

## New to CODA DH Standard 2-24

### Curriculum Management

### Are you prepared to meet the revision to this standard?

by Cindy Biron

This is what is being added to the standard:

**d) a defined mechanism to calibrate dental hygiene faculty for student clinical evaluation**

**Examples of evidence to demonstrate compliance:**

- **documentation of calibration exercises**

In general most dental hygiene faculty members feel the full time faculty are calibrated, but with many adjunct instructors who are not paid to attend calibration sessions, we often say we fall short in the area of calibration throughout the entire team of clinical instructors. Our methods may not be

formal exercises where results are calculated, documented and addressed in meetings with minutes. This is what we will have to demonstrate.

### How can we conduct calibration exercises that include all instructors?

- 1) A formal calibration exercise can be conducted throughout daily clinical grading with a tracking system in place through computerized grading. The findings discussed in meetings.
- 2) Fictional case based teaching exercises can be accessed at any time by each faculty member online and results calculated to determine just how calibrated the instructors are in their perceptions of student clinical performance on the cases.
- 3) Videos of an instructor role playing students performing instrumentation (with predetermined errors) shown can be used for evaluation comparison. Instructors can view and grade the scenarios at any

### In this issue:

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time and turn in their evaluation results along with documentation as to the rationale of their findings.

4) A portion of every faculty meeting should include a session on calibration and in this timeframe the results and outcomes of the calibration exercises discussed.

Then a correction plan should be implemented to calibrate the faculty on areas where calibration is an issue.

Communication is key to calibration. What is instructor "A" seeing that instructor "B" does not see? Dialog on the comparison of findings gets everyone on the same page so that students have consistency in instruction and evaluation methods.

*Continued on Page 2*

**July 30 - August 3, 2018**



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Each instructor must be open and forthcoming about their own findings and feel free to question the findings of others.

Corroborative Error Practicums serve the dual purpose of fairness to the students and comparison of instructor findings.

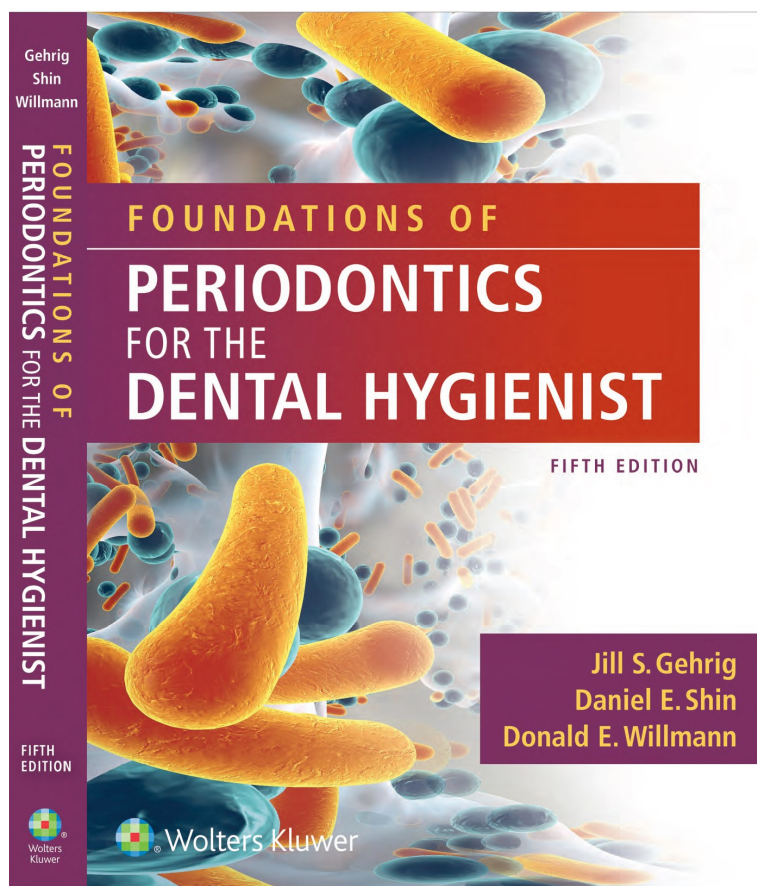
A clinic evaluation form of any kind can fit into a Corroborative Error Practicum. Three instructors can observe a student simultaneously or individually in the evaluation. The former is superior to the latter since a student does not perform exactly the same each time.

Two out of three instructors must see the same error for it to count. A video of the performance can be later viewed by all three instructors where each error found is discussed. A student would have to agree to this.

### Assigned Calibration Exercises

An instructor's clinic course manual is part of a formal calibration tool. Referencing chapters to be read from the preclinic text book is a calibration assignment exercise. Instructors reviewing and discussing the techniques from the textbook prior to teaching in the clinic is a calibration exercise if it is a scheduled date and time in the syllabus calendar of meetings. Discussing the sequence of techniques and the words and ways of imparting the skills is a calibration exercise. Teaching it the same way is calibration. Teaching it your own different way, the way that works for you in private practice, causes confusion which is the opposite of calibration. Practice your way. Teach the team way, the same way. If you think you have a better way, please bring it up at a faculty meeting. Your way may be adopted. ✦

## Coming Soon!



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# Coming Soon!



## Edition 2018

Contact us to adopt the DH Clinic Key  
for student instrument kits:

[Cindy@DHmethEd.com](mailto:Cindy@DHmethEd.com)

### **About the DH Clinic Key**

The DH Clinic Key is a 32GB encrypted flash drive

### **Provides Students with:**

- The *Precision in Periodontal Instrumentation 2nd ed.* video for practice at home or in preclinic while preparing for one-on-one instruction
- Quick References for immediate access to assist with decision making in patient assessment for formulating the *Dental Hygiene Diagnosis*
- National Board Reviews for preparation for the DHNBE

### **Provides Faculty with:**

- The *Precision in Periodontal Instrumentation 2nd ed.* video for teaching in classroom or having students view while preparing for one-on-one instruction in preclinic
- Calibration Exercise Video on Student Performance of Instrumentation for faculty calibration in accordance with CODA Standard 2-24
- Dental Office Pharmacology Manual for teaching and reviewing pharmacology in the classroom
- Dental Hygiene National Board Review Power Point Presentations for conducting your own board reviews in:
  - > Clinical Dental Hygiene
  - > Radiology
  - > Community Dentistry
  - > Periodontology
  - > Dental Pain & Anxiety Management
  - > Pharmacology
  - > Immunology & Microbiology
  - > Medical Emergencies
  - > Nutrition

**Available July 16, 2018**



by Cindy Biron

Thank you to those who have expressed an appreciation to me for sharing with you, my constant research of the CODA website. Some of you wait for my newsletter for this reason, and when I missed writing an issue in December due to a bad bout with the flu, many of you reached out to me as you missed the December Issue. Thank you. It is nice to know that my efforts are noticed.

I find my way around the CODA website to report the latest information to you in a succinct format so you can be up to date on what you really need to know as it relates to our disciplines, Dental Assisting and Dental Hygiene. This means you do not have to sort through all the other details of the minutes or unofficial reports of major actions from the commission meetings to determine what you need to implement immediately or in the near future. While it is important to be knowledgeable about all disciplines, we as DA and DH educators are “taxed with tasks” and we want to be sure we are on top of the CODA standards.

If there is something new, it is in the next issue of this newsletter. I am on the CODA website daily on the lookout for changes. So if there is not too much new on CODA in my newsletter issue it is because there is nothing new to report since the last issue.

There is something new to report to you that is not in any available minutes or standards. There is a new staff member, a Dental Hygiene Manager.

It has been several years since there has been a separate CODA DH Manager for any significant period of time. Gwen Welling was the last manager to serve specifically in this capacity from 2005 until her retirement from the position in 2012. And she was a champion for Dental Hygiene in that role and still is a champion for dental hygiene in the DH Accreditation Workshop in our camps and in her consulting services.

After Gwen Welling's retirement from the position of DH Manager, Patrice Renfrow and Michele Smith were responsible for all Allied Dental Education programs: Dental Assisting, Dental Hygiene and Dental Laboratory Education.

According to the latest finding on the CODA Staff page of their website, Michele Smith serves as Allied Dental Education Manager, but a new manager for Dental Hygiene has recently been appointed. Her name is Doreen Johnson. Here is a link to the CODA Staff page to see who is now on the CODA staff: <https://www.ada.org/en/coda/accreditation/coda-membership/coda-staff>

I do not know Doreen personally but I conducted some research in public forums such as Magna and LinkedIn, Here are some articles and posts from these forums;



**Doreen Johnson, CDA, RDH, MA**

### **Preclinic Director, Fox College**

Doreen B. Johnson is a graduate of the University of Pittsburgh with a degree in dental hygiene. She received her BS degree from Edinboro University in education and holds a master's degree in adult education from National Louis University. She currently serves as the preclinical director for Fox College Dental Hygiene program in Chicago.

Johnson's experience in dentistry spans more than 43 years as a clinician, tenured faculty of dental hygiene, and as a corporate clinical educator. She is a consulting examiner for the Commission on Dental Competency Assessments (CDCA). She presents educational programs to dental hygiene students, dental students, faculty, and professional associations both nationally and internationally to promote evidence-based treatment protocols for clinical practice.

**Updated: 01-08-2018**

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## Computerized Clinical Grading & Outcomes Assessment for Dental Programs

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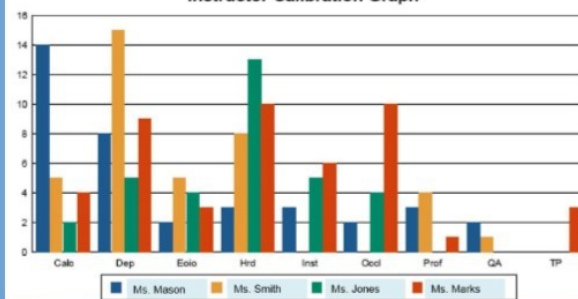
### Reports Generated Serve as Exhibits for CODA:

- 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

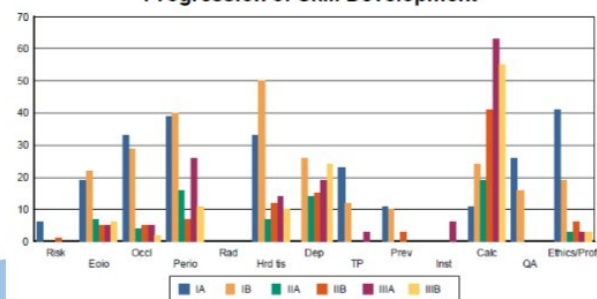
Dental Hygiene Process of Care Grade Entry Form

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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## Curriculum Management

**2-24 The dental hygiene program must have a formal, written curriculum management plan, which includes:**

- a) **an ongoing curriculum review and evaluation process with input from faculty, students, administration and other appropriate sources;**
- b) **evaluation of the effectiveness of all courses as they support the program's goal's and competencies;**
- c) **a defined mechanism for coordinating instruction among dental hygiene program faculty;**
- d) **a defined mechanism to calibrate dental hygiene faculty for student clinical evaluation.**

**Intent:**

*To assure the incorporation of emerging information and achievement of appropriate sequencing, the elimination of unwarranted repetition, and the attainment of student competence, a formal curriculum review process should be conducted on an ongoing and regular basis. Periodic workshops and in-service sessions should be held for the dissemination of curriculum information and modifications.*

**Examples of evidence to demonstrate compliance may include:**

- competencies documentation demonstrating relationship of course content to defined competencies of the program
- documentation of ongoing curriculum review and evaluation
- minutes of meetings documenting curriculum review and evaluation
- student evaluation of instruction
- curriculum management plan
- **documentation of calibration exercises**





## Sharpening: Irrefutable Evidence

**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 A<sup>1</sup>](#), [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:

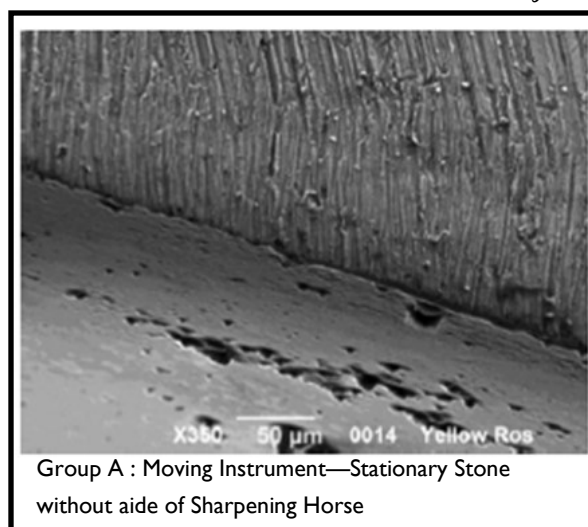
Three groups were considered based on three sharpening methods used: group A (moving a PC over a stationary stone); group B (moving a stone over a stationary PC) and group C (moving a PC over a stone fixed, placed on a 'sharpening horse'). After the sharpening, the blades were examined using SEM. The 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:

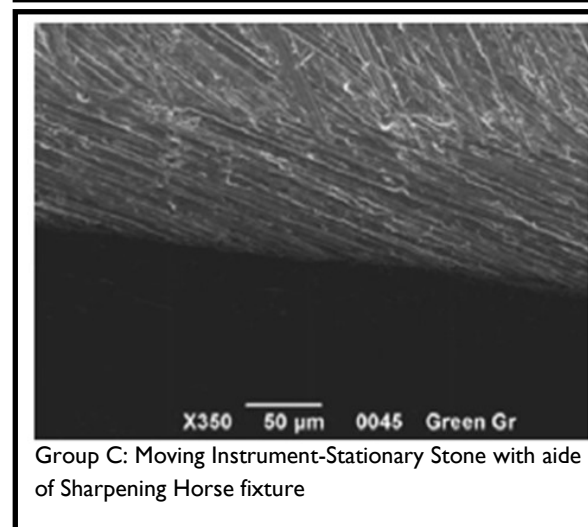
The sharpening technique used in group C, which involved the use of the sharpening horse, proved the most effective.



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

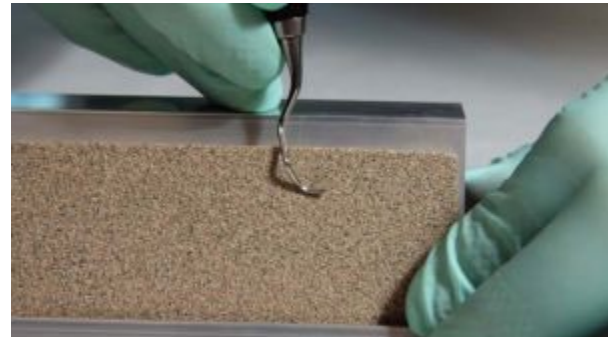
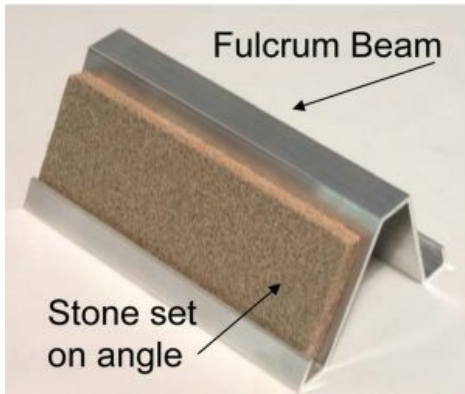
Permission Granted by Author

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.) <b>Worst Technique</b>	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.



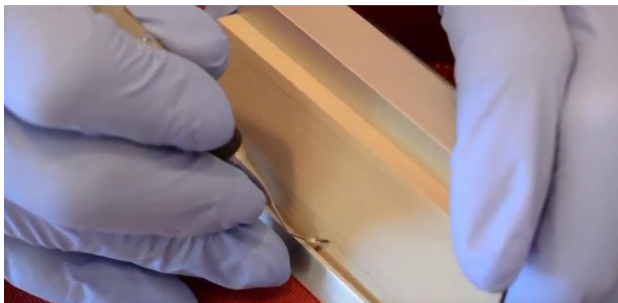
Original technique: Fulcrum on the Beam



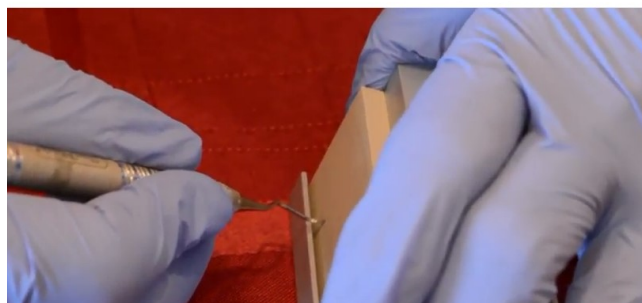
Student 2nd technique: Fulcrum on the leg.



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.**

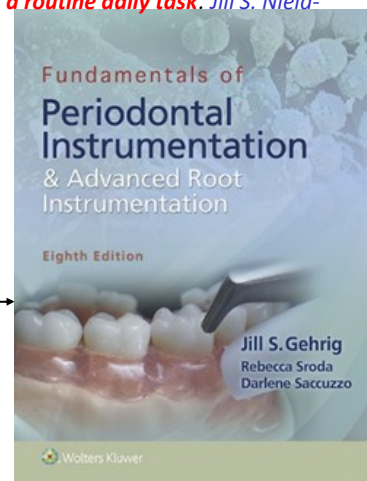
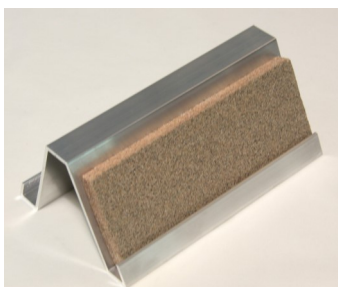
Original instructions on how to use the Sharpening Horse can also be found on Pages 616-623 of this textbook

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**Purchase one at retail price of \$79.95 now:**


<https://www.dhmethod.com/product/the-sharpening-horse-kit/>




Continued from Page 5 **Editorial: What & Who is new at CODA?**

**Our New CODA Staff Member: Dental Hygiene Manager , Doreen Johnson, RDH, MA Ed.**

**From Linkedin:**








**Doreen Johnson, RDH, MA. Ed. • 2nd**


DENTSPLY Professional Clinical Research and Education -  
Midwest Region

Naperville, Illinois

-  North East Regional Board of Dental Examiners - Consultant
-  University of Pittsburgh School of Dental Medicine
-  See contact info

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## Experience



### Consultant

North East Regional Board of Dental Examiners - Consultant  
Aug 2005 – Present • 12 yrs 11 mos  
Northeast Region

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### Dental Clinical Educator, Midwest Region

DENTSPLY Profession

Sep 2004 – Present • 13 yrs 10 mos  
York, Pennsylvania Area

Dental Clinical Educator covering the Midwest Region of the U.S.  
Provide CE courses to Dental Professionals, Faculty, Students in Dentistry and Dental Hygiene.

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### First Year Lead Instructor - Faculty

College of DuPage

May 2001 – Jul 2005 • 4 yrs 3 mos  
Glen Ellen, IL

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## Education



### University of Pittsburgh School of Dental Medicine

Registered Dental Hygienist, Certified Dental Assistant, Dental Hygiene  
1973 – 1975

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### University of Pittsburgh, Edinboro University, and National Lewis University

B.S. in Education, Masters in Adult Education, Dental Hygiene and Education

Activities and Societies: American Dental Hygiene Association, American Dental Educator's Association, Northeast Regional Board of Dental Examiners Consulting Examiner

**Congratulations Doreen Johnson! We are so happy to have you serving in the capacity of Dental Hygiene Manager on the CODA staff !**



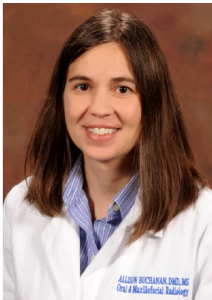


### **In the Spotlight: Our Team of Presenters for the Radiology Educator's Workshop**

**John W. Preece DDS, MS** Dr. Preece has certification from the American Academy of Oral and Maxillofacial Radiology [AAOMR] and Diplomate of the American Board of Oral & Maxillofacial Radiology [ABOMR]. He is a member of the American Dental Association and the International Association of Dento-Maxillo-Facial Radiology [IADMF]. He has served as a consultant to the Commission on Dental Accreditation (CODA) for Allied Dental Programs for over 25 years.

Dr. Preece is also a member of The Dental Honor Society, and Sigma Phi Alpha Dental Hygiene Honor Society. His awards are too numerous to list in this article, but some of them include the: Minnie S. Piper -Professor of the Year Award for Teaching Excellence, and election to the MuNu Chapter of Omicron Kappa Upsilon and the University Texas System bestowed the Distinguished Teaching Professor title in 2010.

Dr. Preece has been a presenter at DH Methods of Education, Inc. Summer Camps since 2011. He has led the Radiology Educators' Workshop every summer assuring that those who teach Radiology in Dental, Dental Assisting and Dental Hygiene have an in depth understanding of Radiology and how to teach it. Dr. Preece provides the workshop participants with 16g flash drive with all the materials one would need to teach an excellent radiology course. His expertise in Radiology has made him the go to person for workshops that are entertaining and engaging throughout the 20 hour workshop. Prior to his teaching the workshops at Summer Camp Amelia Island, he taught the workshop every summer at UT Health San Antonio Dental School.



**Allison K. Buchanan, DMD, MS** Dr. Buchanan is a Board Certified Oral and Maxillofacial Radiologist. Dr. Buchanan received her dental degree from Medical College of Georgia, School of Dentistry and completed her residency training in Oral and Maxillofacial Radiology at the University of Texas Health Science Center San Antonio (UTHSCSA). Dr. Buchanan also received her Master's Degree at UTHSCSA.

Dr. Buchanan is also Associate Professor in the Department of Oral Health & Diagnostic Sciences at University of Augusta College of Dental Medicine (CDM). At CDM, she teaches at both the pre-doctoral and graduate levels and provides a cone beam computed tomography over read referral service for both local and remote practitioners. Her research interests include cone beam computed tomography and digital radiography. Dr. Buchanan

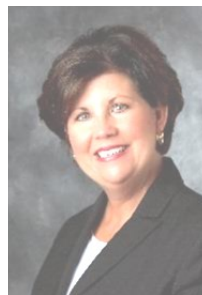
has presented in the Radiology Educator's Workshop in camp since 2012.



**Bobbie Brown CDA, RDH, MS**

Bobbie graduated with an AAS in dental assisting from Penn Valley Community College quickly followed by a BS in dental hygiene from the University of Missouri at Kansas City. After twenty-five years as a clinical dental hygienist she returned to UMKC as a distance learner to earn her MS in dental hygiene education. Her graduate research, on service-learning, was accepted for publication by the Journal of Dental Education. She accepted a full-time position at Lewis and Clark Community College, in Godfrey Illinois, in August of 2008.

The program at Lewis and Clark is a 1 + 1 program. Bobbie teaches both dental assisting and dental hygiene students in a wide variety of courses including, dental materials, radiology, periodontics, community oral health, dental specialties, and office management. Her interest in distance education prompted further study that culminated in earning the Master Online Teacher certification from the University of Illinois in June of 2014. All of her courses are web-enhanced and she also designed and teaches the first web-blended (hybrid) course in the dental assisting curriculum at Lewis and Clark. Bobbie is active in her professional association and is currently Delegation Chair for the Missouri Dental Hygienists' Association. Bobbie has taught "How to Teach subjects": Radiology, Dental Materials, Community Dentistry in camp since 2014



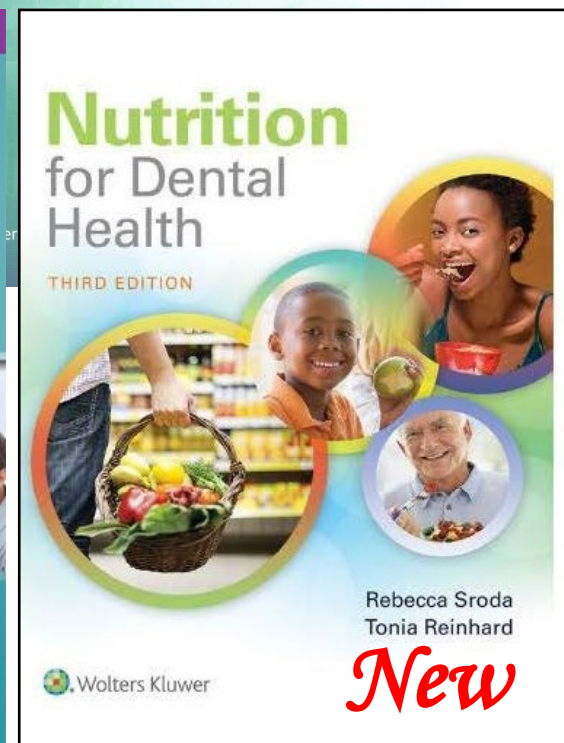
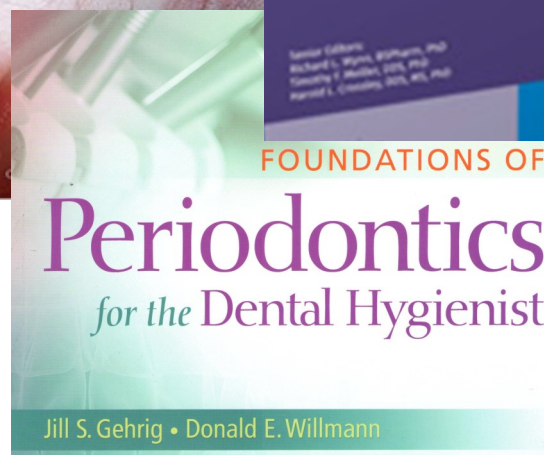
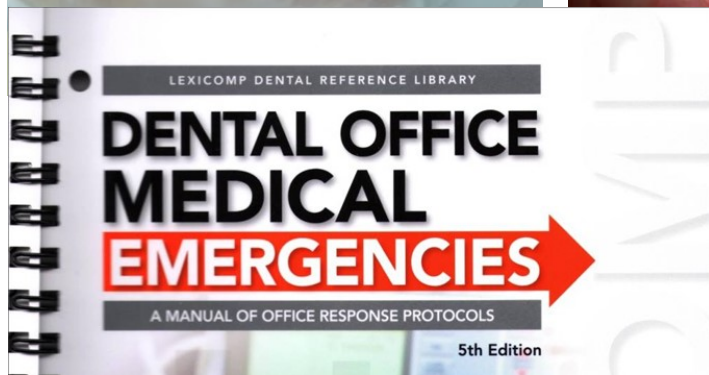
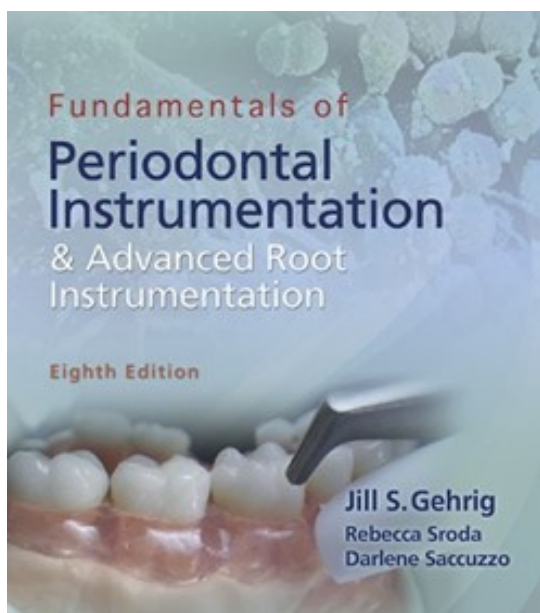
**Renee' Graham, RDH, MS**

Renee' Graham is the Global Clinical Educator II for DENTSPLY Sirona covering the European Regions. She received a dental hygiene degree from Darton State College and both a Bachelor of Science in Education and a Master of Education degree from Valdosta State University. Renee' brings 19 years of clinical experience in general and periodontal practices and 11 years of academic experience to the Division. For ten of the eleven years she held the position of Director of Dental Programs at Valdosta Technical College in Valdosta, Georgia.

Renee' has served as a site visitor for the Commission on Dental Accreditation and was active with regional testing agencies, the Georgia Dental Hygiene Educators' Association, and dental hygiene/dental assisting curriculum development for the State of Georgia. She is a member of ADHA, IFDH, and GDHA. She lectures and trains regionally, nationally and internationally. Renee has been presenting in the hands-on in Radiology in camp since 2014.

June Issue 2018

## The Best Textbooks for DA, DH & DT Students



# Summer Camp Amelia Island 2018

## Schedule of Classes

Mon. July 30	Mon. July 30	Tues. July 31	Tues. July 31	Tues. July 31	Wed. Aug. 1	Thurs. Aug. 2	Fri. Aug. 3
Egmont & City Hall	Kensington	Egmont & City Hall	Kensington	Egmont Strathmore	Kensington	Egmont Strathmore	Kensington
8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Course #1 Day 1	Course #2	Course #1 Day 2	Course #3	Course #5	Course #7 Day 1	Course #8	Course #10
<b>DH Clinical Teaching Methodology</b>	<b>DA Accreditation Workshop</b>	<b>DH Clinical Teaching Methodology</b>	<b>How to Teach Oral Anatomy</b>	<b>How to Teach Pharmacol.</b>	<b>Radiology Educator's Workshop</b>	<b>How to Teach Local Anesthesia</b>	<b>DH Accreditation Workshop</b>
<b>Preclinic</b> Melissa Olson	Christine Dominick Becky Sroda	<b>Root Instrument.</b> Christine Dominick & Team	Megan Olson	Cathy Korondi	Dr. Buchanan Dr. Preece	Brent Molen	Gwen Welling
Noon: Lunch	Noon: Lunch	Noon: Lunch	End at Noon: Lunch	End at Noon: Lunch	Noon: Lunch	End at Noon: Lunch	Noon: Lunch
1:00 PM Continue	1:00 PM Continue	1:00 PM Continue	1:00 PM Course #4	1:00 PM Course #6	1:00 PM Continue	1:00 PM	1:00 PM
<b>Preclinic Instrument.</b> Cindy Biron & Team		<b>Planning, Calibrating, Evaluating Team</b>	<b>How to Teach Nutrition</b>	<b>How to Teach Ethics</b>	<b>How to Teach Histology &amp; Embryology</b>	<b>Hands-on Session</b>	<b>How to Teach Dental Materials</b>
Continues next morning	End	End	Becky Sroda	Robin Matloff	Lane Foreman	Bobbie Brown Rene Graham Marianne Dyer	Bobbie Brown
5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM
<b>Early Evening Reception &amp; Classes</b>							
Mon. July 30, 5:30 – 7:00 PM	Tue. July 31, 5:15-6:15 PM	Wed. Aug. 1, 5:15-6:15 PM	Thurs. Aug. 2, 5:15-6:15 PM	<b>5:00 PM</b>			
London Medical Spa	Egmont Strathmore	Egmont Strathmore	Egmont Strathmore	<b>Camp Ends</b>			
<b>Dr. London's Reception</b>	<b>Profound L.A. Learning Concepts &amp; Techniques</b>	<b>Preview to Teaching A Board Review. Is it a Fit?</b>	<b>Evidence Based Instrument Sharpening</b>				
	Brent Molen, RDH, MS	Brent Molen, RDH, MS	Cindy Biron, RDH, EMT, MA				



**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.

**Final Registration**

**Full Payment by**

**July 10, 2018**

Mon. July 30 & Tues. July 31, 8a-5p

1. DH Clinical Teaching Methodology (16 ceu's)

\$650 \_\_\_\_\_

Mon. July 30, 8a-5p

2. DA Accreditation Workshop (8 ceu's)

\$525 \_\_\_\_\_

Tues. July 31, 8a-Noon

3. How to Teach Oral Anatomy (4 ceu's)

\$525 \_\_\_\_\_

Tues. July 31, 1-5p

4. How to Teach Nutrition (4 ceu's)

\$525 \_\_\_\_\_

Wed. Aug. 1, 8a-Noon

5. How to Teach Pharmacology (4 ceu's)

\$525 \_\_\_\_\_

Wed. Aug. 1, 1-5p

6. How to Teach Ethics (4 ceu's)

\$525 \_\_\_\_\_

Wed. Aug. 1, 8a-5p & Thurs. Aug. 2, 8a – 5p & Fri. Aug. 3, 8a-Noon

7. Radiology Educator's Workshop (20 ceu's)

\$950 \_\_\_\_\_

Thurs. Aug. 2, 8a-Noon

8. How to Teach Local Anesthesia (4 ceu's)

\$525 \_\_\_\_\_

Thurs. Aug. 2, 1-5p

9. How to Teach Histology & Embryology (4 ceu's)

\$525 \_\_\_\_\_

Fri. Aug. 3, 8a-5p

10. DH Accreditation Workshop (8 ceu's)

\$525 \_\_\_\_\_

Fri. Aug. 3, 1-5p

11. How to Teach Dental Materials (4 ceu's)

\$525 \_\_\_\_\_

**Free Evening Courses: Only Available to those enrolled in one of the courses listed above**

12. ProFound L.A. Discovering & Learning Techniques (1 ceu) Tues. July 31, 5:15-6:15 NC \_\_\_\_\_

13. Preview to Teaching Your Own Board Review (1 ceu) Wed. Aug. 1, 5:15-6:15 NC \_\_\_\_\_

14. Evidence Based Instrument Sharpening (1 ceu) Thurs. Aug. 2, 5:15-5:16 NC \_\_\_\_\_

**Lunch is provided on days you are in class but NOT if you are only enrolled in a Free Evening Course that day**

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

**DH Methods of Education, Inc. P.O Box # 180819 Tallahassee, FL 32318 Register online at [www.DHmethEd.com](http://www.DHmethEd.com)**

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

Hampton Inn & Suites Historic Harbor Downtown 19 South 2<sup>nd</sup> Street, Fernandina Beach, Amelia Island, FL32034

Call Direct for Reservations (904) 491-4911 Block of rooms is under "Dental Camp". Rates are: Single(King) \$139 Two Double \$149 Suite (King or Double) \$159 Deadline for discounted block of rooms expires by **June 28, 2018**