CODA Unofficial Report of Major Actions
by Cindy Biron Leiseca

Here is a summary of the August 3-4 CODA Unofficial Report of Major Actions limited to concerns of DA and DH Programs

Accreditation Reports
- 1 New DH Program granted accreditation
- 5 DA Programs and 1 DH Program received a formal warning that accreditation will be withdrawn in February 2018 unless the requested information, demonstrating compliance with the accreditation standards, is submitted prior to that time.

Revisions to Standards with Immediate Implementation
- DA Standards 1-7, 2-5, 2-21, 2-22, 3-4, and 3-6, with an implementation date of January 1, 2018.
- DH Standards 2-14, 3-7 with immediate implementation.

Proposed Revisions to Accreditation Standards to be circulated to the communities of interest for comment including, as applicable hearings at the 2017 ADA Annual Meeting, 2018 ADEA Annual Meeting, and 2018 ADHA Annual Meeting.
- DH Definition of Terms and Standards 2-8d and 2-13, with circulation to the communities of interest until June 1, 2018, for consideration at the August 2018 meeting of the Commission.
- DH Standards 2-1 and 2-24, with circulation to the communities of interest until June 1, 2018, for consideration at the August 2018 meeting of the Commission.

Standing Committee on Finance
The Commission reviewed the report of the Standing Committee on Finance and took several actions, including:
- Directing submission of a resolution to the ADA Board of Trustees requesting initiation of a dialogue, based upon the CODA 2016 shared services, to establish an agreed upon shared services formula, which could be ratified within the ADA-CODA Memorandum of Understanding.
- Directing submission of a resolution to the ADA Board of Trustees requesting that the ADA develop a mechanism to allow the Commission to establish and access a separate reserve fund to retain its annual revenue after total (direct and indirect) expenses are paid.
- Directing the Standing Committee on Documentation and Policy Review to develop a policy on use of the Commission’s reserve fund, which could be implemented at such a time that a reserve fund is approved for the Commission, for consideration by the Commission in Winter 2018.

Standing Committee on Quality Assurance and Strategic Planning
The Commission reviewed the report of the Standing Committee on Quality Assurance and Strategic Planning and took several actions, including:
- Adopting an Outcomes Assessment Tracking, with immediate implementation, to track the Commission’s operational effectiveness related to the 2017-2021 Strategic Plan.
- Directing Commission staff to further investigate the International Society of Dental Regulators (ISDR) and Council on Higher Education Accreditation International Quality Group (CHEA-CIQG), and obtain Commission membership in either or both.

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www.DHmethEd.com

Boot Camp Retreat for Dental Educators
July 30 through August 3, 2018
See Preliminary Schedule on Page 11
**Biron’s Quick Reference of 2017 Top 400 Drugs**

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<th>A B C D E F G H</th>
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**American Heart Association Blood Pressure Categories**

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<thead>
<tr>
<th>Blood Pressure Category</th>
<th>Systolic mm Hg (Upper #)</th>
<th>Diastolic mm Hg (Lower #)</th>
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<tr>
<td>Normal</td>
<td>120 - 139</td>
<td>80 - 89</td>
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<tr>
<td>Prehypertension</td>
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<tr>
<td>High Blood Pressure</td>
<td>140 - 159</td>
<td>90 - 99</td>
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<tr>
<td>(hypertension) Stage 1</td>
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<tr>
<td>High Blood Pressure</td>
<td>160 or higher</td>
<td>100 or higher</td>
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<tr>
<td>(hypertension) Stage 2</td>
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<tr>
<td>Hypertensive Crisis</td>
<td>180 or higher</td>
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**Dental Office Pharmacology**

Simplifying the complex concept of pharmacology

Purchase Now at our online store:

https://www.dhmethed.com/product/dh-clinic-key-2016/

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**Dental Pain & Anxiety Management**

Author: Nicole Greco, RDH, BSDH, MA

**Pathology Review**

Deborah Sparks RDH, MAEd

**Immunology Review**

NBDHE

Robert F. Brown, CDA, RDH, MSHD

**Dental Radiology**

John W Preece, DDS, MS

**Dental Material Review**

NBDHE

Brent Molen, RDH, MA, Ed

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**Medical History**

<table>
<thead>
<tr>
<th>Smoking Cessation</th>
<th>Head &amp; Neck Exam</th>
<th>Temperature Assessment</th>
<th>Gingival Description</th>
<th>Pulse &amp; Respiration</th>
<th>Radiographs</th>
<th>Blood Pressure</th>
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<tr>
<td>Smoking status</td>
<td>History</td>
<td>Peak</td>
<td>Gingival condition</td>
<td>Heart rate</td>
<td>Radiographs</td>
<td>Systolic</td>
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<tr>
<td>Current status</td>
<td>History</td>
<td>Peak</td>
<td>Gingival condition</td>
<td>Heart rate</td>
<td>Radiographs</td>
<td>Diastolic</td>
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<tr>
<td>Former status</td>
<td>History</td>
<td>Peak</td>
<td>Gingival condition</td>
<td>Heart rate</td>
<td>Radiographs</td>
<td>Mean</td>
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<tr>
<td>Never smoker</td>
<td>History</td>
<td>Peak</td>
<td>Gingival condition</td>
<td>Heart rate</td>
<td>Radiographs</td>
<td>Mean</td>
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**English to Spanish Phrases**

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>Good morning Mr.</td>
<td>Buenos días Señor</td>
</tr>
<tr>
<td>Good afternoon Mr.</td>
<td>Buenos días Señor</td>
</tr>
<tr>
<td>Good morning Mrs.</td>
<td>Buenos días Señora</td>
</tr>
<tr>
<td>Good afternoon Mrs.</td>
<td>Buenos tardes Señora</td>
</tr>
<tr>
<td>My name is</td>
<td>Me llama</td>
</tr>
<tr>
<td>I am your dental hygienist</td>
<td>Soy su higienista dental</td>
</tr>
<tr>
<td>It is nice to meet you.</td>
<td>Mucho gusto en conocero (conecto)</td>
</tr>
<tr>
<td>I do not speak Spanish, I will point to Spanish phrases</td>
<td>No hablo espanol. Voy ha indicar Las frases en espanol</td>
</tr>
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organizations as would be of most benefit and value to enable the Commission to establish its global reputation as a leader in dental accreditation.

Standing Committee on Documentation and Policy Review

The Commission reviewed the report of the Standing Committee on Documentation and Policy Review, and took several actions, including adopting the following revised policies with immediate implementation:

- Introduction and General Information, Purpose of this Manual (Evaluation and Operational Policies and Procedures manual
- Scope and Decisions
- Philosophy of Accreditation, Accreditation Standards
- Reciprocal Agreement with the Commission on Dental Accreditation of Canada
- Integrity
- Development of Administrative and Operational Policy Statements
- Review Committees and Review Committee Meetings
- Notice of Accreditation Actions to Communities of Interest
- Notice of Reasons for Adverse Actions
- Policy on Changes to the Composition of Review Committees and the Board of Commissioners
- Commission Committees
- Materials Available from the Commission
- Accreditation Status Definitions
- Reporting Program Changes in Accredited Programs
- Policy on Discontinuance or Closure of Educational Programs Accredited by the Commission and Teach-Out Plans
- Policy Statement on Principles of Ethics in Programmatic Advertising and Student Recruitment
- Policy on Reporting and Approval of Sites Where Educational Activity Occurs
- Policy on Preparation and Submission of Reports to the Commission (new policy)
- Policy on Planning and Implementing Preliminary Accreditation Consultation Visit (PACV) and International Accreditation Site Visits
- Policy and Procedure Regarding Investigation of Complaints Against Educational Programs
- Directing the Standing Committee on Documentation and Policy Review to consider the terminology related to dental specialties, including the rationale for change, the impact on accreditation documentation and the impact on the Commission structure, with a report in Winter 2018.
- Directing that staff review outstanding anonymous complaints to determine the need for immediate investigation and processing of anonymous complaints in accordance with the revised Complaint Policy.

Standing Committee on Communication and Technology

The Commission reviewed the report of the Standing Committee on Communication and Technology, and took several actions, including:

Continued on Page 4
Directing that CODA send a formal letter to the ADA Board of Trustees, with a copy to the Council on Dental Education and Licensure leadership, expressing concern that the Commission’s electronic accreditation tool has yet to be developed and must be a priority in order for the Commission to conduct its business.

Directing continued development of a Communication Plan in regard to 2017-2021 Strategic Plan, for review by CODA in Summer 2018.

Standing Committee on Nominations

The Commission reviewed the report of the Standing Committee on Nominations and approved nominees to fill vacancies for discipline specific positions and non-discipline specific positions on its Review Committees, beginning fall 2017, and two upcoming vacancies for public members on the Commission beginning fall 2018.

The Commission directed that an ad hoc committee composed of Commission members be appointed to further study the request for establishment of a Review Committee for Dental Anesthesiology Education, in accordance with the Commission's Policy on Changes to the Composition of Review Committees and the Board of Commissioners, and to consider the impact, implications and logistics of this request, with a report at the Summer 2018 meeting.

The Commission directed that an ad hoc committee composed of Commission members be appointed to further study the request for establishment of an accreditation program for advanced general dentistry education programs in operative dentistry, in accordance with the Commission's Policies and Procedures for Accreditation of Programs in Areas of Advanced Training in General Dentistry, with a report at the Summer 2018 meeting.

The Commission elected Dr. William Leffler as chair of the Commission and Dr. Loren Feldner as vice-chair of the Commission for 2017-2018.

The Commission acknowledged the following Commissioners whose terms will expire in October 2017: Dr. Stephen Campbell, Dr. Alexandra Hebert, Dr. Denise Kassebaum, Mr. Dennis Lanier, Dr. Harold Mark Livingston (chair), Dr. Robert Sherman, Dr. David Stanton, and Dr. Stanley Surabian.

The Commission voted to establish an ad hoc committee composed of Commission members be appointed to further study the request for establishment of an accreditation program for advanced general dentistry education programs in operative dentistry, in accordance with the Commission’s Policies and Procedures for Accreditation of Programs in Areas of Advanced Training in General Dentistry, with a report at the Summer 2018 meeting.

To read the full report please go to this link:
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

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

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See Cindy’s TalEval documents on this link: [http://www.dhmethod.com/taleval-grading/]
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.


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

Di Fiore A¹, Mazzoleni S, Fantin F, Favero L, De Francesco M, Stellini E.

Abstract

OBJECTIVE:

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

METHODOLOGICAL APPROACH:

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.

Permission Granted by Author

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<thead>
<tr>
<th>Descriptive Statistical Analysis of scores in the measurements</th>
<th>Observer 1</th>
<th>Observer 2</th>
<th>Observer 3</th>
<th>Observer 4</th>
<th>Observer 5</th>
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<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
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<tr>
<td>Group A (Moving Inst. Stationary Stone without Sharpening Horse)</td>
<td>2.3</td>
<td>0.44</td>
<td>2.5</td>
<td>0.97</td>
<td>2.5</td>
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<tr>
<td>Group B (Moving Stone – Stationary Inst.) Worst Technique</td>
<td>2.9</td>
<td>0.97</td>
<td>3.1</td>
<td>0.60</td>
<td>3.4</td>
</tr>
<tr>
<td>Group C (Moving Inst. Stationary Stone with Sharpening Horse fixture)</td>
<td>1.5</td>
<td>0.51</td>
<td>1.6</td>
<td>0.51</td>
<td>1.6</td>
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</table>
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.

Watch the video demonstration to learn the new techniques:
https://www.youtube.com/watch?v=r4A56UuTP3Q&feature=youtu.be

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

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

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

Purchase one at retail price of $79.95 now:

**https://www.dhmethed.com/product/the-sharpening-horse-kit/**
Changes for Summer Camp 2018

Our venue will again be at the Hampton Inn & Suites Historic Harbor Downtown Fernandina Beach, Amelia Island, FL. All classes will be held in the hotel or within walking distance at nearby meeting rooms.

DH Clinical Teaching Methodology will be 16 hours and a built in rotation will allow for only 15 course participants in each section. There will be two rotation sessions to allow for 30 attendees.

Radiology Educator’s Workshop is led by Dr. John Preece and Dr. Allison Buchanan and also includes a half day of hands-on instruction plus a half day of “How to Teach Radiology” course materials by Bobbie Brown and Rene Graham.

We rotate the “How to Teach” specific subject courses. Please refer to page 11 of this newsletter to view the preliminary schedule.

References : CODA website Links
Dental Therapy Standards: http://www.ada.org/~media/CODA/Files/dt.pdf?la=en

Designed by an elite team of practicing hygienists and recognized ergonomic and infection control experts, the RDH Elite works to improve ergonomics, productivity and career longevity. Encompassing an optimal field width and depth recommended for dental hygiene professionals, the optics deliver a crisp image with edge-to-edge clarity. Capitalizing on ever-changing fashion, the loupe’s frame also incorporates inter-
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<td>Course #1 Day 1</td>
<td>Course #2</td>
<td>Course #1 Day 2</td>
<td>Course #3</td>
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<td>Course #7 Day 1</td>
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<td>DH Clinical Teaching Methodology</td>
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<td>DH Clinical Teaching Methodology</td>
<td>How to Teach Dental Anatomy</td>
<td>How to Teach Pharmacology Cathy Korondi</td>
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<td>Christine Dominick</td>
<td>Becky Sroda</td>
<td>Melissa Olson</td>
<td>Unspecified</td>
<td>Gwen Welling</td>
<td>Dr. Buchanan</td>
<td>Course on flash drive</td>
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<td>Precinic Melissa Olson</td>
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<td>End at Noon</td>
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<td>Course #4</td>
<td>Course #6</td>
<td>Course #9</td>
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<td>Precinic Instrument. Cindy Leiseca &amp; Team</td>
<td>Planning, Calibrating, Evaluating Team</td>
<td>How to Teach Nutrition</td>
<td>How to Teach Ethics</td>
<td>How to Teach Histology &amp; Embryology TBA</td>
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<td>Becky Sroda</td>
<td>Robin Matloff</td>
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<td>Bobbie Brown</td>
<td>How to Teach Dental Materials</td>
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<td>Rene Graham</td>
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Classrooms at the Hampton Inn are Egmont/Strathmore and Kensington.

The Commission Chambers at City Hall provides additional classroom space and it is located across the street from the hotel.

Lunch is provided as part of your course tuition any day that you attend class and it is served at Joe’s 2nd Street Bistro which is also across the street from the hotel.