting at City College of San Francisco. She received a degree in Dental Hygiene at the University of New Mexico, and a BA and MA in Education at San Francisco State University. She has held faculty appointments at City College of San Francisco, College of Marin, University of New Mexico, University of Minnesota, and University of California at San Francisco School of Dentistry.

Doni has previously served as a board member and Chair of the Organization for Safety and Asepsis Procedures (OSAP), and as a board member of the California Association of Dental Assisting Teachers, and as president of the California Dental Hygiene Educators Assn. She has also served as a site visitor and curriculum consultant in dental assisting and dental hygiene education for the Commission on Dental Accreditation for over 20 years.

She has co-authored 7 editions of *Modern Dental Assisting* and 3 editions of *Essentials of Dental Assisting*, both published by Elsevier. She has also authored numerous published educational articles.

Doni is also a licensed pilot in airplanes and hot air balloons, and she shares her ranch in Glen Ellen, California with 6 horses, 3 dogs, and 1 cat.

Doni will be the lead presenter in three workshops in our Summer Camp 2014, *Dental Assisting Accreditation Workshop*, *Dental Assisting Clinical Teaching Methodology*, and *DA Curriculum Management Workshop*. She will also co-present in *Allied Dental Educator's Teaching Methodology Workshop*.

Dental Hygiene Accreditation Workshop Lead Presenter



Brenda P. Maddox, RDH, MS

Brenda is a graduate of Monroe Community College, A.A.S. (Rochester, NY) and Old Dominion University, B.S. and M.S. (Norfolk, VA). From 2002 to the present, she has held the position of Instructor / Department Head within the Department of Dental Hygiene at Wake Technical Community College in Raleigh, NC. The Wake Tech Dental Hygiene program was founded in August of 2002, under Brenda's leadership. The program has been through successful ADA, CODA site visits in 2002, 2004 and 2011 and in May 2013 the program pinned the tenth class of graduates.

Her current course load includes the Dental Office Emergencies and Materials & Procedures courses as well as all levels of clinic. In addition to her responsibilities as the department head she has been a speaker for Procter & Gamble/Oral-B. She has also had the opportunity to present CE in Switzerland for American Dental Hygienists working abroad. Brenda was also selected as the 2012 Health Sciences recipient of the Wake Tech Excellence in Teaching Award.

From 1992-2002, Brenda was a faculty member at the University of Texas Health Science Center at San Antonio (UTHSCSA) where she completed her service as an Associate Professor with tenure and Certificate Program Director. She was previously an ADA Dental Hygiene Accreditation Consultant for several years. In April of 1997, she was the recipient of the Texas Dental Hygiene Schools Teaching Excellence Award, co-sponsored by the Texas Dental Hygiene Directors' Association and Procter & Gamble. She also was a recipient of the UTHSCSA Presidential Teaching Excellence Award for 1999. She was also nominated for the 2008 ADHA Procter & Gamble Dental Hygiene Educator of the Year Award.

Brenda and her husband have two wonderful children, a son and daughter who are both in elementary school.

In Summer Camp 2014, Brenda will be the lead presenter for the *Dental Hygiene Accreditation Workshop* and will also co-present in *Dental Hygiene Clinical Teaching Methodology*.

To view the biographies of other Workshop Presenters go to this link: <http://www.dhmethod.com/id18.html>

June Issue 2014

Dental Health Educator's Newsletter

Six Trends for the Future of Faculty Development

by Jason Rhode

Director, Faculty Development
and Instructional Design Center
Northern Illinois University

Charting a Course for the Future

Having spent the past decade in the support of higher education faculty, I have had an opportunity to observe the evolution of the faculty development ecosystem. Increasingly, institutions are recognizing the value of providing centralized and systematic faculty development support services, programs and workshops. Providing this level of support for faculty seems to be at an all-time high with studies and reports from practitioners in the field confirming the need for such efforts and administrators giving priority on those initiatives.

As we look to the future of higher education faculty development, several trends will persist.

In addition to the faculty development programs at their home institutions, there are also more opportunities to participate in a wide range of workshops, webinars, and open courses through other organizations and institutions. The rapid growth of virtual attendance options for faculty, combined with the sheer volume of information and resources available online have resulted in a large selection of programs from which to choose. Faculty are also developing professional learning networks and leveraging social media where they can share their own tips, recommendations and best practices.

As new technologies and pedagogical approaches are continually perfected, there are no shortages of opportunities for experimentation and innovation in today's college classrooms, both physical and virtual. It is easier than ever for faculty to select a new technology tool or instructional methodology and incorporate it into their teaching repertoire. Adaptations of "traditional" teaching methods in physical and virtual classrooms are just a few of the many forces converging to bring about a significant transformation of higher education in both the short and long term.

Despite all that has changed in the field, many constants remain. Faculty requiring assistance still seek out personalized support and appreciate having someone they can call or email for a prompt response. Many needs are localized to specific technology or academic system configurations making support provided by the institution critical. As we adopt new systems and processes for meeting evolving student requirements, faculty training on new features and workflows are necessary for envisioned outcomes to become fully realized. Institutions must also continue to serve faculty at varying stages in their academic career, from junior to mid-career to senior faculty status. Furthermore, tracking completion of

professional development programs and expressed support continues to provide important data points that can inform both administrators and support staff on the progress made and challenges still to be met.

As I look to the future of higher education faculty development, I see several trends that I believe will persist in the coming years:

More 'just-in-time' training and resources

As technology for easily creating and sharing information and learning artifacts becomes even more commonplace, the number of training aids and resources will continue to grow. Faculty are becoming quite comfortable searching online for quick answers to technical and/or pedagogical questions as they arise and likely will not wait for a formalized training session. Educators are seeking training materials and resources made available in bite-sized pieces; easy to find and readily at hand.

Curation of available professional development resources

As the vast number of resources expand, so will the necessity for curating and help options that highlight the most applicable and relevant needs for a given scenario. While we are beginning to see the use of bookmarking and other social sharing tools with surface resources that a mass of users have viewed, liked, etc., there is room for continued tool improvement and systems to augment manual curation approaches.

Continued of Page 7



August 5 - 12, 2014

Ahhh Amelia Island!

Summer Camp Testimonials:

<http://www.dhmethod.com/id3.html>

Continued from Page 6 **Faculty Trends**

I envision an Amazon-style recommendation paradigm to become commonplace; where after accessing a resource, faculty are advised on other helpful alternatives. In the meantime, collections of links, tutorials, and other resources curated by faculty development staff will continue to be sought.

Flexible participation options for live programs and workshops

With workloads continuing to increase for a growing number of part-time and adjunct faculty in face-to-face and online programs, it's becoming increasingly difficult for a large number of faculty to attend live programs and workshops. Flexible participation options for live programs and workshops will go on to flourish and may cover a wide range of possibilities: such as live/online simulcast workshops and archiving programs for on demand access.

Recognition of prior learning

Given the availability of resources and a move toward credentialing prior learning experiences, faculty will continue to seek credentialing and reporting of their professional development activities for career advancement. This emphasis toward recognition will likely involve badges and other digital certification, but will certainly rely on institutions embracing faculty development initiatives completed while at other institutions, or through alternate organizations like the Sloan Consortium. It will be up to institutions to decide how they will accept and recognize certifications and trainings procured through other establishments while simultaneously ensuring that faculty possess skills deemed necessary.

Data-driven decision-making

As it becomes easier to gather a wide range of data on faculty development outcomes, ever-increasing opportunities exist for this information to be used in guiding future offerings. As data is purposefully collected and analyzed, resulting trends can provide valuable insight into the utility of offerings and inform future decisions on prioritization of finite efforts and resources.

Renewed focus on mission and offering programming and services to meet stated objectives

Higher education is facing a time of unprecedented change and those leading faculty development initiatives will be well-served to sharpen their focus on their mission and offer programs and services to meet designated objectives. Initiatives that once met stated needs or requirements

perhaps in some cases discarded so that available resources can be best utilized.

Looking ahead

I'm excited to work with my colleagues at Sloan Consortium (and beyond!) and take part in the exploration and advancement of faculty development in higher education. What trends would you add to this list? What will shape the future of faculty development? Leave a comment and join the conversation!



Jason (@jrhode) currently serves as Director with the Faculty Development and Instructional Design Center at Northern Illinois Uni-

units at NIU on addressing faculty needs related to teaching with technology and online teaching. For the past decade he has been responsible for developing and offering training programs and support for faculty and staff on teaching with technology and related topics, and providing leadership on technology-related issues.

With nearly two decades of experience in the field of online learning and having served as an online instructor, instructional designer, course developer, and program director, Jason has designed and taught dozens of blended and fully online courses and enjoys sharing his experiences and expertise with others. An online workshop facilitator and 2012 graduate of Sloan Consortium's Institute for Emerging Leadership in Online Learning, Jason is currently serving as Program Chair for the Sloan-C/MERLOT 2014 Emerging Technologies for Online Learning International Symposium. You can connect with him on his blog at jasonrhode.com/blog or Twitter @jrhode.

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Testimonials on the New *Sharpening Horse*

"Now that the students use the Sharpening Horse, we can introduce sharpening earlier in the curriculum as it is so easy for them to master the technique. The instruments last longer. When they trade in their instruments before they take their boards the instruments are not over sharpened and worn like they use to be with the old techniques. With the Sharpening Horse technique there is more cutting edge left than before. It is much easier to get consistency with their sharpening with this technique. **I have tried all the sharpening systems out there and this is the only thing that truly works!**" *Marta Ferguson, RDH, PhD, Director of Dental Hygiene, Indian River State College, FL*

"The report from the second year instructors is that the students' instruments are not only sharp, but they are holding their shape and contour which **is a vast improvement over the stationary instrument/moving stone method** which caused many curets to be turned into sickles from holding the stone at the wrong angle. The Sharpening Horse is easy to teach and use!" *Janet Ogden, RDH, MS Columbia Basin College, WA.*

"We teach the students the stationary instrument/moving stone method first and then show them the Sharpening Horse. This year, the students wanted to know why we taught the other method when the Sharpening Horse is so much easier and exact. I like the Sharpening Horse because it makes sharpening so easy. "DIY Sharpening for Dummy's!" No need to spend so much time thinking about angles. **The Sharpening Horse automatically "sets the perfect angle"** of the stone for the bevel of the blade." *Susan Smith, RDH, MS Clinic Coordinator, Wake Technical College, Raleigh, NC. "*

"I discussed the Sharpening Horse technique with the full-time faculty and they said instrument sharpening has been much easier to teach and learn using the Sharpening Horse technique. By using it routinely students have positive experiences with their instrumentation. The Sharpening Horse helps to maintain the integrity of the instruments. " *Susan Moss RDH, MS, Director of Dental Hygiene, Collin State College, McKinney, TX*

"The Sharpening Horse design is a brilliant, user friendly approach to the critical maintenance of dental hygiene instruments. The concept and the technique is very adaptable for novice and experts in dental hygiene, and our **program faculty made the Sharpening Horse its choice recommendation** for the dental hygiene student kits from this time forward!" *Vicki L. Snell RDH, EdM Lewis & Clark Community College, IL*

"Recently I had the opportunity to sharpen many instrument kits for a hands on scaling technique presentation. Each kit contained 10 various curettes and scalers. **I was amazed at how easy it was to sharpen these instruments quickly and precisely with the Sharpening Horse.** I recommend the Sharpening Horse to all my students, faculty and fellow hygienists at every given opportunity. When I am in clinic and instruments need sharpening I have the students take their instruments for a quick ride on the Sharpening Horse and they are truly amazed at how accurate and easy this technique is to return their blades back to a sharp and effective working edge." *Cathleen Korondi, CDA, RDH, MS, Director of Dental Hygiene Illinois Central College*

The sharpening horse has proven to be the best method of sharpening instruments for our students. The technique is easy to learn for beginning clinicians, producing a sharp cutting edge and maintaining the original design of the blade. The instruments are lasting longer, since the **students can consistently control the angle, pressure and movement of the blade against the stone.** They love it and sharpening has never been so easy. *Michele Edwards, CDA, RDH, MS Chair of Tallahassee Community College Dental Programs, FL.*

Instrument sharpening is one of the most important, yet challenging, skills for hygiene students to master. The Sharpening Horse makes this skill easy to learn and students can quickly produce a perfectly sharp cutting edge restoring the blade in its original design. **Confidence in their ability to produce a sharp cutting edge motivates students to employ instrument sharpening as a routine daily task.** *Jill S. Nield-Gehrig, RDH, MS Dean Emeritus Asheville-Buncombe Technical College, NC*

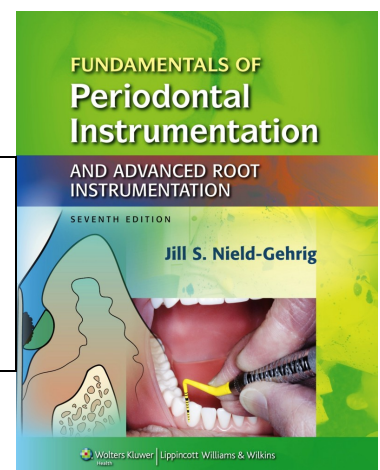
The Sharpening Horse is great to use chairside as it is easy to use and to autoclave. It has given the students the confidence to sharpen their instruments without asking, "Am I doing this right?" Our instructors say that the Sharpening Horse makes it so easy for students to sharpen instruments **they actually use it in clinic!**" *Catherine Dunn, RDH, MS Director of Dental Hygiene Mississippi Delta College*



Bulk orders of 10 or more for students is the same price you are now paying for just a stone: \$58.
With the Sharpening Horse Kit you can teach them both techniques: Moving instrument or Moving Stone
The ceramic stone included in the kit is of superior quality!
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Complete instructions on how to use the Sharpening Horse can be found on Pages 590-597 of this textbook →

Retail purchases : <http://www.dhmethed.com/product/TSHK0.html>



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- ▶ Instructor Calibration
- ▶ Outcomes Assessment Exhibits

"No recommendations!"

From Cindy Biron Leiseca, former Chairperson at Tallahassee Community College, "Our CODA site visiting team said "Taleval is impressive for generating reports for outcomes assessment, quality assurance and objective grading of student performance in clinic." With TalEval, tracking is automatic, web based and encrypted.

Patient Appointment Tracking

Patient Classification Tracking																				
04/01/2008 - 12/01/2008																				
Clinic IIB																				
Student	CALCS						PERIO						Patient Ages							
	0	I	II	III	IV	Total	0	I	II	III	IV	Total	MC	SN	PC	RC	0-11	12-17	18-59	60+
ADAMS, MARSHA	0	8	7	13	0	28	0	11	13	3	1	28	7	4	15	11	0	0	22	6
BLACK, MIRANDA	2	8	3	4	6	23	3	6	9	4	1	23	1	7	9	2	1	0	20	2
CARSON, MARY	0	6	8	12	3	29	0	11	15	3	0	29	5	6	9	1	0	0	26	2
DAVIS, JOHN	1	7	6	6	4	24	1	9	8	2	4	24	2	7	5	4	1	0	16	7
ESTEP, ANGELA	2	5	8	7	2	24	3	7	11	3	0	24	4	5	11	1	0	3	16	5
FRANKLIN, ADAM	1	2	15	2	4	24	1	4	6	13	0	24	4	3	8	0	0	1	10	13
GOINGS, CINDY	0	6	8	10	0	24	1	10	6	7	0	24	8	12	11	8	0	0	14	10
HARPER, CONNIE	1	7	10	4	1	23	7	8	5	2	1	23	8	8	14	6	0	0	17	5
LEWIS, LOU	0	8	5	7	2	22	0	10	10	1	1	22	0	4	11	1	0	0	22	0
MASON, MARSHA	0	4	9	5	1	19	2	6	8	1	2	19	4	5	10	2	0	1	13	5
NEWSOME, PAT	1	8	7	3	2	21	4	7	9	1	0	21	5	6	13	3	0	1	14	6
	0	4	9	5	8	26	0	10	7	5	4	26	2	9	9	0	0	0	23	3
	1	2	12	7	1	23	2	12	4	5	0	23	6	7	9	4	0	0	16	7
	1	10	8	5	0	24	4	9	9	2	0	24	3	8	13	3	0	1	14	9
	0	10	7	1	3	21	2	8	11	0	0	21	0	2	14	1	0	0	19	2

New!

Grade by Appointment

Allows faculty to preset the points lost per error.

Optional addition of patient point values for more objective grading.

The **BEST** computerized grading & tracking system designed just for DA & DH programs. Conducts surveys and generates reports for CODA self-study exhibits.

Date	Patient Name	Gender	Age	Med Comp	Calc	Perio	Quad	Phase	PC	RC	SN
08/03/2010	Abe, Sandy	M	22	No				Radiographs- BWX w initial appointment	No	No	
		F	57	No	I	I		Radiographs- CMX and Pan w initial appt	No	No	Wheelc
		F	45	No	II	II		Patient referred to physician	Yes	Yes	Walker
		M	23	No	I	II		Initial appointment with student	Yes	Yes	
		F	45	No	I	II		Radiographs- BWX w initial appointment	Yes	Yes	
		F	48	No	II	II		Radiographs- BWX and Pan w initial appt	No	No	IDDM
05/04/2010	Abberton, Al	M	23	No	I	I		Patient referred to physician	Yes	Yes	wheelc

Patient Care Report

See Cindy's TalEval documents on this link: <http://www.dhmethod.com/id21.html>

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Summer Camp Amelia Island, FL August 5-12, 2014
Harbor Front Hampton Inn & Suites – Block of Rooms “Dental Camps” (904) 491-4911
19 South 2nd Street Fernandina Beach, FL 32034

PRINT Name: _____ **Nickname** _____
 (This is how your name will appear verifying your continuing education credits) for nametags For Name Badge

Address: _____

City, State, Zip _____ **College/University** _____

Phone: _____ **Fax** _____ **E-mail:** _____

Requests for cancellations must be received at least 2 weeks prior to the camp date. However, for cancellations received after this deadline, 75% of the tuition may be applied toward future camps. Tuitions for no-shows will be forfeited NO EXCEPTIONS. DH Methods of Education, Inc. is not responsible for reimbursement of non-refundable airline tickets and any other travel expenses if the course is cancelled.

Early Registration **Final Registration**
Full Payment by **Full Payment by**
July 11, 2014 **July 25, 2014**

Tues. Aug. 5, 8a-5p DH Clinical Teaching Methodology (8 ceu's) \$500 _____ \$600 _____

For ½ day registration (4ceu's) of above course, circle choice of Section 1 (1st yr clinic) or Section 2 (2nd yr clinic):

Morning Section 1 Afternoon Section 1 Morning Section 2 Afternoon Section 2 \$250 _____ \$300 _____

Tues. Aug. 5, 8a-Noon Complete Nutrition Course (4 ceu's) \$500 _____ \$600 _____

Tues. Aug. 5, 1-5p The Complete Ethics Course (4 ceu's) \$500 _____ \$600 _____

Wed. Aug. 6, 8a-5p DH Accreditation Workshop (8 ceu's) \$500 _____ \$600 _____

Thurs. Aug. 7, 8:30a-12:30p DA Clinical Teaching Methodology (4 ceu's) \$300 _____ \$400 _____

Thurs. Aug 7, 8:30a-12:30p Complete Case Based Perio Workshop (4ceu's) \$500 _____ \$600 _____

Thurs. Aug. 7, 8:30a-12:30p Complete Pharmacology/Emerg. Course (4ceu's) \$500 _____ \$600 _____

Thurs. Aug. 7, 1-3p DA Curriculum Management (2ceu's) \$150 _____ \$200 _____

Thurs. Aug. 7, 1-3p DH Curriculum Management (2ceu's) \$150 _____ \$200 _____

Thurs. Aug. 7, 3:30-5p A New Dental Specialty (2ceu's) NC _____ NC _____

Fri. Aug. 8, 8a-5p DA Accreditation Workshop (8 ceu's) \$500 _____ \$600 _____

Fri. Aug. 8, 8a-5p TalEval Train the Trainer's Workshop (8 ceu's) \$250 _____ \$300 _____

Fri. Aug. 8, 8a-3p The Complete Oral Pathology Course (6 ceu's) \$600 _____ \$750 _____

Fri. Aug. 8, 3:15-5p Dentsply Ultrasonic Workshop (2 ceu's) NC _____ NC _____

Sat. Aug. 9, 8a-5p Allied Dental Educator's Teaching Methodology (8ceu's) \$325 _____ \$400 _____

Sun. Aug. 10, 8-10:15a Mindfulness Teaching in Dental Education (2ceu's) \$150 _____ \$200 _____

Sun. Aug. 10, 10:30a-12:30p Program Director Leadership Strategies (2ceu's) \$150 _____ \$200 _____

Sun. Aug. 10, 8a-Noon Complete Histology & Embryology Course (4ceu's) \$500 _____ \$600 _____

Sun. Aug. 10, 1-5p, Mon. Aug. 11 & Tues Aug 12, 8a – 5p
Radiology Educator's Workshop (20 ceu's) \$900 _____ \$1000 _____

Register Online: <http://www.dhmethod.com/category/EC5.html> Please do NOT mail or FAX us credit card information or P.O. numbers
 To register by mail: Make checks payable to: DH Methods of Education, Inc. and mail to:
 DH Methods of Education, Inc. PO Box 17197 Fernandina Beach FL 32035

Summer Camp Amelia Island 2014 Schedule

Day > Date >	Tues. Aug. 5	Tues. Aug 5	Wed. Aug 6	Thurs. Aug 7	Thurs. Aug 7	Thurs. Aug 7	Fri. Aug 8	Fri. Aug 8	Fri. Aug 8	Sat. Aug 9	Sun. Aug. 10	Sun Aug 10	Mon Aug 11	Tues. Aug 12
Location >	Section I Strathmore Kensington Section II City Hall	Egmont	Egmont Strathmore Kensington	Egmont Strathmore	Kensington	King George	Egmont	Strathmore Kensington	King George	Egmont Strathmore Kensington	Egmont	Strathmore	Egmont Strathmore Kensington	Egmont Strathmore Kensington
8:00	DH Clinical Teaching Methods	Complete Nutrition Course	DH Accred. Workshop	8:30 AM DA Clinical Teaching Methods	8:30 AM Periodontol Case Based Teaching	8:30 AM Complete Pharmacol. Emerg. Workshop	TalEval Train the Trainers	DA Accred. Workshop	Complete Oral Pathology Course	Allied Teaching Methods	Complete Histology Course	Mindful- ness Teaching	Radiology	Radiology
9:45	Break													
Noon												End 10:15		Break
12:30												10:30 AM Director's Leadership Strategies		
1:00 PM		Complete Ethics Course												
1:30 PM	Continue		Continue	Curric Mngmnt For DA	Curric Mngmnt For DH		Continue	Continue	Continue	Continue		Radiology	Continue	Continue
3:00 PM	Break	→	Afternoon Tea in the Cafe	End	End		Break	Afternoon Tea in the Cafe	Adjourn	Break		Breaks as indicated by instructors		
3:30 PM			3:30 Continue	Edgemont Strathmore Kensington 3:30 PM A New Dental Specialty				3:30 Continue	Dentsply Ultrasonic					
				Free to those registered in at least one class and they may bring guests to this class only					Free to the first 20 registrants					
5:00 PM		Adjourn							Adjourn				Adjourn	
5:30 PM												Wine & Cheese Party		

Please be sure you do not register for courses offered in the same time slots.

Lunch is served at 12:30 every day in the Café.

Catered lunch will be provided for attendees (sorry, no guests) in a full day of classes.

Lunch tickets are included in registration packets

Guests are invited to Wine & Cheese Parties

Students NEED BOOKS - Books We Love!

