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 materials” as outlined below.

**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,

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

Requests must be made in writing or via e-mail. Permission will not be granted over the phone.

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:


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

https://www.dhmethed.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](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.dhmethoded.com/product/09-how-to-teach-management-special-needs-patients/

DH Standard 2-24 d Clinical Calibration

Link to Revised Standards


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 preclinical 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.dhmethoded.com/product/dh-clinic-key-2019/](http://www.dhmethoded.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 close when filled. You may register for it through our online registration:


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)
End of the year SALE!

50% off!

Click here to purchase

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

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 cord 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

Dental Health

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
Empysema
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
New to **TalEval**

Dropdown to Select AAP Classification of Periodontal Diseases

TalEval generates a report of all AAP Classifications of patient treatments per student.
See Cindy’s TalEval documents on this link: http://www.dhmed.com/taleval-grading/

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

Call for a free live web demo today!

www.AmericasSoftware.com
Best instrument sharpening technique for students!

Watch the demonstration
https://www.youtube.com/watch?v=Rzhgtis0Vxo&feature=youtu.be

Read the research that shows irrefutable evidence that the Sharpening Horse technique provides the best cutting edge

End of the Year Sale!

50% Off

Click on the link to purchase
https://www.dhmethoded.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.


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

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

Abstract

OBJECTIVE:

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

METHODS:

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

RESULTS:

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

CONCLUSIONS:

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

Permission Granted by Author

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<th>Descriptive Statistical Analysis of scores in the measurements</th>
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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 curettes 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

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**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 or call (888) 829-9013
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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.

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