

## CODA New Policy on

### Reprints

by Cindy Biron

This newsletter has served as a great source of information on updates from the Commission on Dental Accreditation (CODA) for DA and DH programs. Many of the readers have sent complimentary emails to us referencing the succinct articles that eliminated information that did not relate to DA and DH as they bulleted the information pertinent to these disciplines.

The articles kept DA and DH educators informed and able to remain current with revised and proposed standards without having to sort through endless pages of documents. Paraphrasing as well as reprinting reports from CODA meetings served as an effective technique for accomplishing the task of keeping educators informed.

Unfortunately, this newsletter can no longer provide this service to the readers because CODA has a new policy on "Reprints and Copyright of CODA reports and standards.

New policy on reprints was adopted in August of 2018.

### **"NEW: Policy on Reprints**

All commission on Dental Accreditation material is copyrighted and may be reprinted by permission only. Requests must be in writing or via e-mail. Permission will not be granted over the phone.

Requests must include the exact materials intended for reprint, i.e.: "Accreditation Standards for Dental Education Programs—Standard 5. "All permissions are granted for one-time usage only, as stated in the permission agreement."

The Commission requires that materials be reprinted, unedited and in their entirety. Deletion or alteration of any Commission Dental Accreditation material is prohibited. Content must not be placed on any electronic platform; however, the reprint may include a link to the Commission's website where the material is located.

The Commission does not provide hard copies of the requested reprint content.

Each page of the reproduced Commission on Dental Accreditation material should contain the following statement,

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clearly indicating these materials are the Commission's. The statement must be placed at the bottom of each page of the print copy (remove quotation marks):

"Reprinted by permission of the Commission on Dental Accreditation, (current year). Further reproduction by permission only"

No content may be translated into any language without the expressed permission of the Commission on Dental Accreditation.

From now on, references to CODA materials will be with links to their website. Please be advised that the links often change and those that are in our newsletters may become non-working links.

Our newsletters will be reduced to two issues per year, one in the fall and one in the spring after the meetings of the commission. We are unable to summarize updates and changes to standards or provide you with a synopsis of what is important to you as it is against new policy. We will refer you to other links to lead you to changes as they pertain to DA and DH programs.

There is the "CODA Communicator" online to keep you informed of updates. Here is the link :

<https://www.ada.org/en/coda/accreditation/accreditation-news/coda-communicator>



# Summer Camp Amelia Island

**July 27—July 31, 2020 Register online:**

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

*Boot Camp Retreat for Dental Educators !*

## DH Standard 2-12 on Special Needs Patients

There has been a revision to the definition of Patients with Special Needs. Please go to the DH Review Committee Meeting Appendix 2 for that definition <https://www.ada.org/en/coda/accreditation/coda-meeting-materials>.

Revisions to Standard 2-12 will be implemented July 1, 2020.

In preparation for that revision, please be advised that medically compromised patients whose conditions are under control and do not require a modification to treatment procedures are not considered "Special Needs Patients". So when you are tracking student patient experiences, only those whose condition requires modification of treatment are to be counted. See list of Special Needs Patients on page 5 of this newsletter. This list may be printed and posted in your clinic or manuals if the author is referenced at the bottom of page.

It will be important to include methodology of teaching students how to manage special needs patients. We have added a new course to Summer Camp Amelia Island expressly to meet this need. The course will close when filled. You may register online for this course:

<http://www.dhmethod.com/product/09-how-to-teach-management-special-needs-patients/>

## DH Standard 2-24 d Clinical Calibration

### Link to Revised Standards

[https://www.ada.org/~media/CODA/Files/2020\\_dental\\_hygiene\\_standards.pdf?la=en](https://www.ada.org/~media/CODA/Files/2020_dental_hygiene_standards.pdf?la=en)

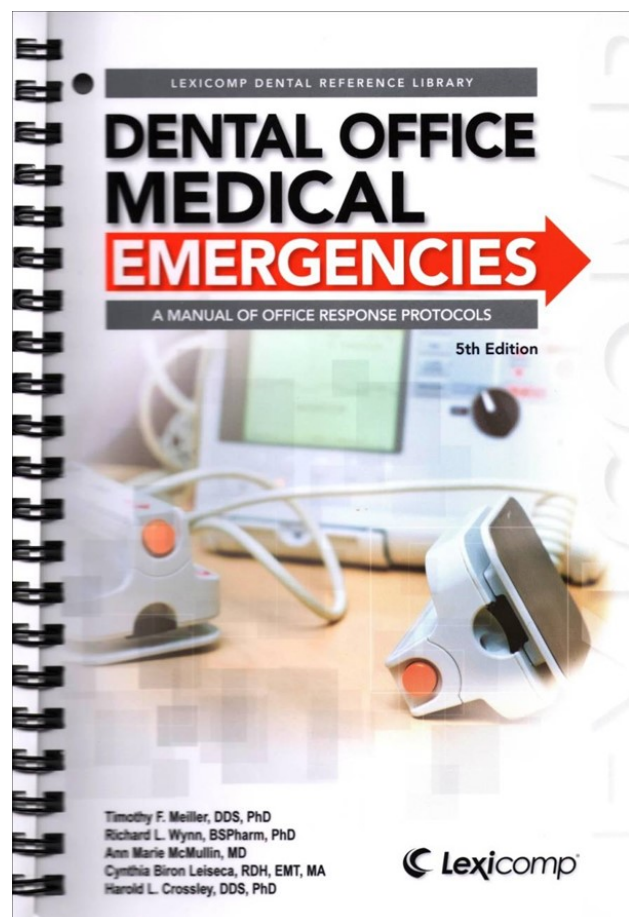
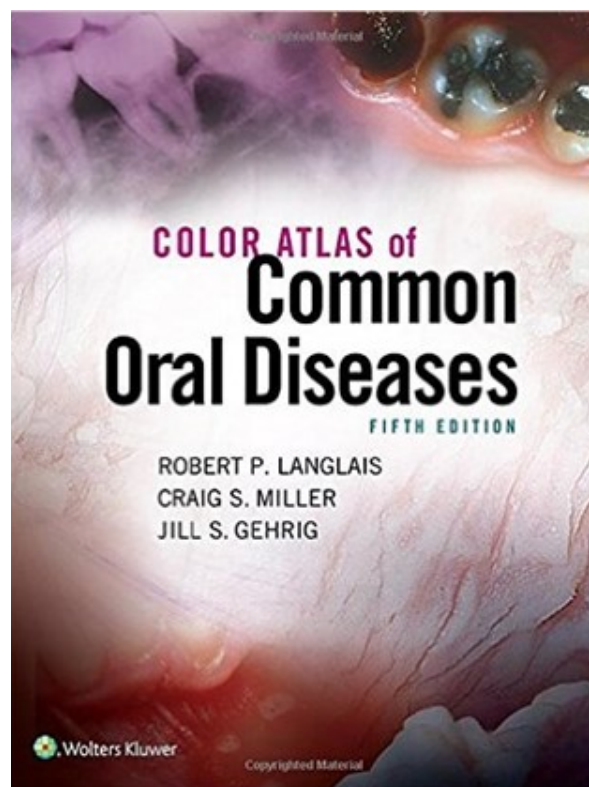
Now that faculty members must have formal exercises in clinical evaluation of student performance many are looking for ways to demonstrate compliance with this standard. We have a video on the 2019 DH Clinic Key which is a corroborative error practicum of preclinic instrumentation. The video contains the grade forms along with views of a student performing the techniques on a typodont. All faculty may view the video and grade the student on their own and then calibrate with the rest of the faculty on their results. They can then view the video together and discuss their evaluations. The DH Clinic Key (**on Sale at 50% off**) may be purchased on our website <http://www.dhmethod.com/product/dh-clinic-key-2019/>

We are also offering a **Hands-on** DH Clinical Calibration Workshop at Summer Camp Amelia Island. The workshop will closed when filled. You may register for it through our online registration:

<http://www.dhmethod.com/product/04-dh-clinical-calibration-workshop/>

**None of our courses or workshops are offered online. They are Hands-on and face to face for interaction of participants.**

This workshop can be offered at schools whose location is close to a major airport so faculty members from other schools may attend. If you are interested in hosting a workshop please contact Cindy at [Cindy@DHmethEd.com](mailto:Cindy@DHmethEd.com)





## Clinical Dental Hygiene DHNB Review

Karen Wynn, RDH MED

Fundamentals of  
Periodontal  
Instrumentation  
& Advanced Root  
Instrumentation

Eighth Edition

Gehrig  
La Scola  
Sacuzzo

### 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

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	Cholinergic: Alzheimer's disease	Ø	Ketoconazole
ARIMIDEX, anastrozole	Aromatase inhibitor: Breast cancer	Xerostomia, nausea	Ø
aripiprazole, ABILIFY	Antipsychotic: Atypical quinolone	Extrapyramidal effects	Anti-infectives
ANORO ELIPTA, medroxyprogesterone acetate	Anticholinergic/β <sub>2</sub> agonist: COPD	Xerostomia, sore throat, sinusitis	<b>Never use for Asthma attack</b>
ARMOUR THYROID, thyroid	Thyroid hormone: Hypothyroidism	No precautions if controlled	None if controlled
ARNITUQ, elvitegravir, cobicistat, emtricitabine, tenofovir	CORT BRNC: for Asthma maint.	Oral candidiasis	Ø
ARTHRITEC, diclofenac/misoprostol	NSAID/prostaglandin: Arthritis	Ø	Benzodiazepines
ASACOL, mesalamine	5-aminosalicylic: Ulcerative colitis	Pharyngitis	Ø
ASMANEX Twisthaler, Mometasone furoate	CORT BRNC: for Asthma maint.	Oral candidiasis	Ø
aspirin, BAYER, BUFFRIN	Antiplatelet: Aspirin therapy for CAD	> Bleeding time, hemorrhage	Some antibiotics
ASTELIN, azelastine	Nasal spray: Rhinitis	Alt. taste, xerostomia, aphthous	CNS depressants
ATACAND, candesartan	ARB: HTN	* "boxed warning"	Ø
ATELVIA, risperidone sodium	Antipsychotic: Schizophrenia	ONJ	Ø
atenolol, TENORMIN	β <sub>1</sub> blocker: HTN, angina	Ø	NSAIDs long term
atenolol/chlorthalidone, TENORMIN	β <sub>1</sub> blocker: HTN, angina	Hypotension	Ø
ATIVAN, lorazepam	Sedative: Anxiety, seizures	Xerostomia	CNS depressants
atorvastatin, LIPITOR	Statins: Hyperlipidemia		
ATRIPLA, efavirenz, zidovudine, zalcitabine	Antiretroviral: HIV		
ATROVEND, vardenafil	PDE5 inhibitor: Erectile dysfunction		

## Dental Office Pharmacology

Simplifying the complex  
of pharmacology

Cynthia Biron Leiseca, RDH  
Cathleen A. Korondi, CDA,

Book for  
learning &

## Immunology Microbiology

DHNB Review

Brent Molen, RDH, MA. Ed

## End of the year SALE!

### 50% off!

Click here to purchase



<https://www.dhmethod.com/product/dh-clinic-key-2019/>

In Periodontal  
tation (2<sup>nd</sup> edition)



Cynthia Biron Leiseca

## Dental Pathology Review

Deborah Sparks RDH, MAED

## DHNB REVIEW PERIODONTOLOGY

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



John W Preece, DDS, MS

Continued from Page 2

### **DH Clinical Calibration Workshop for Dental Hygiene Educators**

This workshop is seven (7) hours in length. It is a modified version of the workshop of the same name offered at Summer Camp Amelia Island.

To lead the faculty through the methods of teaching students with consistency in instruction, the presenter will use a combination of lecture presentations, instructional videos and hands-on demonstrations on periodontally involved typodonts. Emphasis will be on teaching methods where faculty members are using the same terms and techniques to impart skills to students. Each faculty member will have the opportunity to share their ideas and demonstrate their exploring techniques on the typodonts.

Calibration sessions will include methods of engaging students and motivating them to become proficient in their clinical skills by displaying an expertise in instructor student interaction, evaluation, and assessment of learning outcomes. The faculty will calibrate on how to provide accurate student feedback verbally and in written documentation with a tone that builds confidence as key to providing constructive criticism.

Calculus assessment typodonts are used in the hands-on session that serves as a calibration activity. Each faculty member will use an explorer instrument on typodonts pre-set with artificial calculus deposits and document findings of calculus per tooth surface on a calculus assessment worksheet. After each instructor completes the assessment activity, they will compare findings with one another and the answer key of surface location of calculus deposits on each of the typodont arches.

Pocket measurement calibration will be performed on special typodonts with altered sulci/pockets for probing techniques. Participants will document their pocket measurements on a worksheet. After each participant completes the probing activity they will compare findings with one another.

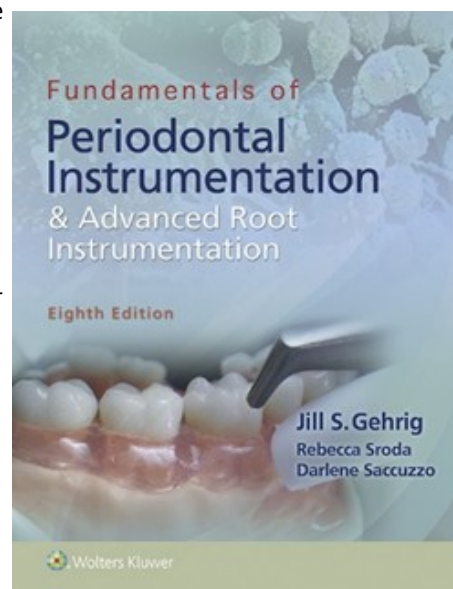
The afternoon session will include case-based student-patient clinic scenarios for calibrating on clinic evaluations, and calibration on corroborative error practicums of videos of students performing dental hygiene instrumentation that includes probing, exploring and debridement techniques. A flash drive with electronic documents of course materials will be given to the faculty. (A copyright agreement must be signed to receive the flash drive.)

Each faculty member who attends the workshop will receive a 7 ceu certificate which is applicable to dental hygiene continuing education state licensure and as well as assistance in demonstrating faculty compliance with Commission on Dental Accreditation Dental Hygiene Standards 2-24 and 3-7

#### **Learning Outcomes**

At the completion of the workshop the participants will be able to plan and conduct the following formal calibration exercises with their own faculty:

- Using similar words and phrases to engage students in learning instrumentation skills with the textbook *"Periodontal Instrumentation & Advanced Root Instrumentation"*
- Providing written and verbal student feedback
- Assessing calculus on typodonts and comparing findings
- Conducting pocket measurements and comparing findings
- Conduct a corroborative error practicum calibration session using a video of student performance
- Utilizing case-based teacher-student-patient scenarios



## Special Needs Patients

### Circulatory System

#### **Heart**

Atrial Fibrillation  
Anticoagulant Therapy  
Heart Valve Replacement  
Implanted Cardioverter Defibrillator  
Myocardial Infarction  
Mitral Valve Defect  
Septal Defect  
Transplant

#### **Vascular**

Hypertension (uncontrolled not treated)  
Hypotension  
Cerebrovascular Accident (CVA)

#### **Blood Disorders**

Anemias  
Asplenia  
Hemoglobinopathies  
Sickle Cell  
Thalassemia  
Leukemias  
Coagulopathies  
Hemophilia  
Thrombocytopenia  
Thrombocytosis

### Lymphatic System

Lipedema  
Lymphadenopathy

### Pulmonary System

Brittle Asthma  
Cystic Fibrosis  
Congestive Heart Failure (CHF)  
Chronic Obstructive Pulmonary Disease  
Chronic Bronchitis  
Emphysema  
Obstructive Sleep Apnea (OSA)  
Pneumonia  
Tuberculosis

### Digestive System

Gastroesophageal reflux disease (GERD)

#### **Liver Disorders**

Hepatitis (A, B, C, D)  
Infection  
Bleeding  
Drug toxicity

### Renal System

#### **Kidney disease**

Dialysis  
Drug elimination

### Reproductive System

Pregnancy

### Endocrine System

#### **Adrenal Diseases**

Addison's  
Cushing's

#### **Pancreas**

Diabetes

#### **Pituitary Diseases**

#### **Thyroid Diseases**

Hyperthyroidism  
Hypothyroidism

### Immune System

#### **Autoimmune Diseases**

Crohn's Disease  
Inflammatory Bowel Disease  
Multiple Sclerosis  
Psoriasis  
Rheumatoid arthritis  
Scleroderma  
Systemic lupus erythematosus

### Muscular System

#### **Neuromuscular Disorders**

Fibromyalgia  
Guillain–Barré syndrome  
Myasthenia gravis  
Muscular dystrophy

### Nervous System Disorders

Alzheimer's disease  
Amyotrophic lateral sclerosis (ALS)  
Bell's Palsy  
Cerebral Palsy  
Dementia  
Epilepsy  
Huntington's disease  
Parkinson's disease  
Paralysis  
Peripheral neuropathy  
Spinal Bifida  
Spinal chord injury

### Skeletal System

Osteoarthritis

### Mental Health Disorders

#### **Anxiety Disorders**

#### **Mood Disorders**

Bipolar disorder  
Cyclothymic disorder  
Depression

#### **Personality Disorders**

Antisocial personality disorder  
Obsessive-compulsive disorder  
Paranoid personality disorder

#### **Addiction Disorders**

Alcoholism  
Drug Addiction  
Substance Abuse

#### **Psychotic Disorders**

Schizophrenia

#### **Post Traumatic Stress Disorder**

#### **Eating Disorders**

Anorexia Nervosa  
Bulimia

### Sensory Impairment

Hearing

Visual

#### **Tic Disorders**

Tourette's syndrome

### Neurocognitive Disorders

#### **Communication disorders**

Language Disorder  
Speech sound disorder  
Stuttering  
Social Communication Disorder  
Unspecified Communication Disorder

#### **Vulnerable older adults**

### Congenital Defects

Cleft Lip & palate  
Down Syndrome

### Developmental Disability

Autism Spectrum Disorder

### Patients at Risk for Infection

Brittle Diabetes  
Cancer  
Cytomegalovirus  
Corticosteroid therapy  
Chemotherapy  
Human immunodeficiency virus /AIDS  
Liver Disorder  
Organ transplant  
Prosthetic joints or structures  
Radiation therapy

Permission to Reprint Granted if Author is Referenced

Cynthia Biron, RDH, EMT, MA Ed

President of DH Methods of Education, Inc.



# New to TalEval

TalEval - For Dental Programs Clinical Evaluation

[Setup Lists] > [Student Data] > [Patient Data] > [Student Evaluation] > [User Setup] > [Grade Validation] > [Logout]

Cynthia Biron  
Schedule

## Grade Entry

Select a Student:  ☐ Include Inactive Students Edit Existing Grade: --Select One--

Date:\*

Select a Patient:\*

Clinic:\*

Treatment Phase:\*

Special Needs:  
☒ No ☐ Yes

Gingival Perio Disease:

Quad /Sextant:

Recare: ☐ Patient Complete: ☐ ASA: ☐ N/A ☐ I ☒ II ☐ III ☐ IV

Recare On Date: - or Recare In:  
  ☐ Months ☐ Weeks

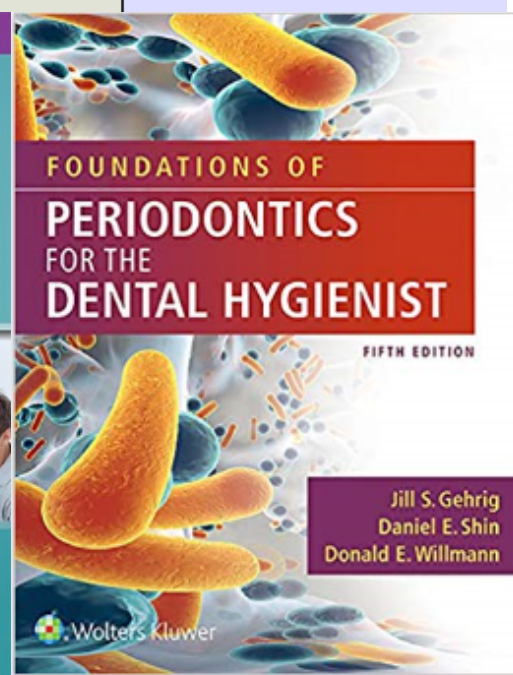
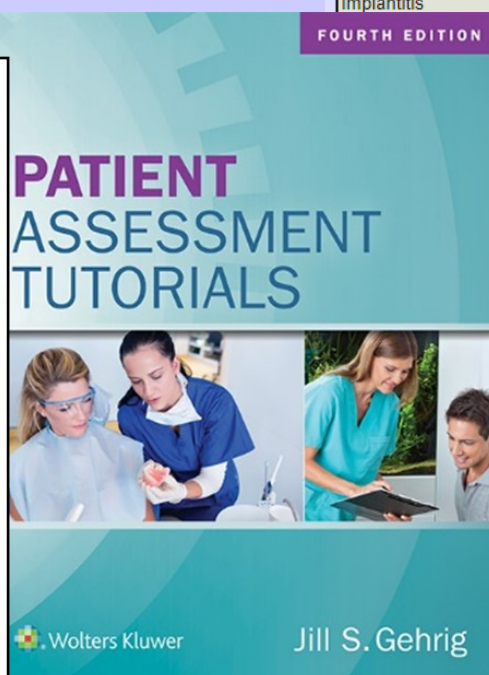
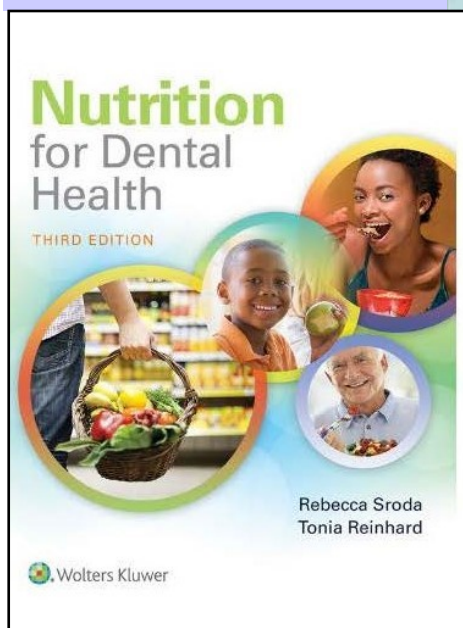
Healthy  
Localized Gingivitis  
Generalized Gingivitis  
Localized Stage I Grade A  
Localized Stage I Grade B  
Localized Stage I Grade C  
Generalized Stage I Grade A  
Generalized Stage I Grade B  
Generalized Stage I Grade C  
Localized Stage II Grade A  
Localized Stage II Grade B  
Localized Stage II Grade C  
Generalized Stage II Grade A  
Generalized Stage II Grade B  
Generalized Stage II Grade C  
Localized Stage III Grade A  
Localized Stage III Grade B  
Localized Stage III Grade C  
Generalized Stage III Grade A  
Generalized Stage III Grade B  
Generalized Stage III Grade C  
Localized Stage IV Grade A  
Localized Stage IV Grade B  
Localized Stage IV Grade C  
Generalized Stage IV Grade A  
Generalized Stage IV Grade B  
Generalized Stage IV Grade C  
Implantitis

Debridement Skill Level  
Calculus Perio  
☐ N/A ☐ N/A  
☐ 0 ☐ 0  
☐ I ☐ I  
☒ II ☒ II  
☐ III ☐ III  
☐ IV ☐ IV

Critical Error: Extra Credit:

Auto Calc  
Total

Dropdown to Select  
AAP Classification of Periodontal Diseases  
TalEval generates a report of all AAP Classifications of patient treatments per student



# TalEval

## Computerized Clinical Grading & Outcomes Assessment for Dental Programs

### Available in Two Grading Formats:

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

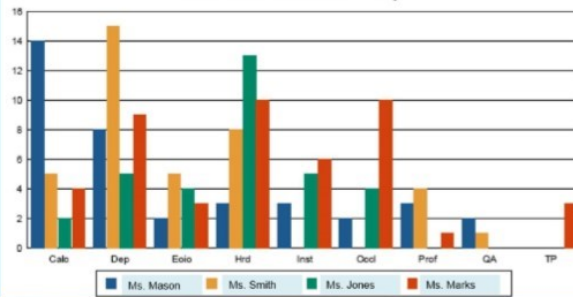
### Reports Generated Serve as Exhibits for CODA:

- 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

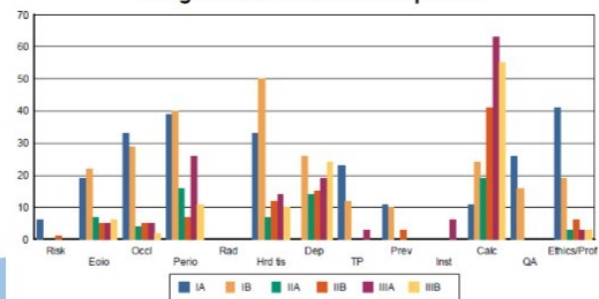
Dental Hygiene Process of Care Grade Entry Form

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



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

# 1-800-467-1170

Call for a free live web demo today!

## Best instrument sharpening technique for students!



Read the research that shows irrefutable evidence that the Sharpening Horse technique provides the best cutting edge <https://www.ncbi.nlm.nih.gov/pubmed/?term=sharpening+horse+for+instruments>

## End of the Year Sale!

## 50% Off



Click on the link to purchase

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



## 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 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:

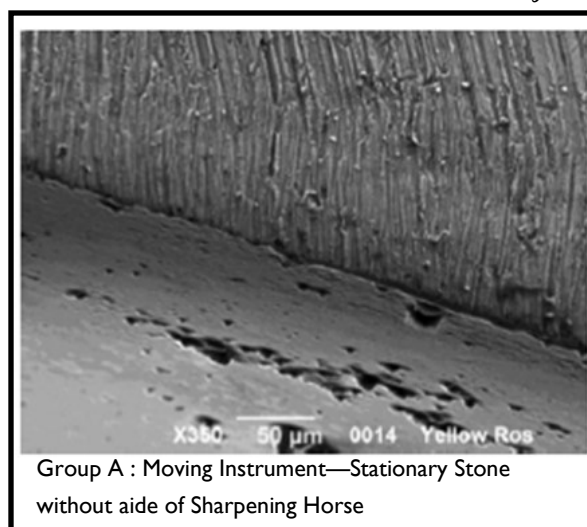
Three groups were considered based on three sharpening methods used: group A (moving a PC over a stationary stone); group B (moving a stone over a stationary PC) and group C (moving a PC over a stone fixed, placed on a 'sharpening horse'). After the sharpening, the blades were examined using SEM. The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

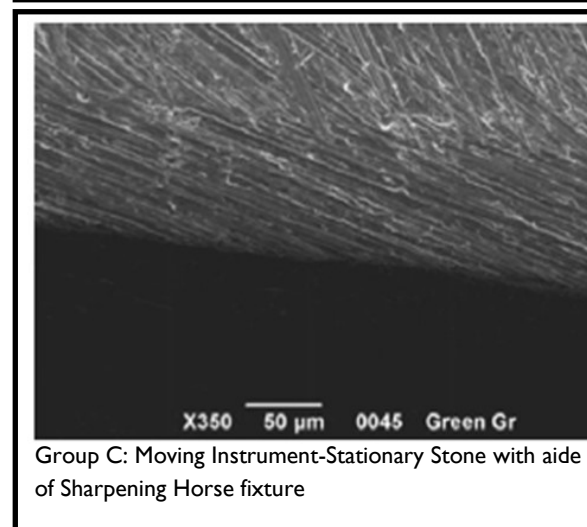
The sharpening technique used in group C, which involved the use of the sharpening horse, proved the most effective.



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

## 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*

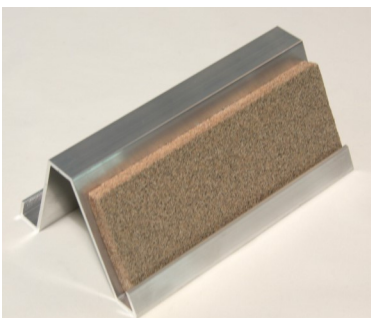
"The Sharpening Horse design is a brilliant, user friendly approach to the critical maintenance of dental hygiene instruments. The concept and the technique is very adaptable for novice and experts in dental hygiene, and our **program faculty made the Sharpening Horse its choice recommendation** for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



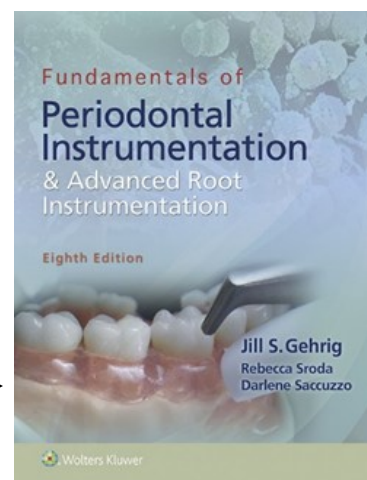
**Sharpening Horse Kits include the fixture, ceramic stone, directions and test sticks.**

**On Sale now for \$49.95**

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

**Contact us to bulk order for students:**

**[Cindy@DHmethEd.com](mailto:Cindy@DHmethEd.com) or call (888) 829-9013**



## Summer Camp 2020 Schedule

[illegible]



**DH Methods of Education, Inc.**  
**Summer Camp Amelia Island, FL July 27 – July 31, 2020**

**PRINT Name:** \_\_\_\_\_

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

Address: \_\_\_\_\_

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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 (**July 13, 2020**). 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 due to missed flights or cancellations (weather related or otherwise) or if the course is cancelled.

		<b>Early Registration Full Payment by:</b>	<b>Final Registration Full Payment by:</b>
		<b>April 3, 2020</b>	<b>July 10, 2020</b>
Mon. July 27, 8a-5:30p	1. <a href="#">How to Teach Periodontal Instrumentation</a> (8ceu's)	\$365_____	\$395_____
Mon. July 27, 8a-12p	2. <a href="#">How to Teach Dental Materials</a> (4 ceu's)	\$495_____	\$550_____
Mon. July 27, 1:30-5:30p	3. <a href="#">How to Teach Nutrition</a> (4 ceu's)	\$495_____	\$550_____
Tues. July 28, 8-5:30p	4. <a href="#">DH Clinical Calibration Workshop Hands-on</a> (8 ceu's)	\$365_____	\$395_____
Tues. July 28, 8a-5:30p	5. <a href="#">DA Accreditation Workshop</a> (8 ceu's)	\$550_____	\$595_____
Tues. July 28, 8a-12p	6. <a href="#">How to Teach Ethics</a> (4 ceu's)	\$495_____	\$550_____
Tues. July 28, 1:30-5:30p	7. <a href="#">How to Teach Histology &amp; Embryology</a> (4 ceu's)	\$495_____	\$550_____
Wed. July 29 – Fri. July 31, 8a-5:30p (3 full days): Lunch 12p-1:30 every day	8. <a href="#">Radiology Educator's Workshop</a> (24 ceu's)	\$925_____	\$995_____
Wed. July 29, 8a-12p	9. <a href="#">How to Teach Management of Special Needs Patients &amp; Medical Emergencies</a>	\$495_____	\$550_____
Wed. July 29, 1:30-5:30p	10. <a href="#">How to Teach Pharmacology</a> (4 ceu's)	\$495_____	\$550_____
Wed. July 29, 8a-12p	11. <a href="#">How to Teach Oral Anatomy</a> (4 ceu's)	\$495_____	\$550_____
Wed. July 29, 1:30-5:30p	12. <a href="#">How to Teach Oral Pathology</a> (4 ceu's)	\$495_____	\$550_____
Thurs. July 30, 8a-12p	13. <a href="#">How to Teach Local Anesthesia</a> (4 ceu's)	\$495_____	\$550_____
Thurs. July 30, 1:30-5:30p	14. <a href="#">How to Teach Community Dentistry</a> (4 ceu's)	\$495_____	\$550_____
Thurs. July 30, 8a-12p	15. <a href="#">How to Teach DH Preclinic</a> (4 ceu's)	\$495_____	\$550_____
Thurs. July 30, 1:30-5:30p	16. <a href="#">How to Teach Periodontology</a> (4 ceu's)	\$495_____	\$550_____
Fri. July 31, 8a-5:30p	17. <a href="#">DH Accreditation Workshop</a> (8 ceu's)	\$550_____	\$595_____

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

**DH Methods of Education, Inc. P.O Box # 180819 Tallahassee, FL 32318**

**Hampton Inn & Suites Historic Harbor Downtown**  
**19 South 2<sup>nd</sup> Street, Fernandina Beach, Amelia Island, FL 32034**

Call Direct for Reservations (904) 491-4911 to book reservation Block of rooms is under "Dental Camp".

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

**Contact us: (904) 556-1406 or [Cindy@DHmethEd.com](mailto:Cindy@DHmethEd.com)**