Summer Camp 2027 Course Descriptions

1.The Dental Radiology Lab Workshop (3 ceu's) Friday, July 30, 2027, 9:00 AM – 12:00 PM
Course Instructor: Deborah Cartee, MS, RDH, CDA; and team of instructors

This workshop serves as an interactive, hands-on course to strengthen digital radiography techniques, improve diagnostic image quality, and reduce unnecessary retakes. Participants will review the principles of accurate receptor placement, beam alignment, patient positioning, exposure selection, and image evaluation for common intraoral radiographs. Through instructor-guided demonstrations and clinical simulation, participants will practice positioning techniques for bitewings and periapical images, identify common positioning and exposure errors, and apply practical corrections. Emphasis will be placed on achieving diagnostically acceptable images efficiently while maintaining patient comfort, minimizing radiation exposure, and meeting quality-assurance expectations. The workshop also includes a flash drive of teaching materials for educators. The materials include the lab syllabus, lab schedule, learning activities and accreditation guidelines. **Class limited to 30 participants.**

Learning Outcomes
Upon completion of this 3-hour hands-on course, participants will be able to:

1. Describe the relationship between receptor placement, beam alignment, angulation, and diagnostic image quality in digital intraoral radiography.
2. Demonstrate correct patient positioning and receptor placement for routine bitewing and periapical radiographs.
3. Apply appropriate horizontal and vertical angulation to minimize common errors, including overlapping contacts, cone cuts, foreshortening, elongation, and missed apices.
4. Identify common digital radiographic errors related to positioning, exposure, technique, and image processing.
5. Evaluate radiographs for diagnostic acceptability using a consistent image-quality assessment process.
6. Select corrective actions for common radiographic errors before repeating an exposure.
7. Use retake-reduction strategies that support patient comfort, improve clinical efficiency, and promote adherence to radiation-safety principles.
8. Incorporate a practical quality-assurance approach for monitoring radiographic errors and improving consistency in the clinical setting.

2. Local Anesthesia Review for the Practicing, Certified RDH (4 ceu's) Friday, July 30, 1:00-5:00 PM
Course Presenter: Marion Manski MS, RDH; and team of instructors

Even experienced local-anesthesia–certified dental hygienists can feel less confident when administering injections—particularly the technique-sensitive inferior alveolar nerve block. This practical, four-hour refresher workshop is designed to help you rebuild confidence, update your approach, and strengthen the clinical skills needed for predictable local anesthesia delivery. Led by respected dental hygiene educator Marion Manski, the program begins with a focused two-hour review of current local anesthesia principles, including armamentarium selection, setup, anatomical landmarks, patient positioning, technique considerations, and common factors that can affect injection success. The second half of the program is devoted to guided, hands-on practice using local anesthesia manikins. Participants will rehearse injection procedures in a supportive learning environment, with special emphasis on the inferior alveolar nerve block—one of the most clinically challenging and technique-sensitive injections. **Class limited to 30 Participants**

Learning Outcomes
On completion of this workshop, participants will be able to:

1. Define and pronounce all the key terms and anatomical terms.
2. List the tissues anesthetized by the IANB and describe the target areas.
3. Locate and identify the anatomical structures used to determine the local anesthetic needle's penetration site the IANB on a skull and a patient.

4. Identify the correct tissues penetrated by the local anesthetic needle for the IANB
5. Integrate the knowledge about the anatomy of the nerves and their associated tissues into clinical dental practice for the IANB.
6. Recognize complications that can occur regarding an IANB injection
7. Identify the bone structures involved in Local Anesthesia IANB
8. Locate the nerve involved in the IANB local anesthesia and its' related structures.
9. Define paresthesia.
10. Troubleshooting techniques if failure to anesthetize occurs.
11. Recognize predisposing factors
12. Note the percentages of variations in responses to a drug
13. Decide why body weight is very important
14. Discuss vascularity and absorption
15. List the steps to take to avoid an ADR
16. Differentiate between signs and symptoms
17. Compare and contrast techniques used to manage an overdose depending on the time of onset
18. List steps taken in an emergency procedure based on time of onset
19. Recognize the hygienists' role as the primary provider of local anesthetic to identify, and manage emergencies
20. Formulate strategies to avoid an ADR (Adverse drug reaction)
21. Differentiate allergy vs overdose reactions
22. Be aware of signs and symptoms of overdose
23. Locate the target sites the IANB
24. Rationalize the importance of aspiration
25. Perform the administration of topical correctly
26. Choose the correct needle size for the IANB and infiltration injections
27. Discuss that technical and communicative abilities are essential for successful administration of local anesthesia
28. Determine length of penetration for the IANB
29. Discuss latest technologies in local anesthesia
30. Enhance administration of not only the IANB but infiltration injections of local anesthesia
31. Review of pharmacology of LA
32. Review Local anesthesia techniques and update the hygienist regarding
33. Practice and perform procedures in a clinical setting focusing on the IANB, by giving the hygienist the ability to practice in an education setting to enhance their skills.

3. Hands-on Ultrasonic Instrumentation (4ceu's) Friday, July 30, 2027, 9:00 AM – 12:00 PM (3 ceu's)
Course Instructor: Marianne Dryer, MS, RDH; Lauren Cisternino, MS, RDH

Build confidence with ultrasonic instrumentation in a hands-on clinical setting at Florida State College at Jacksonville with the well known ultrasonic expert, Marianne Dryer. Designed for practicing dental hygienists and dental hygiene educators, this workshop strengthens the essential skills behind safe, efficient ultrasonic debridement: grasp, adaptation, angulation, activation strokes, power selection, lateral pressure, and ergonomic stroke control. Participants will practice adapting instrumentation for biofilm removal, calculus removal, and periodontal debridement in challenging areas, including furcations, root concavities, and difficult-to-access anatomy. You will work with both magnetostrictive and piezoelectric technology and learn how to modify technique based on deposit type, tooth morphology, and periodontal presentation. Practicing hygienists will gain immediately applicable clinical strategies. Educators will also receive a flash drive of curriculum resources and teaching techniques to support the introduction, sequencing, and teaching of magnetostrictive and piezo ultrasonic instrumentation. **Class limited to 20 participants**

Learning Outcomes
At the completion of this course, participants will be able to:

1. Differentiate the clinical use and operating characteristics of magnetostrictive and piezoelectric ultrasonic instrumentation.
2. Select appropriate ultrasonic inserts/tips, power settings, water flow, and techniques based on patient presentation, deposit type, and tooth morphology.

3. Demonstrate correct ultrasonic grasp, fulcrum, adaptation, angulation, activation stroke, lateral pressure, and ergonomic positioning.
4. Modify ultrasonic instrumentation techniques to debride challenging anatomy, including furcations, root concavities, posterior areas, and interproximal surfaces.
5. Apply safe, efficient ultrasonic debridement strategies for biofilm removal, calculus removal, and periodontal therapy

4. How to Teach Preclinic Instrumentation (4 ceu's) Friday, July 30, 2027, 8:00 AM-12:00 PM
Course Instructor: Cynthia Biron, MA ed, RDH, EMT and team of instructors

This immersive, hands-on workshop prepares dental hygiene educators to teach preclinic instrumentation with clear language, effective demonstrations, and practical methods that help students develop safe, confident, and clinically transferable skills. Participants will practice strategies for explaining, demonstrating, coaching, and calibrating hand instrumentation skills in a simulation-lab environment with one instructor to every 5 attendees. Using HuFriedy hand instruments and periodontally involved typodonts, participants will experience the student perspective while learning approaches to guide correct grasp, fulcrum, adaptation, angulation, activation, and stroke technique. The workshop also includes instruction in teaching instrument sharpening with the Diamond Pony fixture, which supports development of a crisp cutting edge while helping maintain the original contour of the curet blade. Participants will learn its efficient chairside application, autoclavable design, and dry-sharpening process that requires no oil or water. Tuition includes a Diamond Pony sharpening fixture and the encrypted DH Clinic Key, a comprehensive digital resource containing Clinic Quick References, the AAP Flowchart, instrumentation and calibration videos, subject-based dental hygiene national board reviews, *the book: The Expert TalEvalarian*. **Class limited to 20 participants**

Learning outcomes
Upon completion of this course, participants will be able to:

1. Describe a structured approach for teaching preclinic instrumentation skills from introductory simulation experiences through clinical application.
2. Use concise, student-centered language and demonstrations to teach ergonomic positioning, instrument grasp, fulcrum selection, adaptation, angulation, activation, and stroke technique.
3. Demonstrate effective methods for coaching students through common preclinic instrumentation challenges using visual, verbal, and tactile feedback.
4. Apply calibration strategies to promote consistent faculty expectations, feedback, and evaluation of student instrumentation performance.
5. Demonstrate periodontal instrumentation techniques on Kilgore periodontally involved typodonts using HuFriedy hand instruments.
6. Explain and demonstrate use of the Diamond Pony sharpening fixture to create a crisp cutting edge while maintaining curet blade contour.
7. Identify how to teach safe, efficient chairside sharpening with the autoclavable Diamond Pony fixture which does not require water during sharpening.
8. Integrate the DH Clinic Key resources into preclinic instruction, clinical calibration, student remediation, clinic reference, and national-board preparation.

5. Hand Instrumentation for Practicing Dental Hygienists (4 ceu's) Friday. July, 30, 2027, 1:00 -5:00 PM
Course Instructor: Deborah Holexa MS, RDH and team of instructors

Refine Your Periodontal Instrumentation! Restore Your Clinical Confidence! This 4-hour hands-on workshop is designed for practicing dental hygienists who want greater confidence and efficiency when treating patients with challenging periodontal conditions. Practice

techniques using a variety of Hu-Friedy hand instruments while receiving individualized coaching on access, adaptation, ergonomics, and instrumentation for deep root deposits. With only five participants per instructor, you will receive direct feedback, make corrections in real time, and practice techniques that can be applied immediately in clinical care. Tuition includes the DH Clinic Key with personal-review technique videos, a Diamond Pony Sharpening Kit, and sharpening instruction for the instruments used in the course. **Class limited to 20 participants**.

Learning outcomes
At the completion of this workshop, the participant will be able to:

1. Select appropriate hand instruments for periodontal debridement based on tooth anatomy, root morphology, pocket depth, deposit location, and access requirements.
2. Demonstrate effective instrument adaptation and angulation to maintain working-end contact and improve removal of tenacious supra- and subgingival root deposits.
3. Apply appropriate clinician, patient, and instrument positioning to improve access, visibility, control, and efficiency during periodontal instrumentation.
4. Demonstrate stable grasp and fulcrum techniques, including modified and alternative fulcrums as appropriate, to improve instrument control and access to difficult periodontal sites.
5. Use effective scaling and root-debridement strokes—including stroke direction, length, overlap, lateral pressure, and activation—to remove deposits while minimizing unnecessary tissue trauma and clinician fatigue.
6. Adapt instrumentation techniques for challenging periodontal conditions, including deep pockets, posterior teeth, line angles, root concavities, furcations, and areas of limited access.
7. Incorporate ergonomic principles involving posture, neutral wrist position, patient positioning, and instrument control to reduce musculoskeletal strain during clinical care.
8. Evaluate personal instrumentation performance using instructor feedback to identify and correct deficiencies in access, adaptation, angulation, stroke activation, fulcrum placement, and ergonomics.
9. Demonstrate correct sharpening principles and technique for the hand instruments used in the workshop, including evaluating sharpness and restoring a functional cutting edge using the Diamond Pony Sharpening Kit.
10. Develop an individualized plan for continued clinical practice using the DH Clinic Key technique videos and workshop feedback to strengthen periodontal instrumentation skills after the course.

6. Dental Assisting Accreditation Workshop (8 ceu's) Friday, July 30, 2027, 8:00 AM-5:00 PM
Course Presenter: Christine Dominick, CDA, RDH, M. Oc. Ed

Christine Dominick will lead you through the accreditation preparation for your site visit. The morning session of the workshop is designed to familiarize Dental Assisting educators with the accreditation process, assist in understanding what is required to write a self-study report, prepare and host a site visit, successfully complete documents and reporting requirements before and after the site visit, and how to use the results of the site visit experience to ensure that their program is always "site-visit ready". A step by step guide on how to organize and prepare a self-study document is presented that will enable participants to effectively engage their faculty and staff to assist in the accreditation process. Guidelines for conducting a site visit are provided along with suggestions for best practices to ensure a successful site visit will be clearly outlined for the attendees. Updates and changes in the standards are compared with previous accreditation standards to assist attendees in managing what is now expected in the current standards. The afternoon session is devoted to an in-depth discussion of the DA standards 1-6. Suggestions are made and discussed by the instructor and the class on the most effective ways to demonstrate compliance with the Commission on Dental Accreditation Standards for Dental Assisting Education Programs as presented in the DA Self-Study Report. Course participants receive a flash drive that contains documents that serve as templates for creation of exhibits and helpful resources that are in electronic format for each of the standards 1-6. In addition, the exhibits also contain an outcomes assessment matrix, outcomes assessment tools, the Curriculum Management Plan, Radiation Safety Plan, Exposure Control Plan, Medical Emergency Plan, and Quality Assurance Plan. Flash Drives now includes a self-study document for your review to assist you with planning the format of your own school's document with exhibits as examples

to show what might be submitted. This workshop does not guarantee a recommendation free site visit at your school. Those attending this workshop should print out the DH Self-study and bring it with them to the course.

Class limited to 30 participants

Learning Outcomes:
Upon completion of this workshop, participants will be able to:

1. Explain the CODA accreditation process for Dental Assisting Education Programs, including the purpose, timeline, key participants, required documentation, and responsibilities before, during, and after a site visit.
2. Interpret current CODA Standards for Dental Assisting Education Programs, including significant updates or changes from previous standards and the implications of those changes for program operations and documentation.
3. Organize and develop a comprehensive self-study report that accurately documents program compliance with CODA accreditation requirements.
4. Create a practical self-study preparation plan that identifies required evidence, assigns responsibilities, establishes internal deadlines, and engages faculty and staff in the accreditation process.
5. Identify appropriate exhibits and supporting documentation needed to demonstrate compliance with Standards 1–6 in the Dental Assisting Self-Study Report.
6. Apply strategies for documenting compliance with CODA Standards 1–6, including institutional effectiveness, program administration, curriculum, student assessment, faculty, resources, and program evaluation requirements as applicable to the current standards.
7. Use accreditation templates and electronic resources to develop, revise, or organize key program documents and exhibits.
8. Develop or refine essential program plans and evidence files, including an outcomes assessment matrix, outcomes assessment tools, Curriculum Management Plan, Radiation Safety Plan, Exposure Control Plan, Medical Emergency Plan, and Quality Assurance Plan.
9. Prepare faculty, staff, administrators, students, and advisory committee members for their roles during an accreditation site visit.
10. Plan and host an effective site visit by applying best practices for scheduling, communication, document access, interview preparation, facilities readiness, and management of the visitor experience.
11. Complete required follow-up documentation and reporting after the site visit, including responding appropriately to recommendations, areas of noncompliance, or requests for additional information.
12. Use site-visit feedback and accreditation findings for continuous quality improvement, strengthening systems that support sustained compliance and long-term program effectiveness.

7. How to Teach Oral Anatomy (4 ceu' s) Saturday, July 31, 2027 8:00 AM-12:00 PM
Course Instructor: Cathleen Korondi, CDA, RDH, Ed D

This interactive methodology workshop is designed for dental assisting and dental hygiene educators who already possess a solid foundation in oral anatomy and want to strengthen how they teach this essential subject. It is not an oral anatomy content-review course; rather, it focuses on practical, innovative, and learner-centered strategies for presenting oral anatomy clearly and effectively. Participants will explore proven methods for simplifying complex concepts, organizing course material, promoting active learning, and assessing student understanding. The workshop is appropriate for both novice and experienced educators seeking a structured, adaptable approach to teaching oral anatomy in dental assisting or dental hygiene curricula. Attendees receive a complete, ready-to-use oral anatomy course package in electronic format on a provided flash drive. Materials include a course manual, syllabus, PowerPoint presentations, class activities, course projects, case-based quizzes, and examinations. The materials may be used in conjunction with any currently available oral anatomy textbook appropriate for dental assisting and dental hygiene education.
A signed copyright agreement is required before course materials on the flash drive can be released.

Learning Outcomes
Upon completion of this workshop, participants will be able to:

1. Apply effective instructional methods for teaching oral anatomy to dental assisting and dental hygiene students.
2. Organize oral anatomy content into a logical, student-centered course structure that supports progressive learning.

3. Use strategies to simplify and clarify complex oral anatomy concepts without compromising essential content.
4. Incorporate active-learning activities, projects, and case-based instruction to increase student engagement and clinical relevance.
5. Select and adapt PowerPoint presentations, classroom activities, quizzes, and examinations to meet the needs of their own programs.
6. Develop assessment approaches that evaluate student understanding and application of oral anatomy concepts.
7. Integrate the provided instructional materials with the oral anatomy textbook currently used in their dental assisting or dental hygiene curriculum.
8. Implement a complete oral anatomy teaching framework with greater confidence, consistency, and instructional effectiveness.

8. **How to Teach Oral Pathology (4 ceu's)** **Saturday, July 31, 2027, 1:00 AM – 5:00 PM**
Course Instructor: Cathleen Korondi, CDA, RDH, Ed D

This interactive methodology workshop is designed for dental assisting and dental hygiene educators who already possess a solid foundation in oral pathology and want to strengthen how they teach this essential subject. It is not an oral pathology content-review course; rather, it focuses on practical, innovative, and learner-centered strategies for presenting oral pathology clearly and effectively.
Participants will explore proven methods for simplifying complex concepts, organizing course material, promoting active learning, and assessing student understanding. The workshop is appropriate for both novice and experienced educators seeking a structured, adaptable approach to teaching oral pathology in dental assisting or dental hygiene curricula.
Attendees receive a complete, ready-to-use oral pathology course package in electronic format on a provided flash drive. Materials include a course manual, syllabus, PowerPoint presentations, class activities, course projects, case-based quizzes, and examinations. The materials may be used in conjunction with any currently available oral pathology textbook appropriate for dental assisting and dental hygiene education.
A signed copyright agreement is required before course materials on the flash drive can be released.

Learning Outcomes
Upon completion of this workshop, participants will be able to:

1. Apply effective instructional methods for teaching oral pathology to dental assisting and dental hygiene students.
2. Organize oral pathology content into a logical, student-centered course structure that supports progressive learning.
3. Use strategies to simplify and clarify complex oral pathology concepts without compromising essential content.
4. Incorporate active-learning activities, projects, and case-based instruction to increase student engagement and clinical relevance.
5. Select and adapt PowerPoint presentations, classroom activities, quizzes, and examinations to meet the needs of their own programs.
6. Develop assessment approaches that evaluate student understanding and application of oral pathology concepts.
7. Integrate the provided instructional materials with the oral pathology textbook currently used in their dental assisting or dental hygiene curriculum.
8. Implement a complete oral pathology teaching framework with greater confidence, consistency, and instructional effectiveness.

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9. Premium Dental Hygiene Clinical Calibration Workshop (4 ceu's)

Saturday, July 31, 2027, 8:00 AM-12:00 PM

When clinical faculty evaluate the same student performance differently, students receive mixed messages, faculty frustration grows, and competency decisions become harder to defend. This premium, hands-on workshop is designed for dental hygiene educators who want to create greater consistency, confidence, and fairness in clinical instruction and evaluation.

Move beyond a one-time calibration meeting. Through guided, active calibration experiences, you will practice the same processes your faculty can use back at school to align expectations, reduce grading variation, and strengthen clinical assessment. Working with authentic student patient-treatment cases, participants will independently assess and score clinical performance, compare findings with colleagues, and work toward consensus using structured calibration forms. You will also calibrate instrumentation-practicum grading by evaluating video-recorded student performance and refine your ability to identify remaining calculus through hands-on manikin-based detection activities.

You will leave with more than ideas—a ready-to-use faculty-calibration system. Your included course flash drive includes calibration practice materials and the 3 cases used in our hands-on session, scoring and consensus forms, calculus-detection calibration materials, and implementation resources to support ongoing calibration with your clinical faculty team. You take them back to your school to calibrate your whole faculty. You also receive the "DH Clinic Key" encrypted drive with the instrumentation practicum videos, and all other instrumentation videos as well as quick references, dental hygiene national board presentations, and the book, *The Expert TalEvalarian"* The lecture and discussion portion focuses on how to make calibration an ongoing, documented part of your program—not an occasional faculty conversation. Learn practical strategies for organizing calibration sessions, facilitating productive consensus discussions, documenting outcomes, and carrying shared standards into daily clinic teaching and competency evaluation.
Class limited to 30 participants

Learning Outcomes
Upon completion of this workshop, participants will be able to:

1. Explain why sustained faculty calibration is essential for consistent clinical teaching, fair grading, and defensible competency decisions.
2. Score authentic student clinical cases using structured calibration criteria.
3. Participate in consensus discussions to reduce variation in faculty assessment and feedback.
4. Calibrate instrumentation-practicum grading using video- student performance on the "DH Clinic Key".
5. Apply consistent methods for evaluating remaining calculus through hands-on manikin-based detection exercises.
6. Develop and implement an ongoing, documented faculty-calibration process using ready-to-use materials provided in the course.

10. How to Teach Preclinic Theory (4 ceu's) Saturday, July 31, 2027, 1:00 - 5:00 PM

Course Instructor: Robin Matloff, RDH, BSDH, JD

This is a completely developed, tried and true course that includes everything you need to teach preclinic theory and plan the corequisite preclinic lab: the syllabus, the course calendar, "Instructor Calibration Guide" to each module, the power point presentations for each module, the evaluation system, the test bank and learning activities. This is not an instrumentation course. The course instructor will guide you through the process of teaching each module, calibrating the faculty, and teaching and evaluating the students in theory and discussion. The entire completely developed course is provided on a flash drive for the attendees. (A copyright agreement must be signed to receive the flash drive). The course is developed in accordance with the textbooks: "Patient Assessment Tutorials" by Jill S. Gehrig, "Periodontal Instrumentation & Advanced Root Instrumentation" by Jill S. Gehrig.
Class limited to 30 participants

Learning Outcomes
Upon completion of this workshop, participants will be able to:
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1. Implement a complete preclinical dental hygiene theory course using the provided syllabus, course calendar, PowerPoint presentations, learning activities, test bank, and evaluation system.
2. Plan and coordinate a corequisite preclinical laboratory that aligns learning experiences, student expectations, and assessments with the accompanying theory modules.
3. Teach preclinical theory and facilitate discussion related to patient assessment, periodontal instrumentation concepts, clinical decision-making, and assessment processes using the course's structured instructional materials.
4. Apply the module-specific Instructor Calibration Guides to standardize faculty instruction, feedback, and grading across course and laboratory settings.
5. Calibrate faculty evaluators to use common terminology, teaching expectations, performance criteria, and scoring processes when evaluating student work.
6. Use the provided evaluation system to assess student knowledge, participation, clinical reasoning, and readiness for subsequent preclinical or clinical learning experiences.
7. Administer and adapt learning activities and assessments from the supplied test bank to measure achievement of stated course objectives and identify students who need remediation.
8. Align instruction with the designated learning resources—including *Patient Assessment Tutorials*, *Periodontal Instrumentation & Advanced Root Instrumentation*, and the DH Clinic Key instructional videos and clinical assessment guides.
9. Develop a consistent student-learning environment by ensuring that faculty communicate common expectations and provide reliable, equitable feedback. Faculty calibration is associated with greater consistency in instruction and evaluation, which can reduce student confusion and strengthen learning experiences.
10. Create a practical implementation plan for launching, teaching, evaluating, and continually improving the preclinical theory course and its associated laboratory at their own institution.

11. How to Teach Local Anesthesia (6 ceu's) Saturday, July 31, 2026, 8:00 AM - 3:00 PM

Course Instructor: Marion Manski, RDH, MS; Deborah Cartee, MS, RDH, CDA

This course includes the course syllabus, power point presentations, class activities, clinical teaching activities and case-based quizzes and exams. All the materials are placed in electronic format on a flash drive for each course attendee. The afternoon will be a hands-on session. (A copyright agreement must be signed to receive the flash drive). The instructor will direct course attendees in the methods of teaching local anesthesia theory and clinical procedures. Ways of simplifying the complex topics are clearly explained so that experienced and novice educators will be well prepared to deliver the information in their own courses. The course material can be applied in conjunction with any of the local anesthesia textbooks currently available for dental hygiene education. This class limited to 30 participants

Learning Outcomes:

Upon successful completion of this course, participants will be able to:

1. Develop a structured local anesthesia curriculum that aligns course content, clinical instruction, learning activities, and student assessment.
2. Explain effective teaching strategies for simplifying complex local anesthesia concepts, including anatomy, neurophysiology, pharmacology, injection techniques, complications, and emergency considerations.
3. Use the provided syllabus, PowerPoint presentations, class activities, clinical teaching activities, and case-based assessments to support classroom and laboratory instruction.
4. Adapt course materials for use with commonly available local anesthesia textbooks used in dental hygiene education.
5. Demonstrate methods for teaching safe, systematic local anesthesia procedures in preclinical and clinical learning environments.
6. Apply instructional techniques that help students connect local anesthesia theory—including patient assessment, medical history review, dosage calculation, anesthetic selection, and contraindications—to clinical decision-making.
7. Facilitate hands-on learning activities that build student confidence and psychomotor competence in local anesthesia administration.

8. Design or implement case-based quizzes and examinations that assess learners' clinical judgment, safety awareness, theoretical knowledge, and readiness for clinical performance.
9. Use formative feedback and competency-based evaluation methods to identify learner strengths, address performance deficiencies, and support progression toward clinical competence.
10. Integrate risk-management principles into local anesthesia instruction, including prevention, recognition, and appropriate response to complications and medical emergencies.
11. Modify teaching approaches for novice versus more experienced students while maintaining consistent expectations for safe clinical performance.
12. Create a teaching plan for incorporating the course resources into an existing dental hygiene local anesthesia course.

12. Premium Allied Dental Teaching Methodology Workshop (8 ceu's) Sunday, August 1, 2027, 8:00 AM - 5:00 PM

Course Instructors: Cathleen Korondi, CDA, RDH, Ed D; Deborah Holexa, MA Ed, RDH & Team of Instructors

Whether you are new to teaching or looking to strengthen consistency across your faculty team, this interactive, full-day workshop gives allied dental educators practical, immediately usable strategies for designing instruction, assessing learning, and giving feedback that helps students improve.

Move beyond "telling" students what to do. Learn how to create engaging learning experiences for today's adult learner; write clear, measurable objectives; align curriculum, instruction, and assessment; construct stronger tests; and use rubrics to evaluate student performance more consistently and fairly. Through hands-on activities, guided examples, and collaborative discussion, you will practice the tools needed to make your teaching more intentional, efficient, and defensible.

The workshop addresses core educational-methodology areas relevant to allied dental faculty, including curriculum development, educational psychology, test construction, measurement and evaluation, learning and teaching styles, effective verbal and written feedback, online teaching, and mindfulness practices that support learning and the educational environment. Faculty will leave with practical teaching resources, assessment examples, and a take-home digital toolkit to adapt for their own classroom, laboratory, and clinical teaching assignments.

This program supports the documented background in current educational methodology concepts expected of dental hygiene faculty under CODA Standard 3-6b. CODA's dental hygiene standard specifically identifies faculty background in educational methodology consistent with teaching assignments, while the dental assisting standards likewise identify educational theory and methodology—including curriculum development, educational psychology, test construction, measurement, and evaluation—for program accreditation. **Class size is limited to 30 participants**

Learning outcomes

Upon completion of this workshop, participants will be able to:

1. Apply adult-learning principles to plan engaging, learner-centered instructional experiences for allied dental students in didactic, laboratory, clinical, and online environments.
2. Write clear, measurable learning objectives using observable performance verbs, appropriate conditions, and defined levels of expected achievement.
3. Align curriculum, instruction, learning activities, and assessment so that course objectives, instructional strategies, assignments, and evaluation methods consistently support intended student competencies..
4. Select teaching strategies that promote active learning, critical thinking, psychomotor skill development, clinical reasoning, and student accountability.
5. Construct stronger written assessments by developing test items that are aligned with objectives, appropriately leveled, clear, fair, and capable of measuring the intended knowledge or decision-making outcome.
6. Evaluate the quality of assessment tools by identifying common flaws in multiple-choice and other test-item formats, including cueing, ambiguity, irrelevant difficulty, and misalignment with course objectives.
7. Develop and use performance rubrics to assess laboratory and clinical skills more consistently, transparently, and fairly.
8. Apply principles of measurement and evaluation to distinguish formative and summative assessment, interpret student-performance evidence, and make defensible instructional or grading decisions.

9. Deliver effective verbal and written feedback that is timely, specific, objective, behavior-focused, and actionable so students understand both their current performance and next steps for improvement.
10. Use calibration strategies to improve consistency among faculty members who teach, observe, score, or provide feedback in clinical and laboratory settings.
11. Adapt instructional and assessment methods for online teaching while maintaining student engagement, clarity of expectations, and appropriate evaluation of learning.
12. Use mindfulness-informed practices to support attention, self-regulation, respectful communication, and a productive learning environment for students and faculty.

13. DH Accreditation Workshop (8 ceu's) Sunday. August 1, 2027 8:00 AM – 5:00 PM

Course Instructor: Christine Dominick, CDA, RDH, M. Oc. Ed

This workshop is designed to familiarize Dental Hygiene educators with the accreditation process, assist in understanding what is required to write a self-study report, prepare and host a site visit, successfully complete documents and reporting requirements before and after the site visit. A step by step guide on how to organize and prepare a self-study document is presented that will enable participants to effectively engage their faculty and staff to assist in the accreditation process. Guidelines for conducting a site visit are provided along with suggestions for best practices to ensure a successful site visit will be clearly outlined for the attendees. Updates and changes in the standards are compared with previous accreditation standards to assist attendees in managing what is now expected in the current standards. The second half of the workshop is devoted to in depth discussions of DH standards 1-6, with emphasis on areas that are known to be the most frequently cited and why. Suggestions are made and discussed by the instructor and the class on the most effective ways to demonstrate compliance with the Commission on Dental Accreditation Standards for Dental Hygiene Education Programs as presented in the DH Self-Study Report. Course participants receive a flash drive that contains documents that serve as templates for creation of exhibits and helpful resources that are in electronic format for each of the standards 1-6. Flash Drives now includes a self-study document for your review to assist you with planning the format of your own school's document with exhibits as examples to show what might be submitted.(A copyright agreement must be signed to receive the flash drive) This course does not guarantee one's success at preparing a self-study document or a recommendation free report from the CODA site visit committee. Those attending this workshop should print out the DH Self-study and bring it with them to the course. **Class limited to 30 participants**

Learning Outcomes:
Upon completion of this workshop, participants will be able to:

1. Describe the purpose, sequence, major requirements, and key participants in the CODA accreditation process for Dental Hygiene Education Programs.
2. Interpret current CODA Accreditation Standards for Dental Hygiene Education Programs, including the intent statements, examples of evidence, and documentation expectations associated with Standards 1 through 6.
3. Compare current Dental Hygiene accreditation standards and requirements with prior standards in order to identify substantive revisions that affect program policies, curriculum, resources, assessment, and documentation.
4. Develop a structured plan and timeline for completing a comprehensive Dental Hygiene self-study report, including delegation of responsibilities, document collection, internal review, and required submission deadlines.
5. Organize a self-study report that clearly addresses each CODA standard and presents accurate, complete, and verifiable evidence of program compliance.
6. Select and prepare appropriate exhibits, supporting documents, data reports, policies, meeting minutes, assessment records, and other evidence needed to substantiate compliance with CODA standards.
7. Engage and coordinate faculty, staff, administrators, institutional support personnel, and advisory stakeholders in the self-study and accreditation-preparation process.
8. Identify areas of potential noncompliance or commonly cited concerns within Standards 1 through 6 and implement strategies to strengthen evidence of compliance before submission of the self-study.
9. Prepare the program, faculty, staff, students, and institutional representatives for a CODA site visit, including interviews, documentation review, facilities review, agenda planning, and communication protocols.

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10. Apply best-practice strategies for hosting an organized, professional, and evidence-based site visit that facilitates the visiting committee's evaluation of the program.
11. Explain the program's responsibilities for accreditation-related documentation and reporting before, during, and after a site visit, including electronic submission expectations and follow-up communication.
12. Use provided templates, sample exhibits, resource materials, and a model self-study document to begin or improve the participant's own program accreditation documentation system.