Allied Dental Health Newsletter

November Issue 2026

Special Needs Patients

by Cindy Biron, MA Ed, RDH, EMT

Our students must treat special needs patients as it is a standard set by the Commission on Dental Accreditation (CODA). Each program has its own policy stating what patient types serve as those whose condition requires each clinician to modify the methods in which they provide patient care to meet the patient's individual needs.

There was a time when "modifying" treatment methods was key to this requirement. Now it is loosely guarded when you hear faculty say a patient who is a smoker is special needs because they need a break from the treatment appointment to smoke a cigarette! How bizarre is that?!!! All patients may need a restroom break from a three-hour appointment! That does not make them a 'Special Needs Patient".

Even patients with conditions that are controlled by medication are truly not "special needs". If the hypertensive patient has a normal blood pressure due to control with medication, the patient care does not need to be modified for that appointment.

Ask yourself if the student had to modify treatment in that particular appointment. If not, it was not a special needs appointment.

A list of "Special Needs Patients" can be found on page 2 of this newsletter. Sometimes they are **"Possible" Special Needs Patients, because their condition is under control and no modification for treatment is required.**

There may be other patient types who need patient treatment modifications, and we try to assess accordingly when planning patient care. We must be prepared to respond as needed when the patient reacts during care. If the reaction requires modification, we change the treatment plan.

Perhaps the program faculty can have a meeting and determine when the patient appointment constitutes a classification of "Special Needs" and how faculty members will collaborate on this at the time of the appointment.

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Teaching Beyond the Curriculum:
Creating a Humanistic Culture in Allied Dental Education

by Debbie Holexa, MA Ed, RDH, MMT

We spend a great deal of time in allied dental education thinking about **what** we need to teach. There are competencies to achieve, clinical skills to master, content to cover, assessments to administer, and accreditation standards to meet.

But perhaps an equally important question is:

How are we teaching?

And even more importantly:

Who are our students becoming while we teach them?

Allied dental education requires more than transferring information. We are preparing healthcare professionals who must think critically, communicate effectively, make ethical decisions, manage stress, collaborate with others, and provide compassionate, patient-centered care.

These qualities cannot be developed through PowerPoint slides alone.

The Classroom Is Part of the Curriculum

Every interaction we have with students teaches something.

How we respond when a student makes a mistake teaches something. How we manage disagreement teaches something. How we provide feedback teaches something. How we respond when clinic runs behind, technology fails, or everyone, including the instructor, is having a challenging day teaches something too.

Students are learning instrumentation, assessment, prevention, and clinical decision-making. At the same time, they are observing how professionals communicate, respond to pressure, navigate uncertainty, and treat other human beings.

That is part of the curriculum whether we intentionally teach it or not.

Dental Hygiene CODA Standard 1-2 requires programs to foster a **humanistic culture and learning environment** characterized by collaboration, mutual respect, cooperation, and harmonious relationships.

Mindfulness supports these qualities and others such as self-awareness, communication, empathy, professionalism, and ethical behavior – more competencies emphasized within dental hygiene education.

But a humanistic culture cannot simply live in an accreditation document. It has to be experienced.

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What Does a Humanistic Culture Look Like?

Humanistic education does not mean lowering expectations, overlooking poor performance, or avoiding difficult conversations.

Students need clear expectations, honest feed-back, accountability, and opportunities to stretch beyond what they believe they can do.

The difference lies in **how the educator creates those experiences.**

A humanistic learning environment includes:

- **Psychological safety and accountability**

Students can ask questions, admit uncertainty, and make mistakes while still being expected to learn.

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Special Needs Patients Categorized by Bodily Systems

by Cynthia Biron, MA Ed, RDH, EMT

Circulatory System

Heart

- Atrial Fibrillation
- Anticoagulant Therapy
- Heart Valve Replacement
- Implanted Cardioverter Defibrillator
- Left Ventricular Assist Device (LVAD)
- Transplant
- Myocardial Infarction
- Cardiomyopathy
- Ischemic Heart Disease
- Mitral Valve Defect
- Septal Defect

Vascular

- Hypertension (Uncontrolled)
- Hypotension
- Cerebrovascular Accident

Blood Disorders

- Anemias
- Asplenia

Hemoglobinopathies

- Sickle Cell
- Thalassemia
- Leukemias

Coagulopathies

- Hemophilia
- von Willebrand Disease
- Thrombocytopenia
- Thrombocytosis

Lymphatic System

- Lipedema
- Lymphadenopathy
- Generalized Lymphatic Anomally (GLA)
- Kaposiform Lymphangiomatosis
- Central Conducting Lymphatic Anomaly
- Gorham-Stout Disease
- Lymphatic Malformations

Pulmonary System

- Brittle Asthma
- Cystic Fibrosis
- Congestive Heart Failure
- Chronic Obstructive Pulmonary Disease
- Emphysema
- Obstructive Sleep Apnea
- Pneumonia
- Tuberculosis

Digestive System

- Gastroesophageal reflux disease
- Inflammatory Bowel Disease
- Crohn's Disease
- Irritalble Bowel Syndrome

Liver Disorders

- Hepatitis (A, B, C, D)
- Infection
- Bleeding
- Drug Toxicity
- Cirrhosis
- Fatty Liver Disease

Renal System

- Kidney Disease
- Hemodialysis
- Drug elimination
- Bleeding

Endocrine System

Adrenal Diseases

- Addison's
    - Adrenal Insufficiency
- Cushing's
    - If Rx Cortisone
    - Adrenal Insufficiency

Pancreas

- Diabetes
    - Insulin reaction
    - Diabetic coma

Thyroid Disease

- Hypothyroidism
    - Myxedema Coma
- Hyperthyroidism
    - Thyroid Storm

Parathyroid Disease

- Hypoparathyroidism
- Hyperparathyroidism

Reproductive System

- Pregnancy
- ED Drug Interactions

Skeletal System

- Osteoarthritis
- Osteoporosis
- Paget's Disease
- Spinal Curvature

Muscular System

Neuromuscular Disorders

- Amyotrophic Lateral Sclerosis
- Muscular Dystrophy

Nervous System Disorders

- Dysarthria
- Dysphagia
- Extrapyramidal Effects
- Fibromyalgia
- Trigeminal Neuralgia
- Parkinson's Disease
- Paralysis
- Peripheral Neuropathy
- Spinal Bifida
- Bell's Palsy
- Cerebral Palsy
- Epilepsy
- Huntington's Disease
- Dementia
- Lewy Body Syndrome

Immune System

Autoimmune Diseases

- Multiple Sclerosis
- Psoriasis
- Rheumatoid Arthritis
- Scleroderma
- Systemic Lupus
- Sjogren's Disease
- Pemphigus
- Behçet's Disease
- Hashimoto's Thyroiditis
- Grave's Disease
- Guillain-Barre' Syndrome
- Myasthenia Gravis

Mental Health Disorders

- General Anxiety
- Bipolar
- Cyclothymic
- Depression
- Post Traumatic Stress

Personality Disorders

- Antisocial Personality
- Obsessive-compulsive
- Paranoid Personality

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Addictive Disorders

- Alcoholism
- Drug Addiction
- Substance Abuse

Psychotic Disorders

- Schizophrenia
- Hallucinations

Eating Disorders

- Anorexia Nervosa
- Bulimia

Sensory Impairment

- Hearing
- Visual

Tic Disorders

- Tourette's Syndrome

Neurocognitive Disorders

- Language
- Speech/Sound
- Stuttering
- Social Communication
- Unspecified Communication
- Vulnerable Older Adults

Congenital Defects

- Cleft Lip & Palate
- Down Syndrome

Developmental Disability

- Fragile X Syndrome
- Autism Spectrum Disorder
- Attention Deficit Disorder
- Attention Deficit Hyperactivity Disorder

Patients at Risk for Infection

- Brittle Diabetes
- Cancer
- Cytomegalovirus
- Corticosteroid Therapy
- Chemotherapy
- HIV/AIDS
- Liver Disorder
- Organ Transplant
- Prosthetic joints or structures
- Radiation Therapy

References: Dental considerations in cardiovascular patients: A practical perspective – PMC; Oral Health in Lymphatic Malformations & CLAs; ohl.go2dental.com/content?a=65&sm=23&cli=sunlife&lang=en; Dental management of patients with obstructive pulmonary diseases – PubMed; Oral Health and "Modern" Digestive Diseases: Pathophysiologic and Etiologic Factors – PMC; jcedv3i2p127.pdf: Dental management of patients with renal diseases or undergoing renal transplant – ScienceDirect; jcedv2i4p196.pdf; Neuromuscular Disorders: Autoimmune Diseases; | National Institute of Environmental Health Sciences What They Are, Symptoms & Types; https://pmc.ncbi.nlm.nih.gov/articles/PMC3533539/; Mental disorders;

Teaching Beyond the Curriculum

Continued from Page 1

- **Respectful feedback**

Correction focuses open behavior and performance rather than personal worth.

- **Curiosity before judgment**

Rather than immediately labeling a student lazy, careless, or unprepared, get curious about what may be interfering with learning.

- **Student Autonomy**

Students gradually take greater responsibility for problem-solving and their own learning.

- **Faculty self-awareness**

We notice our own stress, assumptions, biases, communication patterns, and emotional triggers.

- **Compassion with boundaries**

Caring about students does not require rescuing them from every uncomfortable learning experience.

- **Modeling Professionalism**

Students learn professional behavior not only from what we tell them, but from what they see us do repeatedly.

Before We Can Teach Regulation, We Have to Practice it.

Mindfulness is not simply meditation. At its most practical level, it is the ability to **notice what is happening while it is happening without immediately reacting to it.**

For faculty members, that might mean recognizing frustration before it becomes our tone of voice.

For students, it might mean noticing anxiety without allowing anxiety to affect clinical performance.

For both, it creates a tiny space between stimulus and response. Within that space is choice. And choice is where learning, professionalism, and emotional intelligence begin to intersect.

Mindfulness can also support active listening, empathy, rapport building, respectful communication, and greater awareness of individual patient values and preferences.

From Expert to Educator

Many dental assisting and dental hygiene faculty have entered education because they are excellent clinicians. Yet knowing how to perform a procedure and knowing how to help another person learn it are two distinctly different skill sets.

Teaching requires us to continually ask:

What does the learner need from me right now?

Do I need to explain? Demonstrate? Ask a better question? Allow developmental struggle? Offer feedback? Encourage reflection? Or step away?

Sometimes the most effective teaching strategy is not giving students another answer. It is helping them discover how to think.

Teaching Humans Who Will Care for Humans

Artificial intelligence can retrieve information in seconds. Students have unprecedented access to content, demonstrations, explanations and resources.

That makes the human dimensions of education more important, not less important.

Clinical judgement, Ethical reasoning, Empathy, Communication. Self awareness, Adaptability, Curiosity.

The ability to sit across from another human being. Listen actively, recognize what matters to that person, and respond skillfully.

These capacities develop through relationship, reflection, practice, feeback, and skillful teaching.

"Did I cover the material?" Is no longer the most important question to ask.

The more important question is:
"What kind of learner and future healthcare professional did my teaching presence help create?

A Humanistic Culture Starts With US

- Before correcting, get curious
- Before reacting, notice
- Before rescuing, allow developmental struggle
- Before answering, ask a better question
- Before expecting professionalism, model it

Want to explore these ideas more deeply? Join us for Summer Camp Amelia Island July 30 through August 1 2027. in Amelia Island, Florida where we explore practical, engaging approaches to Allied Dental Teaching Methodology.

Come ready to rethink familiar teaching habits, gather new strategies, and return to your students with fresh ideas for creating learning environments where both competency and humanity can flourish.◊



Dental Hygiene Clinical Calibration

If you like our "Special Needs Patient List", You will love all the similar materials you receive on a "take home flash drive" in this workshop:

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. 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.



Our quaint, safe town, Fernandina Beach on Amelia Island, FL. Walk to shops, restaurants and live entertainment.



Sunset you can see from our hotel.

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.



Hands-on Workshops & Reviews for Practicing Clinicians

For those who want reviews and updates on radiology lab, local anesthesia administration, ultrasonic and hand instrumentation, we have the workshops for you! Workshops #1-3 will be held in the clinics at Florida State College Jacksonville (15 minutes from Jacksonville Airport and 25 minutes from Amelia Island. Travel at your own expense. Here are the abbreviated course descriptions (Learning Outcomes Available on our website): DHmethEd.com

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**.

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

3. Hands-on Ultrasonic Instrumentation (4ceu's) Friday, July 30, 2027, 9:00 AM – 12:00 PM (3 ceu's)
Course Presenters: 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

5. Hand Instrumentation for Practicing Dental Hygienists (4 ceu's) Friday. July, 30, 2027, 1:00 -5:00 PM
Course Presenter: 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 Summer Camp 2027 Course Descriptions 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**.

Camp Details

Summer Camp Amelia Island is being held in two locations, Amelia Island and Florida State College Jacksonville (FSCJ). We need the clinics at FSCJ, and we are so appreciative of the faculty and staff of FSCJ who are willing to host us on Friday, July 30, 2027. FSCJ is only 15 minutes from Jacksonville Airport, and all the hotels provide shuttle service fron the airport to the hotels in that area. We will have a hotel near there that will also take you to FSCJ. At the end of the day at classes there you can come over to Amelia Island if you wish to attend classes at our hotel there, Hampton Inn Harbor Front. You must pay your ground travel and all travel expenses.

There are more workshops to attend and you may register for them on our website www.DHmethEd.com

We are rotating our "How to Teach" workshops to include more hands-on workshops since that seems to be the big draw to our camp.

Here is the link to the biosketches of our presenters:

Course-Presenters-and-Staff-DESKTOP-KD86GV8-2027.pdf

While they won't all be presenting in 2027 they will be back in subsequent years.

Early Registration Deadline is December 31, 2026 OR When Classes are Filled!

For more details on the camp, go to this link: Hotel & Camp Details | DH Method of Education

Here is the Camp Schedule of Workshops"

Friday July 30, 2027				Saturday July 31, 2027			Sunday August 1, 2027	
FSCJ	FSCJ	Egmont Strathmore	Keystone	Egmont	Strathmore	Keystone	Egmont Strathmore	Keystone
9:00 AM	9:00 AM		8:00 AM		8:00 AM	8:00 AM	8:00 AM	8:00 AM
Course # 1	Course #3	Course # 4	Course #6	Course #7	Course #9	Course #11	Course #12	Course #13
The Radiology Lab Workshop Deborah Cartee Marion Manski Debbie Holexa	Ultrasonic Instrumentation Marianne Dryer Lauren Cisternino	How to Teach DH Preclinic Instrumentation Cindy Biron Team: Cristina Robin Cathy Cindy W.	DA Accreditation Christine Dominick	How to Teach Oral Anatomy Cathy Korondi	Premium DH Clinical Calibration Debbie Holexa	How to Teach L.A. Marion Manski	Premium Allied Dental Teaching Methodology Debbie Holexa	DH Accreditation Christine Dominick
				Lunch 11:50 AM – 1:00 PM				
1:00 PM		1:00 PM	1:00 PM	1:00 PM	1:00 PM	1:00 PM	1:00 PM	1:00 PM
Course # 2		Course #5	Continued	Course #8	Course #10	Continued	Continued	Continued
FSCJ		Egmont Strathmore	Keystone	Egmont	Strathmore	Keystone	Keystone	Keystone
LA For Certified Practicing RDH Marion Manski Deborah Cartee Lauren Cisternino Marianne Dryer Ends at 5:00 PM		Hand Instrumentation For Practicing Hygienists Debbie Holexa Cristina Robin Cathy Cindy W. Ends at 5:00 PM	Ends at 5:00 PM	How to Teach Oral Pathology Cathy Korondi Ends at 5:00 PM	How to Teach Preclinic Theory Robin Matloff Ends at 5:00 PM	How to Teach L.A. Lab Marion Manski Deborah Cartee Debbie Holexa Ends at 3:15 PM	Allied Dental Teaching Methodology Cathy Korondi Ends at 5:00 PM	Ends at 5:00 PM

DH Methods of Education, Summer Camp Amelia Island 2027 July 30 – August 1, 2027

PRINT Name:_____ Courses in color coded text to help you avoid registering for classes offered at the same time
(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 16, 2027).** However, for cancellations received after this deadline, 75% of the tuition may be applied toward future camps, if cancellation is prior to start of the course. 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. **Book flights 2 days before your first workshop to avoid missing class.**

		Registration Deadlines: Dec 31.2026	April 3, 2027	July 16, 2027
Fri. July 30, 9a-12p	1. How to Teach Radiology Lab (3 ceu's)	$250____	$315____	$345____
Fri. July 30, 1 -5p	2. Practicing CRDH Local Anesthesia Refresher (4 ceu's)	$320____	$400____	$450____
Fri. July 30, 9a-12p	3. Hands-on Ultrasonic Workshop (3 ceu's)	$250____	$315____	$345____
Fri. July 30, 8a -12p	4. How to Teach DH Preclinic Instr. (4 ceu's)	$445____	$520____	$545____
Fri. July 30, 1-5p	5. Practicing RDH Hand Instrumentation (4 ceu's)	$445____	$520____	$545____
Fri. July 30, 8a -5p	6. DA Accreditation Workshop (8 ceu's)	$448____	$560____	$625____
Sat. July 31, 8a-12p	7. How to Teach Oral Anatomy (4 ceu's)	$448____	$520____	$625____
Sat. July 31, 1-5p	8. How to Teach Oral Path (4 ceu's)	$448____	$520____	$625____
Sat. July 31, 8a-12p	9. Premium DH Clinical Calibration (4ceu's)	$445____	$495____	$545____
Sat. July 31, 1-5p	10. How to Teach Preclinic Theory (4 ceu's)	$448____	$520____	$625____
Sat. July 31, 8a-3:15p	11. How to Teach Local Anesthesia (6 ceu's)	$495____	$595____	$695____
Sun, Aug 1, 8a-5p	12. Premium Allied Teaching Methodology (8 ceu's)	$275____	$325____	$375____
Sun, Aug 1, 8a-5p	13. DH Accreditation Workshop (8 ceu's)	$448____	$560____	$625____

Free TalEval Users Meeting TBA

Classes will close when filled.

Make checks payable to: DH Methods of Education, Inc. and mail to: PO Box 180819 Tallahassee, FL 32318
Or register online www.DHmethEd.com call if you have questions (904) 556-1406 Classes close when filled

Email Cindy: Cindy@DHmethEd.com

Classes #1, #2, #3 will be held at Florida State College Jacksonville.

All other classes are held at the hotel: Hampton Inn Harbor Front Hotel on Amelia Island