

CODA Requirements for Educational Methodology

by Cindy Biron Leiseca

Despite the many educational methodology courses available today, programs are still being cited for not meeting the standards.

Here is the actual standard from the Dental Assisting Self-Study Guide for Accreditation, (Standard 3-7 from the DH Self-Study guide is similar), and the important points so often missed or misinterpreted are bolded in **RED**:

3-5 Dental assisting faculty must have background in and **current** knowledge of dental assisting, the **specific subjects** they are teaching and **educational theory and methodology** consistent with teaching assignment, e.g., **curriculum development, educational psychology, test construction, measurement and evaluation.**

Intent:

Dental assisting faculty must have current knowledge at an appropriate level for the subject they teach, **educational theory and methodology**, and if applicable, in **distance education techniques** and delivery. Licensed dentists who provide super -

vision in the facility as required by the state dental practice act, who are not evaluating students, should have qualifications that comply with the state's dental practice act, and are calibrated with program policies and protocols, goals and objectives.

What does this standard

mean? Let's look at the words and where they fit into methodology.

Current: within the last two years. So that means faculty members need a new course in General Educational Methodology and subject specific methodology every two years.

Specific subjects: current knowledge in subjects one is teaching such as radiology, community dentistry, oral pathology, clinical dental hygiene, periodontology, etc. and **"How to teach" it.**

Educational Methodology & Theory:

There are two types:

I. General Educational Methodology

Required for all full and part time instructors in clinics and externships (anyone teaching and evaluating students).

In this issue:

<i>Faculty Focus on Evals</i>	4
<i>Test Sticks Say Little</i>	7
<i>We Learn From Students</i>	8
<i>References and CODA Links</i>	10

Topics that should be included in a complete one day general educational methodology course:

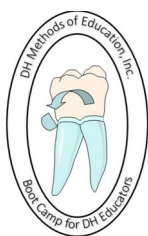
- 1) Educational psychology
Learning Environment
Faculty attributes
Student needs
- 2) Teaching and Learning Styles
Curriculum Development
Instructor Calibration
Critical thinking
Online instruction
Self-evaluation
- 3) Test Construction
- 4) Assessment of Learning
- 5) Feedback and Interaction
- 6) Remediation

It takes a minimum of 8 hours to cover all the above topics in one general educational methodology course. A four hour teaching methodology course is not adequate for covering these topics .

II. Educational Methodology per Subject

Required for any instructor teaching specific subjects such as radiology, community dentistry, nutrition, oral pathology, periodontology, pharmacology, histology, oral anatomy, dental materials, medical emergencies, clinical dental assisting, clinical dental hygiene, ethics, etc.

What topics should be covered in an educational methodology per subject course?



Registration Deadline:

July 10, 2017 Link to register:

<https://www.dhmethod.com/>

July 31—August 6, 2017

Boot Camp Retreat for Dental Educators !

Hotel Block of Rooms Extended to July 9th Go to link to book :

<https://www.dhmethod.com/summer-camp/>

Continued on Page 3

Clinical Dental Hygiene DHNB Review

Karen Wynn, RDH MED

Fundamentals of
Periodontal
Instrumentation
& Advanced Root
Instrumentation

Eighth Edition

American Heart Association Blood Pressure Categories			
Blood Pressure Category	Systolic mm Hg (upper #)		Diastolic mm Hg (lower #)
Normal	less than 120	and	less than 80
Prehypertension	120 – 139	or	80 – 89
High Blood Pressure (Hypertension) Stage 1	140 – 159	or	90 – 99
High Blood Pressure (Hypertension) Stage 2	160 or higher	or	100 or higher
Hypertensive Crisis	Higher than 180	or	Higher than 110

Dental Office Pharmacology

Simplifying the complex
of pharmacology

Cynthia Biron Leiseca, RDH, EMT, MA
Cathleen A. Korondi, CDA, RDH, Ed.D.

Book for learning & reviewing

Immunology Microbiology

DHNB Review

Brent Molen, RDH, MA. Ed

Dental Material Review for the NBDHE

Roberta E. Brown, CDA,
RDH, MSDH



John W Preece, DDS, MS

Dental Radiology

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

ARICEPT, donepezil	Alzheimer's disease	0	Ketoconazole
ARIMIDEX, anastrozole	Breast cancer	0	0
aripiprazole, ABILIFY	Depression	Extrapyramidal effects	Anti-infectives
ANORO ELIXIR	COPD	Xerostomia, sore throat, sinusitis	Never use for Asthma attack
ARMONICA	Alcoholism	No precautions if controlled	None if controlled
ARTHRAL	Arthritis	Oral candidiasis	0
ARTROSTOL	Arthritis	0	Benzodiazepines
ASPIRIN	NSAID/prost	Pharyngitis	0
ASPIRIN, Mometasone furoate	5-aminosalicylic acid	Oral candidiasis	0
ASPIRIN, BUFFRIN	CORT BRNC: f	> Bleeding time, hemorrhage	Some antibiotics
ASTELVIA, azelastine	Nasal spray: Rh	Alt. taste, xerostomia, aphthous	CNS depressants
ATACAND, candesartan	AIB: HTN	* "boxed warning"	0
ATROVENT, tiotropium	Bisphosphonate	ONJ	0
ATROVENT, tiotropium	BB: Angina, H	0	NSAIDs long term
ATROVENT, tiotropium	BB/HCTZ: for	Hypotension	0
ATROVENT, tiotropium	Benzodiazep	Xerostomia	CNS depressants

Biron's Quick Reference for Medical Emergencies

Emergency distress: Stop dental treatment immediately!

1. When patient is in distress
2. Call out the emergency
3. DO NOT LEAVE THE PATIENT
4. In Medical Emergencies
5. Upon completion of treatment

Precision In Periodontal Instrumentation (2nd edition)



Cynthia Biron Leiseca

Oral Pathology Review

Deborah Sparks RDH, MAED

Dental Hygiene NBDHE REVIEW

Karen Wynn RDH, MED

FOUNDATIONS OF Periodontics for the Dental Hygienist

Jill S. Gehrig • Donald E. Willmann

Dental Pain & Anxiety Management

Author: Nicole Greco, RDH, BSDH, MA

English to Spanish Phrases [Click to Appropriate Table](#)

Medical History Dental History Temperature Assessment Pulse & Respiration Blood Pressure
Smoking Cessation Head & Neck Exam Gingival Description Radiographs

English to Spanish Phrases List for Greeting Patient & Medical History Assessment

ENGLISH	SPANISH
Good morning Mr. _____	Buenos dias Señor _____
Good afternoon Mr. _____	Buenos dias Señor _____
Good morning Mrs. _____	Buenos dias Señora _____
Good afternoon Mrs. _____	Buenos tardes Señora _____
My name is _____ I am your dental hygienist	Me llamo _____ Soy su higienista dental
It is nice to meet you.	Mucho gusto en conocero (concerlo)
I do not speak Spanish, I will point to Spanish phrases	No hablo espano. Voy ha indicar Las frases en español

Continued from Page 1

Specific subject methodology courses show you **how to teach** a specific subject by:

- 1) providing examples on how to develop the course:
- 2) writing the course description
- 3) preparing specific topic objectives/ learning outcomes
- 4) structuring and organizing the lesson plans
- 5) preparing the course syllabus
- 6) creating effective visuals such as power point presentations
- 7) delivering topics to students by explaining and simplifying the complex
- 8) diversifying learning activities
- 9) constructing test questions specific to the subject
- 10) effectively evaluating student learning
- 11) implementing new information from research to assure that the course you teach is current and evidence based
- 12) linking your course topics to the entire program curriculum goals and competencies.

So to meet the requirements for Standard 3-5 in Dental Assisting and 3-7 in Dental Hygiene, most faculty members need to take more than one methodology course. All need general educational methodology and each need specific subject educational methodology for every course they teach.

Camp lunches provided at:

<http://www.joesbistro.com/>



Here is how CODA describes the DH Standard on Educational Methodology

3-7 The dental hygiene program must be staffed by a core of well-qualified full-time faculty who possess a baccalaureate or higher degree. Faculty providing didactic instruction must have earned at least a baccalaureate degree or be currently enrolled in a baccalaureate degree program. All dental hygiene program faculty members must have **current knowledge of the **specific subjects** they are teaching. All program faculty must have documented background in **educational methodology** consistent with teaching assignments.**

Intent: Faculty should have background in **education theory and practice**, **current concepts** relative to the specific subjects they are teaching, and **current clinical practice experience** and, if applicable, **distance education techniques** and delivery. Dentists and dental hygienists who supervise students' clinical procedures should have qualifications which comply with the state dental or dental hygiene practice act. Individuals who teach and supervise dental hygiene students in clinical enrichment experiences should have qualifications comparable to faculty who teach in the dental hygiene clinic and are familiar with the program's objectives, content, instructional methods and evaluation procedures.

The standards are worded differently for each discipline, but the requirements for meeting the standards are about the same. One methodology course is not enough for most faculty members.

Here is how you can be sure your faculty is demonstrating compliance with the standard?

1. Have everyone who teaches your students on or off campus take a general educational methodology workshop (full day—all topics) every two years.
2. Have every instructor who teaches a didactic course or clinical course take an educational methodology course specific to the subject they are teaching and they should also update by taking continuing education courses on the subject annually.
3. Have every instructor who teaches in a clinical setting, working in clinical practice some of the time, summers, a couple days a month in faculty practice or community service clinics .
4. Providing tutorials for students by having students assist and and/or observe you practice is an excellent way of meeting this requirement.
5. Have the program director take curriculum planning and related workshops regularly to bring the information back to update the faculty for all to be current in making informed decisions for program changes.
6. Provide faculty CV's, course certificates, and clinical practice documentation as exhibits for demonstrating compliance with the standard. ♦

All accreditation issues will be discussed at Summer Camp 2017 where there will be two separate Accreditation Workshops:

Dental Hygiene Accreditation Workshop - August 2nd, 8am-5pm

Dental Assisting Accreditation Workshop—August 3rd 8am-5pm

Register online: <https://www.dhmethod.com/product-category/courses/>

Faculty Focus on Clinical Evaluation

by Cindy Biron Leiseca

Every student seems to think faculty members are not calibrated enough in their evaluation of student clinical skills. In part, this may be because each faculty member has their own expertise related to specific subjects they teach or specialty practices where they have been employed.

If you want to know each faculty member's focus on clinical evaluations, survey the students. Like it or not, students collaborate on their grading experiences and discuss each faculty member's specific focus, and/or if they have just one or two "things" that may be a fixation. They know when they have instructor A, she is focused on calculus assessment and removal. When they have instructor B if the evaluation will be on periodontal assessment, or with instructor C the evaluation will be on computerized record keeping, etc.

While it may be important to have instructors who are astute on their areas of specialty, it gives students an unfair advantage as they place their focus on the focus that is typical of the instructor they are assigned each day in clinic.

Continued on Page 5

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Known to many as:

“The Faculty Calibration Manual” this textbook, *Patient Assessment Tutorials* is a favorite for demonstrating compliance with many sections of CODA

- Standard 2 Curriculum
- Standard 6 Patient Care Services



Continued from Page 3 Faculty Focus on Clinical Evaluation

How can we determine if an instructor has a specific evaluation focus?

You could track the areas graded by each faculty member, items marked off, instructor comments etc. You can use an excel spreadsheet to do this or the TalEval computerized grading system which does it automatically. The obvious link of subject teaching expertise may not always be the rule, but a faculty member who teaches periodontology would certainly know if what was taught in class the day before clinic was being assimilated into the periodontal assessment conducted by a student on the following day. And this instructor seizes the opportunity to teach to his/her expertise.

There are several methods for determining an instructor's focus on evaluation. The easiest might be including a list of the items of the dental hygiene process of care in a student evaluation of each instructor in the faculty evaluation form. The form would ask students to number in order of priority the areas where the instructor places their focus in teaching and grading students. This is just one example of the list to include in a student evaluation of each instructor:

- | | |
|---|---|
| ____Patient interaction/communication | ____DH diagnosis and treatment planning |
| ____Medical history/Vital signs | ____Patient education and preventive care |
| ____Oral inspection/assessment of soft tissue | ____Periodontal Instrumentation |
| ____Assessment of periodontal condition | ____Removal of calculus |
| ____Assessment of hard tissue | ____Record keeping and documentation |
| ____Correlation of radiographic findings | ____Infection control |
| ____Assessment of soft and hard deposits | ____Professionalism |
| ____ Instructor seems evenly focused on all aspects of the DH process of care | |

Your list could be different in that it could better reflect the verbiage used in your clinical evaluations. The best time to conduct these evaluations is at the end of each semester. Trends in instructor focus would become evident over time with a comparison of student findings over several semesters/years. One survey of a class does not provide proof of instructor focus or determine a trend. The findings can be shared with each instructor privately so they can see how students perceive their focus and the areas in which they might need to place more focus. ♦

TalEval

Computerized Clinical Grading & Outcomes Assessment for Dental Programs

Available in Two Grading Formats:

- Objective Statistical Analysis
- Grade by Appointment
- Web based & Encrypted

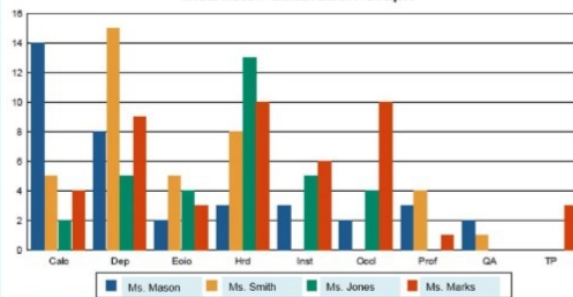
Reports Generated Serve as Exhibits for CODA:

- Total Class Performance by Skill
- Individual Student Performance by Skill
- Remediation Variable & Probability
- Patient Care Report with Instructor Comments
- Patient Treatment Tracking
- Instructor Calibration Graph
- Technique Evaluations
- Treatment Phase Tracking
- Grades Individual Students by Critical Error Feature
- Progression of Student Skill Development Graph
- Surveys of Students, Patients, Graduates, Employers

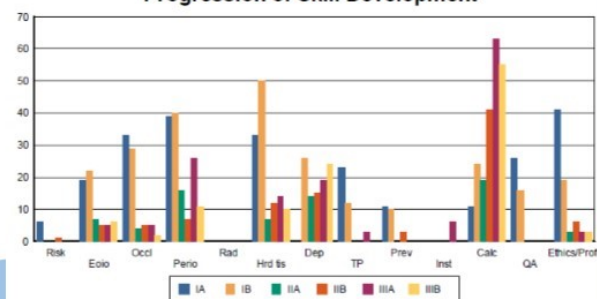
Dental Hygiene Process of Care Grade Entry Form

SubCompetency		+	✓	X	N/A	
Further QUESTIONS Findings		✱	⊙	⊙	⊙	...
USES references	2	⊙	⊙	⊙	⊙	...
Vital Signs (TAKES THEM)	3	⊙	⊙	⊙	⊙	...
NOTIFIES Instructor of risk factors before check-in	4	⊙	⊙	⊙	⊙	...
Documents appropriately in medical alert box	5	⊙	⊙	⊙	⊙	...
Documents medications and contraindications	6	⊙	⊙	⊙	⊙	...
Documents lifestyle RISK factors	7	⊙	⊙	⊙	⊙	...
Documents a concise statement "summary of health"	8	⊙	⊙	⊙	⊙	...
UPDATES history at successive and recall appts	9	⊙	⊙	⊙	⊙	...

Instructor Calibration Graph



Progression of Skill Development



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Test Sticks Say Little

Just because the instrument cutting edge grabs a test stick, it doesn't mean the sharpening technique restores the original contour of the instrument blade. If the test stick alone is your criteria for determining the effectiveness of your sharpening technique, please look at the research.

[Int J Dent Hyg](#). 2015 May;13(2):145-50. doi: 10.1111/ihd.12109. Epub 2014 Nov 9.

Evaluation of three different manual techniques of sharpening curettes through a scanning electron microscope: a randomized controlled experimental study.

[Di Fiore A¹](#), [Mazzoleni S](#), [Fantin F](#), [Favero L](#), [De Francesco M](#), [Stellini E](#).

Abstract

OBJECTIVE:

The purpose of this study was to compare the effectiveness of three different techniques for manually sharpening of periodontal curettes (PCs) by examining the blades with the aid of scanning electron microscope (SEM).

METHODS:

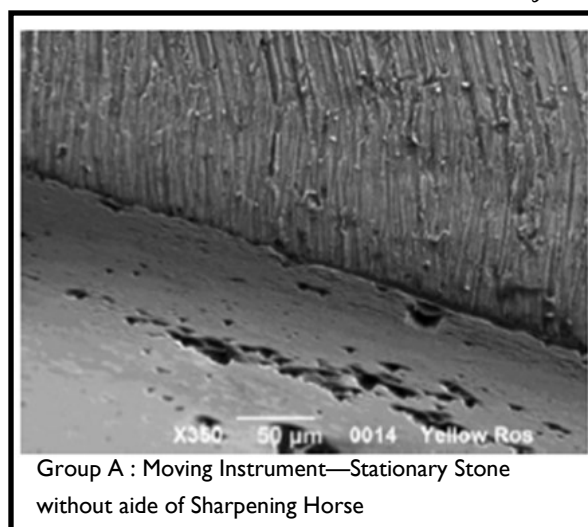
Three groups were considered based on three sharpening methods used: group A (moving a PC over a stationary stone); group B (moving a stone over a stationary PC) and group C (moving a PC over a stone fixed, placed on a 'sharpening horse'). After the sharpening, the blades were examined using SEM. The SEM images were assessed independently by five different independent observers. An evaluation board was used to assign a value to each image. A preliminary pilot study was conducted to establish the number of samples. Pearson's correlation test was used to assess the correlations between measurements. anova test with Bonferroni's post hoc test was used to compare the three groups.

RESULTS:

Sixty PCs (20 PCs per group) were used in this study. Statistically significant differences emerged between the three groups (P-value = 0.001). Bonferroni's test showed that the difference between groups A and B was not statistically significant (P-value = 0.80), while it was significant for the comparisons between groups A and C (P-value = 0.005) and between groups B and C (P-value = 0.001).

CONCLUSIONS:

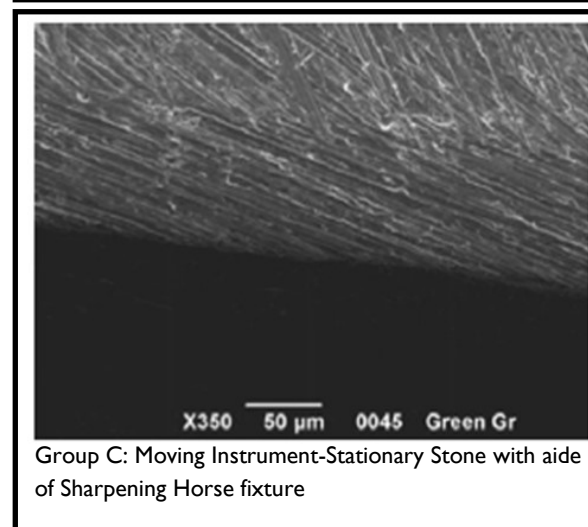
The sharpening technique used in group C, which involved the use of the sharpening horse, proved the most effective.



Group A : Moving Instrument—Stationary Stone without aide of Sharpening Horse



Group B: Moving Stone— Stationary Instrument



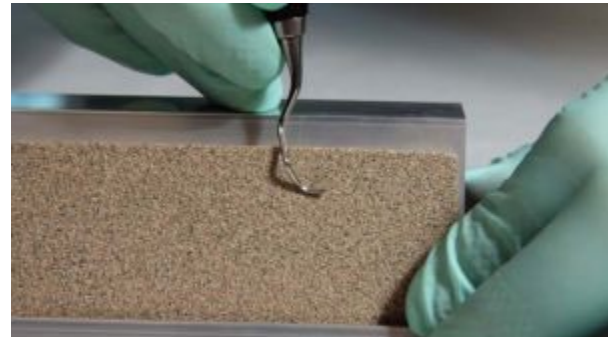
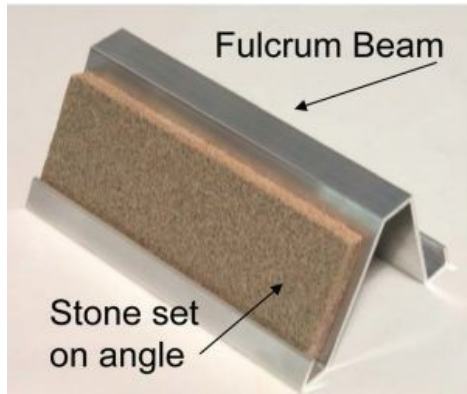
Group C: Moving Instrument—Stationary Stone with aide of Sharpening Horse fixture

Permission Granted by Author

Descriptive Statistical Analysis of scores in the measurements	Observer 1		Observer 2		Observer 3		Observer 4		Observer 5	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Group A (Moving Inst. Stationary Stone without Sharpening Horse)	2.3	0.44	2.5	0.97	2.5	0.51	2.2	0.70	2.5	0.51
Group B (Moving Stone – Stationary Inst.) Worst Technique	2.9	0.97	3.1	0.60	3.4	0.81	3.4	0.68	3.2	0.94
Group C (Moving Inst. Stationary Stone with Sharpening Horse fixture)	1.5	0.51	1.6	0.51	1.6	0.60	1.6	0.50	1.6	0.51

We Learn From Our Students!

The Sharpening Horse was introduced six years ago with the demonstration of one technique: Fulcrum on the beam of the Horse while moving the instrument across the stone and pivoting to maintain the contours of the blade. Some faculty and students found the technique difficult to master. Sure enough, students taught us a simpler technique. Fulcrum on the leg or fulcrum the whole hand on the table holding the instrument stationary while using the non-dominant hand to move the entire Sharpening Horse Fixture and Stone as a unit around the entire blade. As long as the face of the blade was kept parallel to the table top and movement according to the contours of the blade were maintained; precise, perfect cutting edges were created. Since the sharpening technique was still performed along the length of the blade, no multi-bevels or irregularities were created. No conical stone finishing necessary.



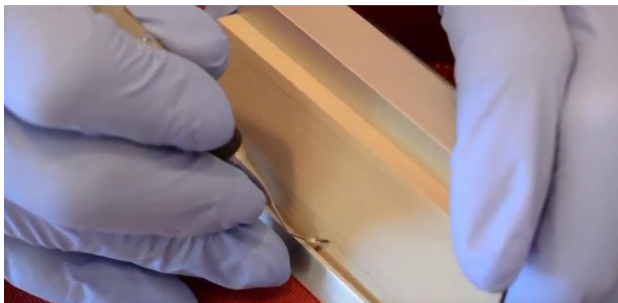
Original technique: Fulcrum on the Beam



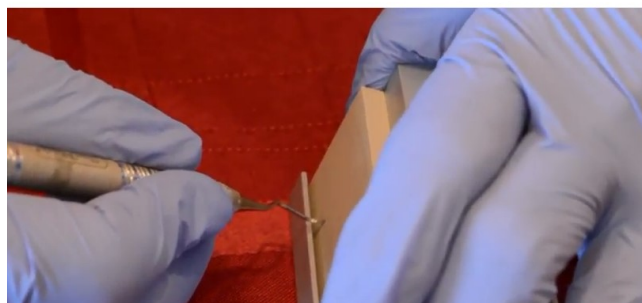
Student 2nd technique: Fulcrum on the leg.



Student 3rd technique: Fulcrum on table move entire fixture/stone



Student 3rd technique: Fulcrum on table move entire fixture/stone



Student 3rd technique: Fulcrum on table move entire fixture/stone finishing around toe with face parallel to table top. Eureka! Perfectly shaped, sharp instruments!



And the technique is easy for either edge always moving heel to toe!

Watch the video demonstration to learn the new techniques:

<https://www.youtube.com/watch?v=r4A56UuTP3Q&feature=youtu.be>

Testimonials on the 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, Collin State College, McKinney, TX*

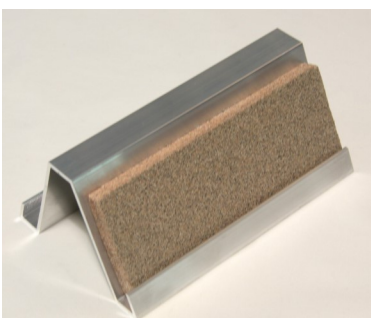
"The Sharpening Horse design is a brilliant, user friendly approach to the critical maintenance of dental hygiene instruments. The concept and the technique is very adaptable for novice and experts in dental hygiene, and our **program faculty made the Sharpening Horse its choice recommendation** for 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, EdM, 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 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*



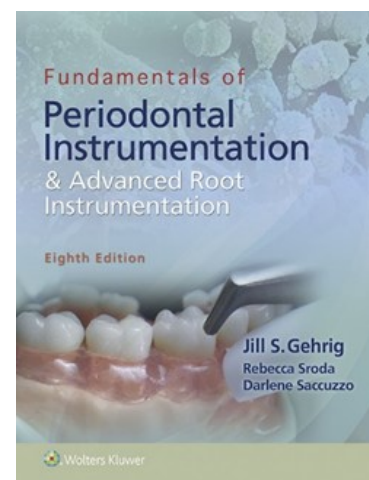
Sharpening Horse Kits include the fixture, ceramic stone, directions and test sticks.

Bulk orders of 10 or more for students is \$63.00 per kit

Original instructions on how to use the Sharpening Horse can also be found on Pages 616-623 of this textbook →

Contact us to bulk order for students:

Cindy@DHmethEd.com or call (888) 829-9013



Changes for Summer Camp 2017

Due to popular demand we are changing our venue back to Hampton Inn & Suites Historic Harbor Downtown Fernandina Beach, Amelia Island, FL. All classes will be held in the hotel or within walking distance at nearby meeting rooms.

Course #1 DH Clinical Teaching Methodology has been increased to 16 hours for the same price as the 12 hour course we offered last year.

Course #2 Radiology Educator's Workshop is led by Dr. John Preece and Dr. Allison Buchanan and now also includes a half day of hands-on instruction plus a half day of "How to Teach Radiology" course materials by Bobbie Brown and Rene Graham.

Course #7 Community Dental Educator's Workshop now includes the "How to Teach Community Dentistry" course by Bobbie Brown with all course materials on a flash drive.

Course #8 Oral Path Symposium by Dr. Robert Langlais & Dr. Chris Miller will be provided for both educators and practitioners.

Courses #10 Prevention of Medical Errors and #11 Domestic Violence are minimally priced courses required for Florida State Licensure for practitioners. but allied dental educators are welcomed to attend.

Please see the abbreviated course descriptions on pages 14-16 of this newsletter.

References : CODA website Links

CODA Meeting Documents 2017:

<http://www.ada.org/en/coda/accreditation/coda-meeting-materials>

DH Accreditation Standards Implementation 2017:

http://www.ada.org/~media/CODA/Files/2017_dh.pdf?la=en

DH Self Study Guide Implementation 2017:

<http://www.ada.org/en/coda/site-visits/prep-for-allied-dental-site-visit/allied-dental-site-visit-documents>

Unofficial Report of Major Actions August 2016:

http://www.ada.org/~media/CODA/Files/coda_actions_Aug2016.pdf?la=en

Evaluation and Operational Policies and Procedures:

http://www.ada.org/~media/CODA/Files/eopp_changes_summer2016.pdf?la=en

Dental Therapy Standards:

<http://www.ada.org/~media/CODA/Files/dt.pdf?la=en>



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Summer Camp 2017 Abbreviate Course Descriptions

1. Dental Hygiene Clinical Teaching Methodology (16 ceu's) Mon. July 31, and Tues. Aug. 1st 8:00 AM-5:00 PM (Two Days)

Course Instructors: Cindy Biron Leiseca, RDH, EMT,; Christine Dominick, CDA, RDH, MS; Melissa Olson, CDA, RDH, BS; Megan Olson, CDA, RDH, ; Melany Thien, RDH, MS; Cristina Lekas, CDA, RDH, BAS; Cynthia Wampler, CRDH, MS

Link to Register: <https://www.dhmethod.com/product/01-dh-clinical-teaching-methodology/>

This 16 hour workshop will provide the participants with methods of teaching all phases of the DH clinical education with an emphasis on the progression of skill development throughout the dental hygiene clinical education. Included in electronic format on the course flash drive are syllabi and clinical course schedules, lesson plans, evaluation methods, calibration exercises, outcomes assessment plans and materials for day to day operations of the various clinic levels. The first morning session is devoted to the planning of the preclinic instruction, and includes the syllabi, lesson plans and schedule of practice sessions. The afternoon session includes hands-on methods of teaching periodontal instrumentation to first year dental hygiene students. A simulation lab with periodontally involved typodonts is set up for one-on-one instruction with workshop participants. On Tuesday, August 1st the morning session includes hands-on in advanced root instrumentation teaching methodology. The final afternoon session provides the participants with methods of teaching, calibrating faculty and evaluating student learning in the clinical setting and ways of maximizing the opportunity for student learning while providing evidence based patient centered care.

2. Radiology Educator's Workshop (20 ceu's) Mon. July 31, and Tues. Aug. 1, 8:00 AM- 5:00 PM and Wed. Aug. 2, 8:00 AM-Noon

Course Presenters: John W. Preece, DDS, MS, Allison Buchanan, DMD, Renee Graham, RDH, MS, Roberta Brown, CDA, RDH, MS

Link to Register: <https://www.dhmethod.com/product/02-radiology-educators-workshop/>

This workshop provides credentialing for radiology educators of dental, dental assisting and dental hygiene students in accredited programs. The twenty hour workshop includes all teaching methods and course materials necessary for teaching a state of the art radiology course in all dental and allied dental programs. Group activities are provided to compliment the corresponding lecture component and provide practical understanding of theoretical concepts and their application to dental radiography. All radiology topics are included along with dental radiology curriculum design and sequencing, assessing competency in radiography, teaching strategies to help make teaching various "theoretical principles" understandable to students from a wide variety of educational backgrounds. This workshop deals with a wide range of topics with some group participation & discussion. A lot of "How do you teach..." "What do you do if/when...." types of issues. Making radiation physics fun and other challenges. The course will include a hands-on component for teaching placement of sensors in digital radiography. Each attendee will receive a Flash drive loaded with all materials needed to teach radiology.

3. How to Teach Dental Materials(4ceu's) Wed. Aug. 2, 1:00 – 5:00 PM

Course Instructor: Roberta Brown, CDA, RDH, MS

Link to Register: <https://www.dhmethod.com/product/03-how-to-teach-dental-materials/>

This course includes the entire contents of the Dental Materials course for dental assisting and dental hygiene students. The course includes the course manual, syllabus, power point presentations, class activities, laboratory sessions, course projects, case based quizzes and exams. The entire course is placed in electronic format on flash drives for each course attendee. The instructor will direct course attendees in the methods of teaching dental materials to students. Ways of simplifying the complex topics of the subject matter are clearly explained so that seasoned and novice educators will be well prepared to deliver the information in their own courses. The course can be applied in conjunction with any of the Dental Materials textbooks currently available for dental assisting and dental hygiene education.

4. DH Accreditation Workshop (8 ceu's) Wed. Aug,2, 8:00 AM – 5:00 PM **Course Instructor: Gwen Welling, RDH, MS**

Link to Register: <https://www.dhmethod.com/product/04-dh-accreditation-workshop/>

This presentation is designed to guide dental hygiene educators through the accreditation process, prepare them for a site visit and introduce them to procedures required before and after the site visit. It provides detailed instructions on demonstrating compliance with the Commission on Dental Accreditation (CODA) Standards for Dental Hygiene Education Programs and how to address each standard. There will be an emphasis placed on the most frequently cited standards. Updates and changes in the standards are compared with previous accreditation standards to assist attendees in managing what is now expected from the standards. This course provides a step by step guide to organizing and preparing a self-study document. We will have completed self-study documents at the end of the day for your review to assist you with planning the format of your own school's document. Guidelines for conducting a successful site visit are provided in this course. The "Do's" and "Don'ts" of a successful site visit will be clearly outlined for the attendees. The course includes electronic documents that serve as templates for exhibits that are in electronic format on a flash drive for each attendee. This course does not provide participants with entire self-study electronic documents or guarantee one's success at preparing a self-study document or a recommendation free report from the CODA site visit committee.

Continued on Page 12

Summer Camp 2017 Course Descriptions Continued

5 Dental Assisting Accreditation Workshop (8ceu's) Thurs, Aug, 3, 8AM-5:00 PM

Course Instructors: Christine Dominick, CDA, RDH, MS

Link to Register: <https://www.dhmethod.com/product/05-da-accreditation-workshop/>

The morning session is designed to assist dental assisting educators with the accreditation process, and it provides detailed instructions on demonstrating compliance with accreditation Standards 1 through 2. An emphasis is placed on the sections of standards that are most frequently cited. This course includes electronic documents that are placed on flash drives for each attendee. The first set of exhibits contains an outcomes assessment matrix, outcomes assessment tools, presentations of program. Information on the curriculum, including the Curriculum Management Plan and all aspects of these standards are addressed in this course. Electronic exhibits provide supportive documentation for the clinical education portions of Standard 2. The afternoon session provides detailed instructions on demonstrating compliance with accreditation Standards 3 through 6. The electronic documents on the flash drive for Standard 6 include a Radiation Safety Plan, Exposure Control Plan, Medical Emergency Plan, and Quality Assurance Plan. Complete self-study documents will be available at the end of the day for your review. The Do's and Don'ts of the site visit will be clearly explained to the attendees. This course does not provide participants with entire self-study electronic documents or guarantee one's success at preparing a self-study document or a recommendation free report from their visiting site team.

6. How to Teach Local Anesthesia (4ceu's) Thurs.. Aug.3, 8:00 AM-Noon Course Instructor: Brent Molen, RDH MA Ed

Link to Register: <https://www.dhmethod.com/product/06-how-to-teach-local-anesthesia-theory-lab/>

The course includes the course syllabus, power point presentations, class activities, clinical teaching activities and case based quizzes and exams. All the materials are placed in electronic format on a flash drive for each course attendee. The instructor will direct course attendees in the methods of teaching local anesthesia theory and clinical procedures. This is not a hands-on course. Ways of simplifying the complex topics are clearly explained so that seasoned and novice educators will be well prepared to deliver the information in their own courses. The course material can be applied in conjunction with any of the local anesthesia textbooks currently available for dental hygiene education.

7. Community Dentistry Educator's Workshop (12 ceu's) Thurs. Aug. 3, 1:00 – 5:00 PM and Fri. Aug. 4, 8:00 AM-5:00 PM

Course Instructors: Roberta Brown, CDA, RDH, MS., Brent Molen, RDH MA Ed, Gwen Welling, RDH, MS.

Link to Register: <https://www.dhmethod.com/product/07-community-dentistry-educators-workshop/>

This workshop provides the attendees with an understanding of the components necessary for developing competency-based community dental health courses and community partnerships and service opportunities for dental hygiene students. Presenters will demonstrate methods of measuring student competency in assessing needs, planning, implementing and evaluating community programs; demonstrating communication skills in diverse populations; application of self-assessment in problem solving and critical thinking. It also includes examples of how the program can best demonstrate compliance with accreditation standards regarding community dental health in the curriculum and during the preparation of the self-study report and conduct of the site visit. Presenters will outline the methods of assembling the components of a community-based program through the formation of committees and establishing networks for finding stakeholders and partners. Institutional reviews, legal considerations and affiliation agreements will be presented and discussed. A short bus trip will take attendees to go on a tour of a community health center (The Barnabas Center) which ranks in the top 1% of community health centers in the U.S. While at the Barnabas Center, a grant writer will provide a presentation on grant writing. The final four hour session includes a presentation by Roberta Brown on "How to Teach Community Dentistry" and it includes all the materials such as the syllabus, lesson plans, power point presentations, tests, and activities of the course on a flash drive.

8.Oral Pathology Symposium: Standardized Approaches for Clinical & Radiographic Assessment(8ceu's)

Fri, Aug,4,8:00AM-5:00 PM Course Instructors: Robert Langlais, BA, DDS, MS, PhD, FRCD(C) and Craig S. Miller, DMD, MS

Link to Register: <https://www.dhmethod.com/product/08-oral-pathology-symposium-with-dr-langlais-dr-miller/>

Dr. Langlais and Dr. Miller are the authors of 5 editions of the *Color Atlas of Common Oral Diseases*, an internationally acclaimed textbook that for more than 20 years has provided detailed analysis of more than 600 disease entities in the mouth in an easy to understand format. This book is a standard for education of dental, dental hygiene and dental assisting students, as well as serving as a chairside reference for dental practitioners.

In the morning session, Dr. Craig S. Miller will lead an entertaining discussion regarding common oral lesions. Emphasis is on the assessment and diagnostic process, the progression of disease from subtle asymptomatic conditions to symptomatic ulcers and growths, and how to document these abnormalities in the electronic health record. Dr. Miller uses his databank of over 30 years of practice and being the Editor of the Oral Medicine section of the journal *Oral Surgery, Oral Medicine, Oral Pathology and Oral Radiology*, to present a large variety of clinical examples of red, white and pigmented lesions, gingival lumps and bumps, oral ulcers, drug-induced oral lesions and oral manifestations of systemic disease. Practical advice and common treatment remedies will be provided.

Continued on Page 13

Summer Camp 2017 Course Descriptions Continued

In the afternoon session, Dr. Robert Langlais will provide a presentation and lead a discussion on recognizing developmental and pathological entities which affect the teeth and the impact on practice; how pathologic lesions may alter the normal radiographic anatomy of the jaws and usage of the appropriate descriptive terms. Dr. Langlais will also present on new technology: the unique advantages and diagnostic accuracy of the extraoral panoramic bite wings for the detection of interproximal caries, the Aribex hand held intraoral machine including safety, and cone beam computed tomography (CBCT) as an added panoramic machine feature and what it does better than any other imaging modality.

9. Allied Dental Educator's Teaching Methodology (8 ceu's) Sat. Aug. 5, 8:00 AM – 5:00 PM

Course Instructors: Deborah Hoxea, RDH, MS and Brent Molen, RDH MA Ed

Link to Register: <https://www.dhmethod.com/product/09-allied-dental-educators-teaching-methodology/>

This is a general educational methodology course for part-time as well as full-time faculty who teach in dental assisting and dental hygiene programs. The topics include the learning environment, learning styles, teaching styles, faculty team building and calibration; critical thinking, test construction, rubrics, providing student feedback and remediation. To demonstrate compliance with Standard 3-7, all faculty members MUST take a general education methodology course such as this one and ALSO specific subject methodology subjects such as our "How to Teach" courses offered in camp.

10. Medical Errors in Healthcare: Root Cause Analysis, Error Reduction and Prevention, and Patient Safety (2 ceu's) Sat. Aug 5, 8:00-9:45AM (2 ceu's)

Course Instructor: Cynthia Biron Leiseca, RDH, EMT, MA

Link to Register: <https://www.dhmethod.com/product/10-prevention-of-medical-errors/>

This course provides participants with information to help establish root causes of medical errors that might occur in healthcare settings, and includes steps that should be taken to ensure patient safety. The lecture includes definitions of significant terms related to medical errors, reasons for studying about errors that might occur, discussion of system failures and types of errors that could occur, information about how root cause analysis is used to establish where errors occur and how they can be prevented, ideas for prevention of errors in healthcare, procedures for documentation and record-keeping, and communication techniques to prevent or reduce the occurrence of errors. Meets licensure requirement for medical disciplines to qualify for

11. Domestic Violence Issues for the Medical Professional Length: 2 hours (2 ceu's) Sat. Aug. 5, 10:00 AM—Noon

Course Instructor: TBA Hubbard House

Link to Register: <https://www.dhmethod.com/product/11-domestic-violence/>

Presentation includes **Dynamics of Domestic Violence (DV 101)** focusing on the physical and emotional health of victims and their children. Discussion topics include signs that may indicate domestic violence injuries, emotional reactions and potential perpetrator behavior within the medical setting, how to address potential victims, resources available, and mandatory reporting requirements. This presentation is ideal for nursing students and faculty, hospital staff, emergency providers and other medical personnel. Two hours of training is required to meet licensure requirements for medical disciplines to qualify for Continuing Education Units (CEU)

12. How to Teach Periodontology (4ceu's) Sun, Aug, 6, 8:00AM - Noon

Course Instructor: Deborah Hoxea, RDH, BS, MS

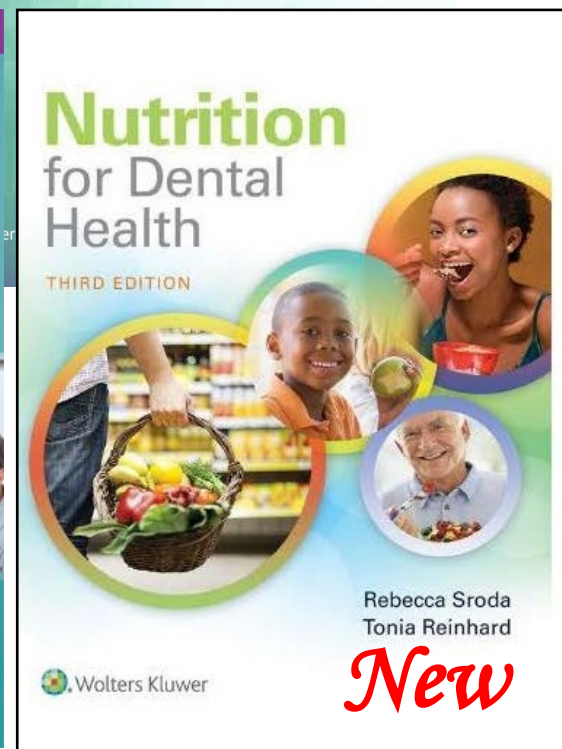
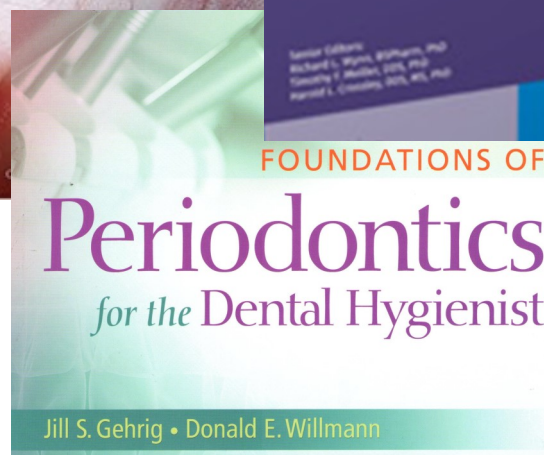
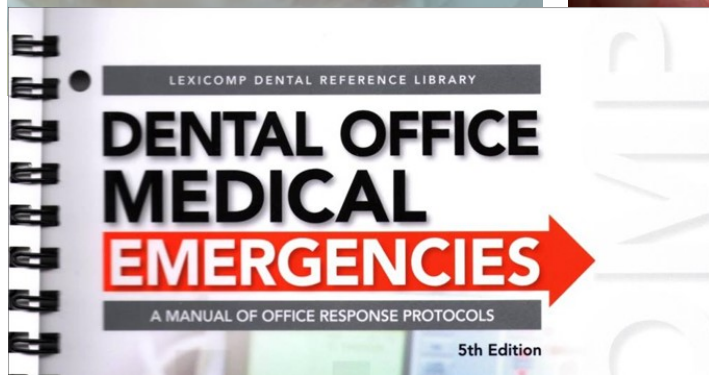
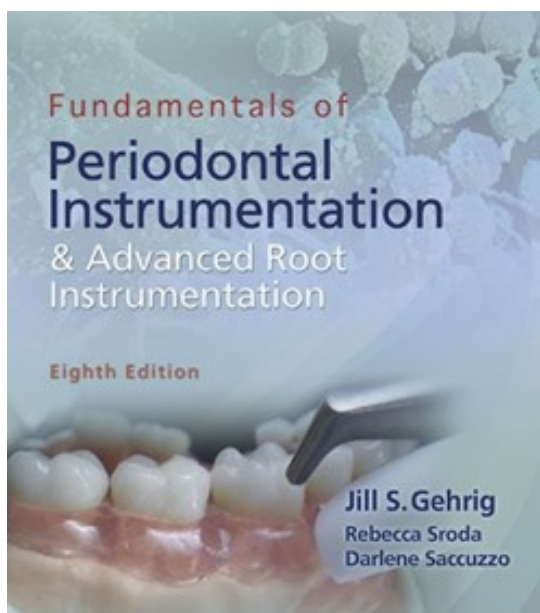
Link to Register: <https://www.dhmethod.com/product/12-how-to-teach-periodontology/>

This course includes the entire contents of the Periodontology course for dental hygiene students. The course includes the course manual, syllabus, power point presentations, class activities, course projects, case based quizzes and exams. The entire course is placed in electronic format on a flash drive for each course attendee. The instructor will direct course attendees in the methods of teaching Periodontology to students. Ways of simplifying the complex topics of the subject matter are clearly explained so that seasoned and novice educators will be well prepared to deliver the information in their own courses. The course can will be applied in conjunction with the textbook, "Periodontics for the Dental Hygienist" by Jill S. Nield-Gehrig.

Link to Summer Camp page: <https://www.dhmethod.com/summer-camp/>

June Issue 2016

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Summer Camp 2017 Course Schedule

[illegible]

DH Methods of Education, Inc.
Summer Camp Amelia Island, FL July 31 – August 6, 2017

PRINT Name: _____

(This is how your name will appear verifying your continuing education credits)

Address: _____

City, State, Zip _____

Phone: _____ Fax _____ E-mail: _____

College/ Univ. Where Teaching: _____ Circle your discipline: CDA, DDS, DMD, RDH

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.

**Courses in color coded text
to help you avoid registering
for classes offered at the same**

Final Registration

Full Payment by:

July 10, 2017

Mon. July 31 & Tues. Aug. 1 8a-5p

1. DH Clinical Teaching Methodology (12 ceu's) \$650 _____

Mon. July 31 & Tues. Aug. 1, 8a – 5p & Wed. Aug. 2, 8a-Noon

2. Radiology Educator's Workshop (20 ceu's) \$950 _____

Wed. Aug. 2, 1-5p

3. How to Teach Dental Materials (4 ceu's) \$525 _____

Wed. Aug. 2, 8a-5p

4. DH Accreditation Workshop (8 ceu's) \$525 _____

Thurs. Aug. 3, 8a-5p

5. DA Accreditation Workshop (8 ceu's) \$525 _____

Thurs. Aug. 3, 8a-Noon

6. How to Teach Local Anesthesia (4 ceu's) \$525 _____

Thurs. Aug. 3, 1-5p &

7. Community Dentistry Educator's Workshop (12 ceu's)

Fri. Aug. 4, 8a-5p

(Accreditation and public health update) \$525 _____

Fri. Aug. 4, 8a-5p

8. Oral Pathology Symposium (8 ceu's) \$325 _____

Sat. Aug. 5, 8-5p

9. Allied Dental Educator's Teaching Methodology (8 ceu's) \$325 _____

Sat. Aug. 5, 8a-9:45

10. Prevention of Medical Errors (2ceu's) \$70 _____

Sat. Aug. 5, 10a-Noon

11. Domestic Violence (2 ceu's) \$70 _____

Sun. Aug. 6, 8a-Noon

12. How to Teach Periodontology (4 ceu's) \$525 _____

Lunch is provided for those registered in Classes #1-9

Lunch is NOT provided for those registered in Classes #10, #11, #12

Register Online: www.DHmethEd.com

To register by mail: Make checks payable to: DH Methods of Education, Inc. and mail to:

DH Methods of Education, Inc. P.O Box # 17197 Fernandina Beach, FL 32035

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All classes are held in the hotel and reserved meeting space within walking distance from the hotel.

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Deadline for discounted block of rooms expires by July 9, 2017