

### Why Have a Screening Rotation in Clinic?

By Cindy Biron

Many schools have screening rotations in their dental hygiene daily clinics. Other schools have separate screening clinics which provide the same outcome but require additional clinic days so they are only held a few times per year. Here are reasons and ways to succeed with screening rotations.

#### Screening provides numerous benefits:

- A pool of patient types
- Appropriate types in each clinic phase
- Reduced broken appointments
- Physician consult prior to 1st treatment
- Patient commitment
- Blood pressure screening
- Non-graded experience for students
- Students have additional patient assessments
- Opportunity for dentist to provide a cursory screening on all patients
- Student has opportunity to review the patients screening information prior to their first appointment

### A successful screening rotation

A screening rotation allows every student to screen patients for one clinic in each semester if the screening procedure is **limited to 30 minutes**. The 30 minute screening is a triage, cursory not comprehensive session. Students have a rotation in between their clinic days when they are assigned patients.

To make this work you need other rotations:

Clinical Assistant

Radiography Assistant

The Clinical Assistant helps set up and breakdown units for the Screening Assistant. This allows the the Screening Assistant to move to the next set-up unit with a new patient to screen. So every hour they screen a new patient.

The dentist must prescribe radiographs for the patient being screened and the Radiography Assistant takes that patient and completes the radiographs right away. Then the dentist reads the radiographs.

This screening system allows students who are assigned a patient to:

**Correlate radiographic findings with clinical findings in first appointment patient assessment.**

### In this issue:

<b>Standard 2-12 &amp; 2-24</b>	<b>2</b>
<b>Screening Form</b>	<b>4</b>
<b>Clinical Calibration Workshop</b>	<b>6</b>
<b>List of Special Needs Patients</b>	<b>7</b>
<b>AAP in TalEval</b>	<b>8</b>
<b>TalEval Webinar</b>	<b>9</b>
<b>Camp Schedule</b>	<b>15</b>
<b>Camp Registration</b>	<b>16</b>

The Screening Assistant does **NOT** claim the patients they screen. This is the only way to create a pool of all patient types: ages, perio levels, special needs, etc. CODA Standard 2-12

The dentist is the one assigned to the Screening Assistant and Radiography Assistant. He/she oversees the student screening the patient and has the final say in the **estimated** perio skill level of the patient which will allow the patient to be scheduled in the appropriate clinical session.

Because the perio skill level is estimated, not comprehensive, the student to which the patient is assigned has the responsibility of performing the comprehensive patient assessment, dental hygiene diagnosis and treatment plan. ▲

Screening Form on Page 4

### CODA Unofficial Report of Major Actions 2020

Due to the new CODA policy on Reprints there is no synopsis of findings in this newsletter. To view the report go to this link:

[https://www.ada.org/~media/CODA/Files/Unofficial\\_Actions\\_CODA\\_Meeting\\_Jan2020.pdf?la=en](https://www.ada.org/~media/CODA/Files/Unofficial_Actions_CODA_Meeting_Jan2020.pdf?la=en)



# 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)

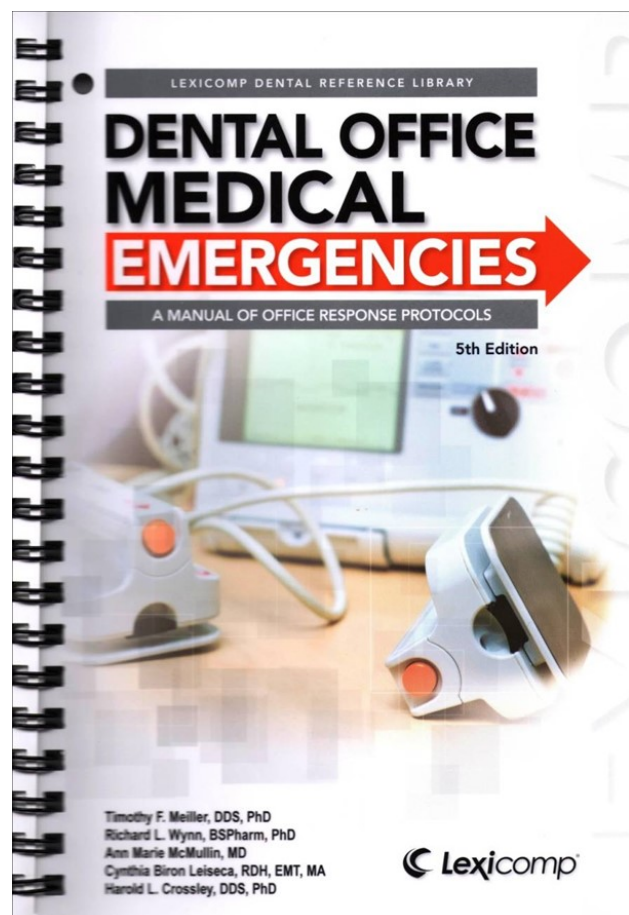
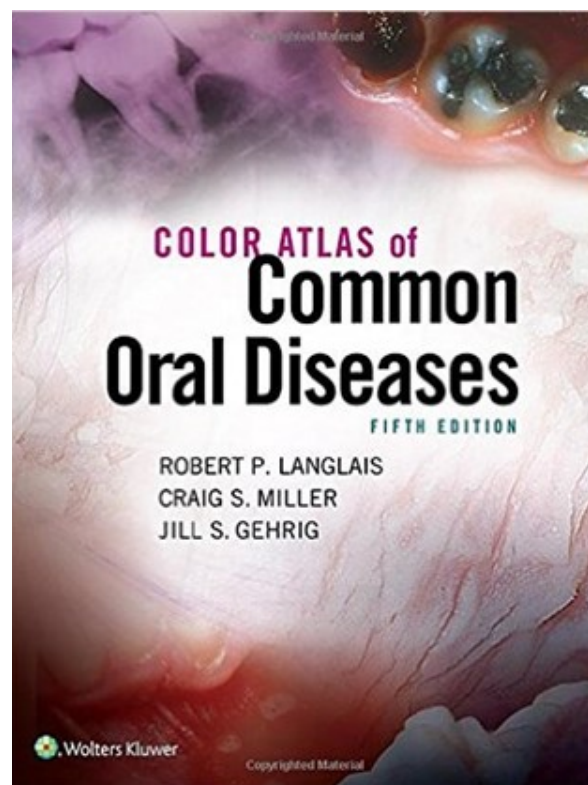
Now that faculty members must have formal exercises in clinical evaluation of student performance many are looking for ways to demonstrate compliance with this standard. We have a video on the 2019 DH Clinic Key which is a corroborative error practicum of preclinic instrumentation. The video contains 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)







# Screening Form

Page 4

DH Program Screening Form  
Dental Health Programs  
Screening Form

Referred to Clinic: I II III  
Circle Appropriate Clinic

Patient's Name: \_\_\_\_\_ Student Requested \_\_\_\_\_  
Student Screener: \_\_\_\_\_ Date Screened: \_\_\_\_\_

## Directions:

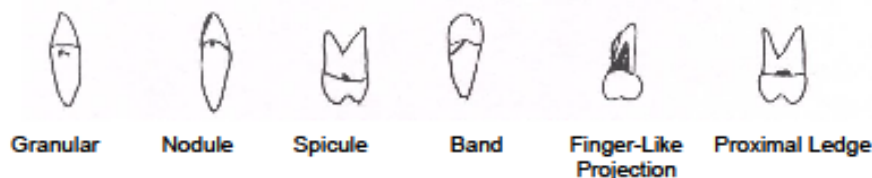
- Conduct a medical history and take patient vital signs.
- Get instructor's or dentist's permission to proceed.
- Do a cursory screening for obvious lesions and pathologies.
- Classify the patient for these characteristics by using an estimation, not tooth by tooth evaluation:
  - Calculus Deposits – visual (use air), explore proximal surfaces only for estimate
  - Periodontal Skill Level – condition of gingiva, probe proximal surfaces only for estimate, or PSR, check all teeth for mobility
  - Count # of Teeth Present
  - Existing Conditions
  - Treatment Considerations
- Dentist prescribes radiographs and transfers patient to student in Radiology Rotation
- Dentist reads radiographs: recommends appropriate Clinic Level for care
- Patient referred to appropriate clinic for complete DH care (screener does not keep patient)

## Debridement Skill Levels

Developed by Jill S. Nield-Gehrig, RDH, MA

Author: Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation

## CALCULUS FORMATION; REFERENCE GUIDE



### 1. Calculus Deposits: Circle the calculus Classification for Skill Level

Class 0	No Calculus	Slight Calculus – requires little or no scaling
Class I	Simple	Supragingival calculus extending only slightly below the free gingival margin
Class II	Light/Moderate	Moderate amount of supragingival and subgingival calculus, or subgingival calculus only
Class III	Moderate	Abundance of supragingival and subgingival calculus, or subgingival calculus only
Class IV	Heavy	Generalized supragingival and subgingival ledges around cervical thirds of crowns and bands on most root surfaces

### 2. Periodontal Skill Level: Circle Periodontal Skill Level

	Probing Depths	Bleeding	Mobility
0	<4 mm	None	No
I	4 mm	Localized Points	No/Slight
II	5 mm	Generalized Points	Slight +1
III	6 mm	Moderate - Heavy	Moderate 2
IV	7 mm	Heavy	Severe 3

## Screening Form Back Page

**3. Teeth Present:** Count and record the molars, premolars or anterior teeth present in each sextant. Count all teeth present, primary or permanent dentitions (do not indicate primary and permanent as separate count tallies).

Premolars _____	Anteriors _____	Premolars _____
Molars _____		Molars _____
Premolars _____	Anteriors _____	Premolars _____
Molars _____		Molars _____

**4. Existing Restorations:** Indicate the (amount in number) of each type of restoration present.

Amalgams \_\_\_\_\_ Composites \_\_\_\_\_ Crowns \_\_\_\_\_ Fixed Bridges \_\_\_\_\_ Removable Partial  
Dentures \_\_\_\_\_ Full dentures \_\_\_\_\_ Dental Implants \_\_\_\_\_ **Total:**  $\leq 4$   $> 4$   
Indicate by circling Yes or No for Orthodontic Bands

**5. Treatment Considerations:** Indicate treatment needed by placing X after each consideration:

Immediate referral to a physician for a medical concern \_\_\_\_\_

Immediate referral to an oral surgeon for a suspicious lesion \_\_\_\_\_

Immediate referral to general dentist \_\_\_\_\_

Possible periodontal case study \_\_\_\_\_

Possible state boards patient \_\_\_\_\_

Sealants # \_\_\_\_\_

Amalgam Polishing # \_\_\_\_\_

Radiographs (Check Type): CMX \_\_\_\_\_ Panorex \_\_\_\_\_ BWX \_\_\_\_\_

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Instructor's or Dentist's Signature*

### Patient Compliance Agreement

I have been informed of the findings from this screening appointment and the approximate cost of treatment here at the \_\_\_\_\_ College Dental Hygiene Clinic. I understand that since this is a teaching institute I will be assigned to a student whose level of education requires the learning experience my dental condition provides. I am aware that the student who will be treating me expects me to arrive on time for my appointments and that being late or missing any appointments could result in discontinuation of my treatment since the student must have a patient in every clinic session in order to receive a passing grade for the clinical course. I understand that each appointment will be up to three hours long and that multiple appointments may be required to complete my treatment. My signature indicates my commitment to the student's learning experience and my intent to attend all appointments or call at least 48 hours in advance to cancel my appointment so that the student can find a patient to replace me.

\_\_\_\_\_  
*Patient's Signature*

Continued from Page 2

**DH Clinical Calibration Workshop  
for Dental Hygiene Educators (for CODA Standard 2-24)**

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 copy-right 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

This Workshop will be held **Hands-On**  
Northampton Community College  
Bethlehem, PA **May 8, 2020**

Register online:

<https://www.dhmethod.com/product/18-northampton-college-may-8th/>



## 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

### 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  
 Epilepsy  
 Huntington's disease  
 Parkinson's disease  
 Paralysis  
 Peripheral neuropathy  
 Spinal Bifida  
 Spinal chord injury

### Sensory Impairment

Hearing  
 Visual

### Skeletal System

### Renal System

#### **Kidney disease**

Dialysis  
 Drug elimination

### 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

#### **Tic Disorders**

Tourette's syndrome

#### **Neurobehavioral Conditions**

Autism Spectrum Disorder

### Neurocognitive Disorders

#### **Communication disorders**

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

#### **Vulnerable older adults**

### Patients at Risk for Infection

Brittle Diabetes  
 Corticosteroid therapy  
 Chemotherapy  
 Organ transplant  
 Prosthetic joints or structures

New to

TalEval

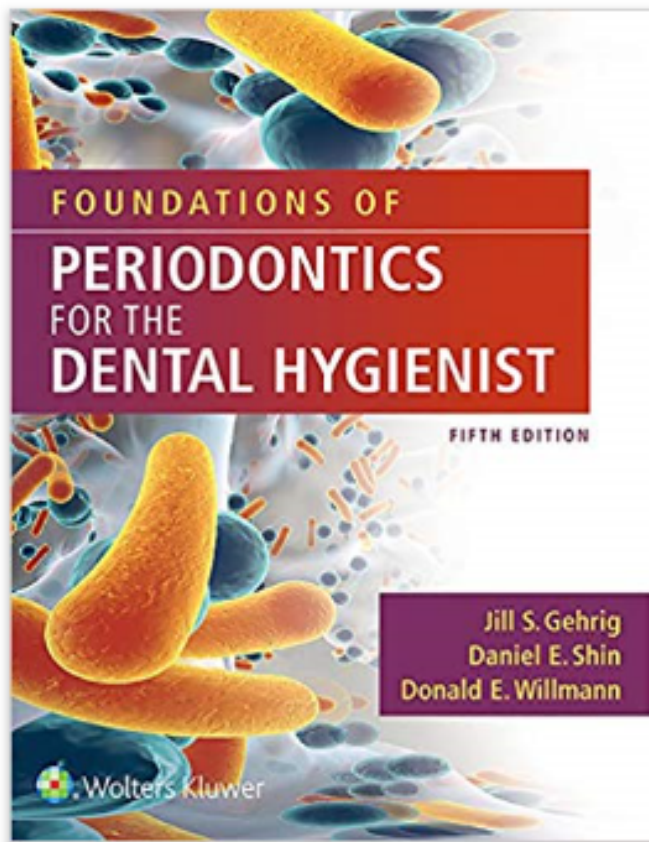
The screenshot shows the 'Grade Entry' form in TalEval. At the top, there's a banner with a collage of dental-related images. Below it, a navigation bar includes links like [Setup Lists], [Student Data], [Patient Data], [Student Evaluation], [User Setup], [Grade Validation], and [Logout]. The user 'Cynthia Biron' is logged in. The form title is 'Grade Entry'. It includes fields for 'Select a Student' (doe, john), 'Include Inactive Students' (checkbox), and 'Edit Existing Grade' (--Select One--). The 'Date' field is set to 11/14/2019. The 'Select a Patient' dropdown shows 'Doe, Jane [1/xx/2000]' with an 'Add Patient' button. The 'Clinic' dropdown is set to 'IIB'. The 'Treatment Phase' dropdown is set to '02. Initial appointment with student'. The 'Quad /Sextant' field is set to 'Q 1-4'. The 'Special Needs' section has 'No' selected. The 'Gingival Perio Disease' section has a dropdown menu open, showing a list of AAP classifications: 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, and Implantitis. The 'Debridement Skill Level' section has 'Calculus' and 'Perio' sections, each with radio buttons for N/A, 0, I, II, III, and IV. The 'Critical Error' and 'Extra Credit' fields are empty. The 'Recare' section has checkboxes for 'Recare' and 'Patient Complete', and a field for 'Recare On Date'. The 'Comments' section is a text area. A 'Continue' button is at the bottom right.

Dropdown to Select

AAP Classification of Periodontal Diseases

TalEval generates a report of all AAP Classifications  
of patient treatments per student





## How to Teach Periodontology According to this book!

### 16. How to Teach Periodontology (4 ceu's)

Thurs, July 30, 1:30-5:30PM

**Course Instructor: Cynthia Wampler, CRDH, MS**

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. (A signed copyright agreement is required to receive the flash drive.) 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. A special focus on the new American Academy of Periodontology and the European Federation of Periodontology (AAP/EFP) Classifications of Periodontal Diseases will be included in this course. The course will be applied in conjunction with the textbook, "Periodontics for the Dental Hygienist" by Jill S. Gehrig. **(This class limited to 30 participants)**

Go to this link to register:

<https://www.dhmethod.com/product/15-how-to-teach-periodontology/>

## New Course for CODA Special Needs & Emergencies

### 9. How to Teach Management of Special Needs Patients & Medical Emergencies (4 ceu's) Wed July 29, 8:00 AM-Noon

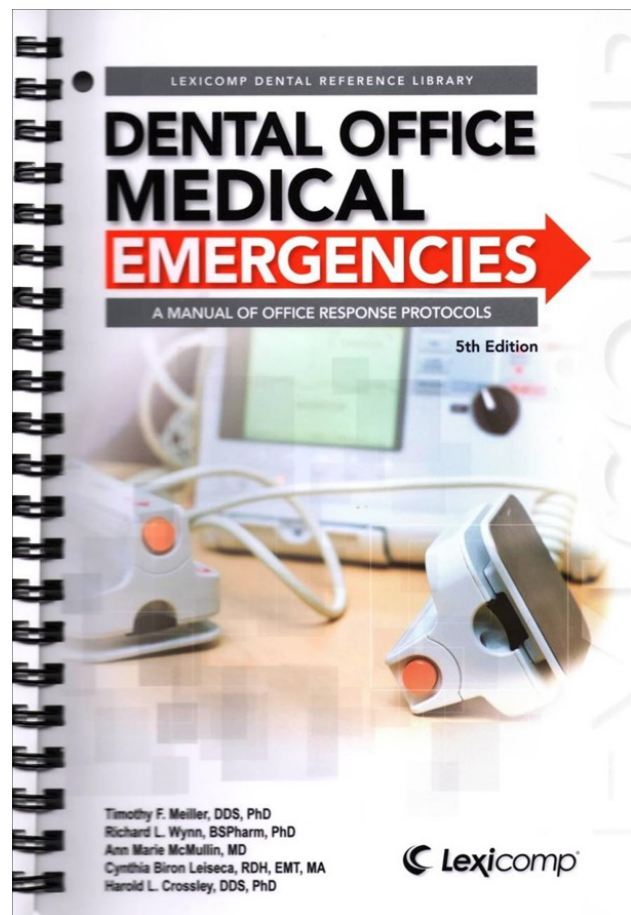
**Course Presenters: Roberta Brown, CDA, RDH, MS;  
Lane Foreman, CDA, CRDH, BS**

This course includes the entire contents of the Management of Special Needs Patients & Medical Emergencies course for dental assisting and dental hygiene students. The course includes the course manual, syllabus, power point presentations, Learning activities including role plays, case based quizzes and exams. The entire course is placed on a flash drive for each course attendee. (A copyright agreement must be signed to receive the flash drive). The instructor will direct course attendees in the methods of teaching the subject 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 special needs/medical emergencies textbooks currently available for dental assisting and dental hygiene education.

**(This class limited to 30 participants)**

Go to this link to register:

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



Call or email us for a

**FREE**

Introductory webinar:

[Connie@TalEval.com](mailto:Connie@TalEval.com)

1 800 467-1170

# TalEval

## Computerized Clinical Grading & Outcomes Assessment for Dental Programs

Available in Two Grading Formats:

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

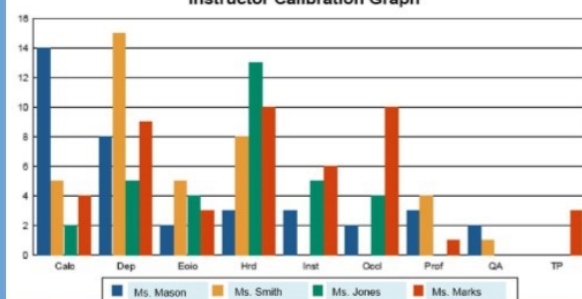
Reports Generated Serve as Exhibits for CODA:

- 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

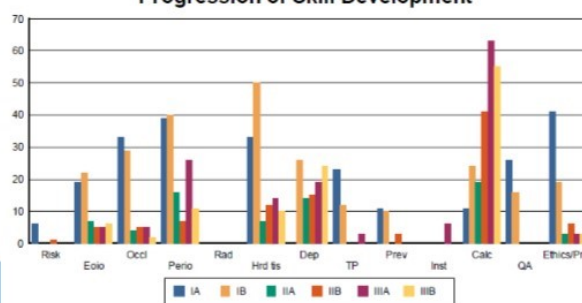
Dental Hygiene Process of Care Grade Entry Form

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!

[www.AmericasSoftware.com](http://www.AmericasSoftware.com)

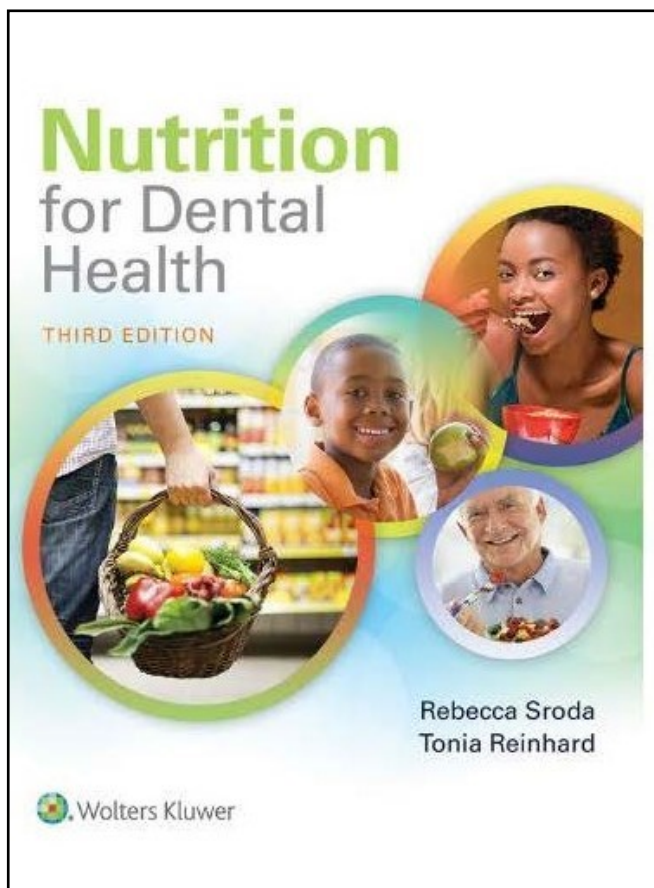
See Cindy's TalEval documents on this link: <http://www.dhmethod.com/taleval-grading/>



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



The Lead Author of this Textbook will present this course at Summer Camp Amelia Island 2020

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

Mon. July 27, 1:30 to 5:30 PM

Course Instructor: Rebecca Sroda, CDA, RDH, MS

Using the textbook “Nutrition for Dental Health”, topics are organized into teachable units that include PowerPoint Presentations, classroom activities, and suggestions for online assignments. The course instructor will impart helpful tips for patient compliance during nutritional counseling, developed over the past 20 years. Participants will have the opportunity to work with diet diary forms and simulate a counseling session using the most effective talking points and communication skills. All materials will be provided in electronic format on flash drives for each attendee (A copyright agreement must be signed to receive the flash drive). This half-day presentation will benefit participants who teach a didactic Nutrition course in Dental Education and are responsible for grading processes on clinical nutritional counseling.

**(Class limited to 30 participants)**

Go to this link to register:

<https://www.dhmethod.com/product/03-how-to-teach-nutrition/>

## 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:

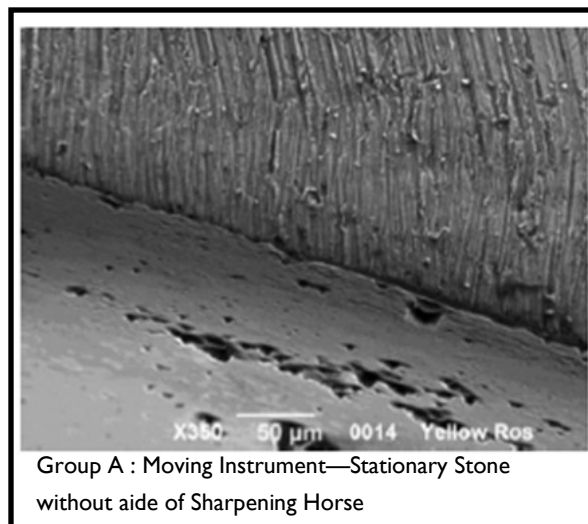
Three groups were considered based on three sharpening methods used: group A (moving a PC over a stationary stone); group B (moving a stone over a stationary PC) and group C (moving a PC over a stone fixed, placed on a 'sharpening horse'). After the sharpening, the blades were examined using SEM. The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

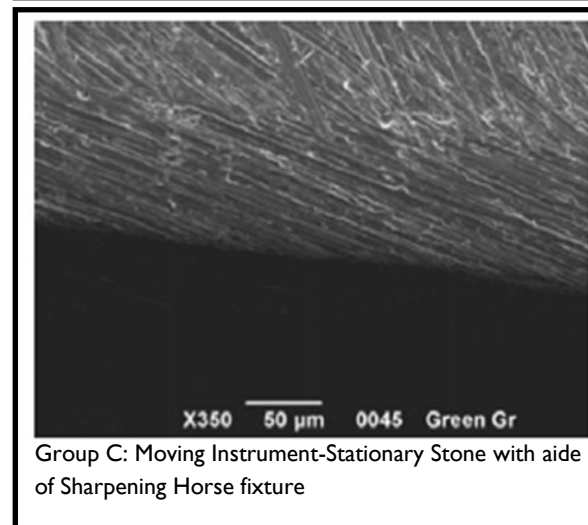
The sharpening technique used in group C, which involved the use of the sharpening horse, proved the most effective.



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*

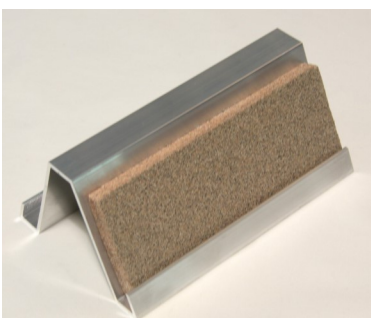
"The Sharpening Horse design is a brilliant, user friendly approach to the critical maintenance of dental hygiene instruments. The concept and the technique is very adaptable for novice and experts in dental hygiene, and our **program faculty made the Sharpening Horse its choice recommendation** for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



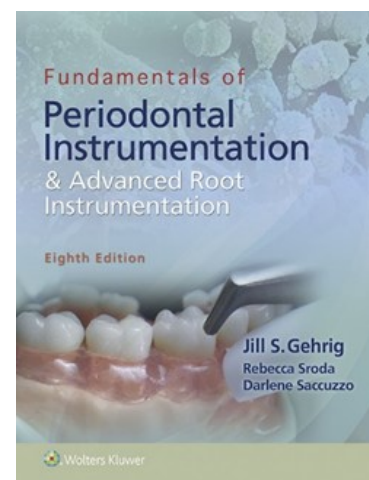
Sharpening Horse Kits include the fixture, ceramic stone, directions and test sticks.

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



## How to Teach Periodontal Instrumentation with This Book!

Four contributing authors and their team will lead you in a hands-on workshop.

1. How to Teach Periodontal Instrumentation (8 ceu's)  
Mon. July 27, 8:00AM-5:30 PM (One Day) Lunch 12-1:30pm

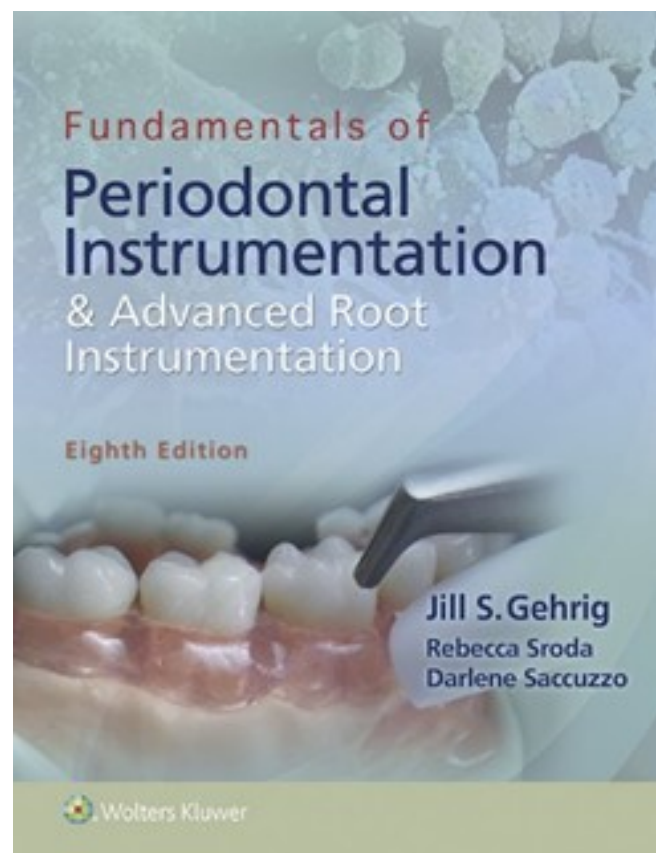
### Course Instructors:

Cynthia Biron RDH, EMT, MA Ed;  
Christine Dominick, CDA, RDH, M. Oc. Ed;  
Cristina Lekas: CDA, RDH, BAS;  
Robin Matloff, RDH, BSDH, JD;  
Lorinda Simon, CRDH, BS;  
Rebecca (Becky) Sroda CDA, RDH, MS;  
Melany Thien, CRDH, MS.

This 8 hour hands-on workshop will provide the participants with a calibration session on methods of teaching periodontal instrumentation to students. A simulation lab with periodontally involved typodonts is set up for one-on-one instruction with workshop participants. The morning session is devoted to teaching the novice clinician the basics in periodontal instrumentation in accordance with the textbook "Periodontal Instrumentation & Advanced Root Instrumentation" by Jill S. Gehrig, Rebecca (Becky) Sroda & Darlene Saccuzzo. Words, phrases and demonstrations are explained to assist workshop attendees in calibrating on methods of imparting skills to students. Calibration on methods of critiquing student skills, providing constructive criticism and correcting technique errors will be included. The afternoon session includes hands-on instruction in advanced root instrumentation teaching methodology using numerous root instruments appropriate for debridement of all aspects of root anatomy. In addition to the use of periodontally involved typodonts, calibration on explanations of root anatomy visuals and individual simulated tooth models are used in this teaching/learning activity.

(This Class is limited to 30 participants) Go to this link to register:

<https://www.dhmethod.com/product/01-how-to-teach-periodontal-instrumentation/>



Camp is the "Lab" for contributions to this book.  
Come join us and share your ideas for the next edition!

Go to this video to see the latest techniques to use with The Sharpening Horse:

<https://www.youtube.com/watch?v=Rzhgtit0Vxo&feature=youtu.be>



On days you are in class, lunch is at Brett's Waterway!

# Summer Camp Amelia Island 2020 Schedule



Monday July 27th		Tuesday, July 28 <sup>th</sup>		Wednesday, July 29 <sup>th</sup>		Thursday, July 30 <sup>th</sup>		Friday, July 31st	
Hampton Inn Egmont-Strathmore Keystone	Island Art Center	Hampton Inn Strathmore Keystone	Island Art Center	Hampton Inn Egmont-Strathmore	Island Art Center	Hampton Inn Keystone	Hampton Inn Egmont-Strathmore	Hampton Inn Keystone	Hampton Inn Egmont-Strathmore
8:00 AM	8:00 AM	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	Course #2	Course #4	Course #5	Course #6	Course #8	Course #8 Day 1	Course #9	Course #11	Course #15
How to Teach Periodontal Instrumentation	How to Teach Dental Materials	Hands-On DH Clinical Calibration	DA Accredited	How to Teach Ethics	Radiology Educator's Workshop	How to Teach Management of Special Needs Patients & Medical Emergencies	How to Teach Oral Anatomy	How to Teach Local Anesthesia	How to Teach DH Preclinic
End	End	End	End	End	End	End	End	End	End
1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM
Continued	Course #3	Continued	Continued	Course #7	Continued	Continued	Course #10	Course #12	Course #16
How to Teach Periodontal Instrumentation	How to Teach Nutrition	Hands-on DH Clinical Calibration	DA Accredited	How to Teach Histology & Embryol	How to Teach Pharm	How to Teach Oral Pathology	How to Teach Community Dentistry	How to Teach Radiology Hands-on Session	How to Teach Radiology Hands-on Session
End	End	End	End	End	Continued next morning	Continued next morning	Continued next morning	End	End
5:30	5:30	5:30	5:30	5:30	5:30	5:30	5:30	5:30	5:30
		6:00 Reception Hotel Café' 2 <sup>nd</sup> Floor				6:00 Reception Hotel Café' 2 <sup>nd</sup> Floor			

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

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

**You can register with credit card information online or register by mail using this form:**

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

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

**Contact us: (904) 556-1406 or [Cindy@DHmethEd.com](mailto:Cindy@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, FL 32034 Some of the less expensive rooms are already sold out.

Register online: [https://hamptoninn.hilton.com/en/hp/groups/personalized/A/AISHSHX-DHC-20200726/index.jhtml?WT.mc\\_id=POG](https://hamptoninn.hilton.com/en/hp/groups/personalized/A/AISHSHX-DHC-20200726/index.jhtml?WT.mc_id=POG)

or call them 904 491-4911 Block of rooms is under "Dental Camp"