

Dental Health Educators' Newsletter

DH Methods of Education, Inc.

Communicating With Our Colleagues

Zero Tolerance for Bad Behavior in the Classroom

Is it just me or does it seem that college students have less respect for their professors than in past decades? Have students become more demanding, less responsible, and deficient in plain old common courtesy? What ever happened to civility in the classroom?

Interestingly enough, Albert Shanker addressed this potential problem back in 1995 at a conference held by the American Federation of Teachers. He stated that public schools suffer from inappropriate behavior from students because the students have been taught that this is acceptable at an early age. A six year old is disruptive and the other students look around to see what will happen, convinced that if a lightning bolt doesn't come down from the skies, that at the very least the student will be sent to the principal's office. But as Shanker says, **many times nothing happens.** There is no punishment. And the rest of the students realize that *the teacher is not the leader of the class...the six year old is.*

- Fast forward twelve years and these same students are now in college. My first introduction to this problem of classroom management occurred several years ago when I experienced the **"class from hell."** At the time, I had been teaching for 20 years and was just dumbfounded by the behavior of the students in this class:
- coming to class tardy,
- having their cell phone ring during class,
- leaving in the middle of class to go to the bathroom,
- turning in papers late and expecting no consequences for this.

One student even fell asleep during every class period. After whining several times with my colleagues about my students' behavior, I finally decided I had to do something. Not all my colleagues agree but **I decided to return to a "zero tolerance" policy** for disruptive behavior.

I went back into that class at mid-term and laid down some new ground rules. First, I apologized. After all, I was teaching them management skills but had not set up my expectations so really I had no right to be angry. So I told them...here are the new rules.

1. Turn off your cell phone when you come to class.
2. Be in class, seated, and ready to participate at the beginning of the class time.
3. Plan to spend the entire period in class unless you have cleared an exception with me beforehand.
4. Expect to attend to bathroom and other needs before class.
5. Expect to contribute your share of work to your team project and do your best to make the team experience a positive one for all members.
6. Keep an open mind and treat members of the class, guest speakers, and me with respect.

I have to admit that even I, a tenured full professor, hesitated before laying down the law with that class. After all, those all-important student evaluations are used in making my pay raise decisions too. However, I began talking to friends and colleagues at other universities and found out that they were experiencing the same problems.

While most "new" teachers are comfortable with the content of what they are teaching, many do not feel that they have been trained in "how" to manage their classrooms. Even those of us who have been doing this for a while may not feel that we really know how to discipline our students or even that we should have to. After all, **shouldn't adult students know how to conduct themselves in a classroom?**

So what advice would I give to others in taking back this control? One of the most important things is to **establish the tone of the class on that very first day.** Essentially this first class period is exciting and scary for both the student and the professor as both are meeting each other for the first time. Even for students who have had the professor for class before, there is some anxiety as to what this class will involve. Just as many of us tend to make snap judgments when we meet someone new, most students decide that first day how they feel about that particular course, whether they like the subject matter, the other students in the class, and the teacher. Thus it makes sense

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From:

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To:

to make the first day of class a successful one that sets the tone, requirements, and expectations of the class. And did my students "ding" me on evaluations at the end of that semester? No. In fact they **seemed appreciative that I had established some guidelines** and let them know my expectations. Perhaps in the long run, they find this new informality in the classroom uncomfortable also.

Excerpt from: **Kirk, Delaney J., Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher,** Tiberius Publications, 2008.

Dr. Delaney Kirk

Dr. Kirk will be speaking at Summer Camp Boston July 25, 2010

To learn more about dealing with difficult students, visit the Dr. Kirk website:

www.askdrkirk.com

Emails to the Editor Numerous emails addressed the article “**Board Questions—Mum is the Word!**” and the ethical guidelines regarding specific content and questions on the exam. Since we can no longer go to the ADA to view the exams and we cannot question students, our only hint on the content seems to be the most recent released exam sample. Several program directors pointed out that the Released 2009 Edition from the ADA contained 18 questions on curettage, and as a result their students felt that the curriculum did not contain enough information on curettage. Whether or not there were that many curettage questions on the actual exam is unknown to us, but inquiring minds will ask, “Just how much emphasis should we be putting on curettage?” Here is the section on curettage excerpted from: J. Nield-Gehrig and D. Willmann: *Foundations of Periodontics for the Dental Hygienist, ed.3*, Lippincott, Williams, & Wilkins, Baltimore, 2010.

16. Gingival Curettage

A. Procedure description

1. **Gingival curettage** is an older type of periodontal surgical procedure that involves an attempt to scrape away the lining of the periodontal pocket usually using a periodontal curet, often a Gracey curet.
 - a. During periodontal instrumentation, some unintentional curettage of the gingiva always occurs, but the term gingival curettage refers a separate surgical procedure performed after routine periodontal instrumentation has removed most of the plaque, calculus, and root contaminants.
 - b. Research has demonstrated that normally the same benefits from gingival curettage can be derived from thorough periodontal instrumentation by the clinician plus meticulous self-care by the patient. Thus, curettage is rarely needed as a separate periodontal surgical procedure in modern dentistry.
2. Variations of the gingival curettage. Although the gingival curettage is no longer routinely recommended as a separate periodontal surgical procedure, some clinicians have advocated variations on this technique.
 - a. One variation is performing gingival curettage with caustic chemicals.
 - 1) Examples of some chemicals that have been used for a chemical curettage include sodium hypochlorite and phenol.
 - 2) The extent of tissue destruction that follows the use of caustic chemicals cannot be controlled, and studies have failed to show any efficacy for this type of curettage.
 - b. Another variation is performing gingival curettage with ultrasonic devices.
 - 1) In this technique ultrasound is used to debride the epithelial lining of periodontal pockets.
 - 2) Some authors have found the use of ultrasound as effective as manual curets in removing the pocket linings, but since the fundamental premise for gingival curettage is not sound, this technique is not advocated today either.
 - c. A third variation of the gingival curettage is the excisional new attachment procedure (know as ENAP).
 - 1) The excisional new attachment procedure was developed as a definitive curettage performed with a surgical scalpel.
 - 2) During an ENAP, a surgical scalpel is used to incise away the lining of a periodontal pocket, including the linings of interproximal pockets.
 - 3) Sutures are placed only if the tissues do not rest against the necks of the teeth passively.

B. Indications for Gingival Curettage in Modern Dentistry

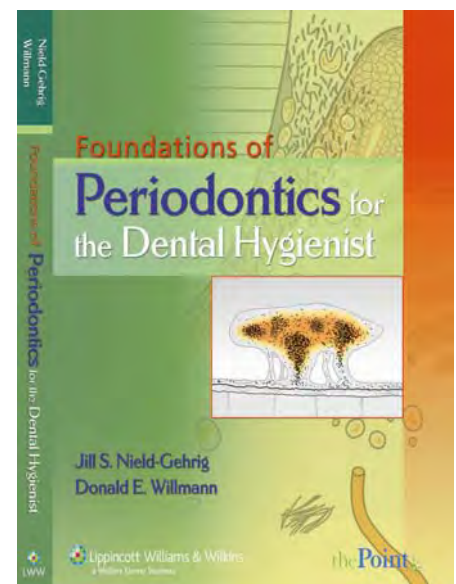
1. Studies have shown that healing of soft tissues following periodontal instrumentation is not normally improved by subsequent gingival curettage, so the indications for this procedure today are quite limited.
2. Though gingival curettage is not normally recommended as part of modern periodontal therapy, a few indications for this procedure still exist; these indications include the following.
 - a. Gingival curettage can be performed in lieu of more definitive types of surgery when the more definitive procedures are contraindicated because of health concerns in the patient.
 - b. Gingival curettage can be performed during periodontal maintenance in sites of persistent inflammation where definitive periodontal surgery has already been performed.

C. Steps in a Typical Gingival Curettage

1. Curettes are used to scrape away the lining of the soft tissue wall of the periodontal pockets.
2. Care is taken to place the cutting edge of the curet in direct contact with the soft tissue rather than away from the soft tissue as might be done during routine periodontal instrumentation.
3. A horizontal stroke with the curet is used to engage the lining of the pocket.
4. Light finger pressure can be used against the surface of the gingiva to stabilize the tissue during the scraping motion.

D. Healing Following Gingival Curettage

1. Healing expected following gingival curettage would be healing by repair and the formation of a long junctional epithelium.



The Bullying Boss *by Anne L. Jefferson, Ph.D. University of Ottawa*

Leadership has mistakenly been assumed to be a quality possessed by all individuals who have positions of authority. Implied is the ability to “draw others into the active pursuit of the strategic goals” (Cunningham and Cordeiro, 2006, p. 155) of the organization. This ability energizes faculty to take the organization to greater heights of achievement. But, as Elash (2004) clearly pointed out, “the corporate scandals at the turn of the millennium clearly demonstrate that leaders can be self-serving and greedy Even if they are well intentioned, leaders can abuse their power. ... Some are just bullies who mistreat others simply because they are in a position to do so” (p.2).

The shifting environment in which the academy must respond as individual academics and as an organizational unit requires a complex set of skills. Utmost, the leader requires highly refined interpersonal skills. To help ensure that qualified candidates are placed into leadership roles, many school level organizations are putting into place administrative licensure requirements. They exist to ensure, at the minimum, knowledge and skills essential for competent practice. The key is “competent practice”. Consequently, some administrative courses are normally required to establish a base of knowledge and skills associated with the demands of leadership. In doing so, administrators are held to a standard similar to their faculty. The hope is such safe guards will minimize the likelihood that a bully boss will be evident and certainly not tolerated. Unfortunately, academia is not known for putting in place similar safe guards. Their unions are hesitant, reluctant, and fear the backlash of the administration. As one union lawyer stated, prime concern is to maintain positive working relationships with the administration.

If this preparatory requirement is left unchecked, fertile ground for the bully boss to enter has been nurtured. With the entrance of the bully boss one has an unprepared administrator with a dangerous power and authority working platform. It is the platform that inspires the bully boss. All actions are justified in giving substance to the purpose and direction of the organization. Their claim is I am just tough and demanding and look how much more profitable the organization is. The bottom line becomes the justification. But, the bottom line has a number of interpretations. In the world of academia, the bottom line is the advancement of knowledge through

highly skilled professionals. This is where the insecurities and incompetence of the boss are open for public display. It is an arena the bully boss will do anything to hide from. So, to distract the focus one needs targets. And so, the green flag has been waived. The Green Flag Permits Examples of bullying that is allowed to flourish with little, if any, check:

Erosion of protected union rights

The faculty members’ rights are casually violated. When the member objects, the objection is viewed as unreasonable and interfering with the work of the Faculty. Lengthy meetings, involving union representation, finally sort the matter out as per collective agreement. But, in the process the member is presented as a trouble maker as opposed to the administration acting unreasonably. For example, collective agreement clearly states a faculty member’s teaching workload is not to be over all terms unless mutually agreed. Administration arbitrarily violates the agreement and refuses to discuss the situation with the faculty member. Member is forced to grieve administrative action as only available alternative. Result is numerous meetings with each agreement reached subsequently violated by the Administration. Each violation forces the member to file a grievance. As the grievances increase in number member is increasing viewed as a very difficult faculty member to deal with. The member is portrayed as unwilling to cooperate with the administration.

Extreme usage of the collective agreement

The administration invokes or threatens to invoke disciplinary measures without establishment of the facts. The process imposes emotional and professional stress on the faculty member. Again, the faculty member is presented as a problem that must be dealt with as opposed to the administration acting unreasonably. For example, the administration receives a letter from a student expressing dissatisfaction about the structure of a course taken and successfully completed several months prior. Without first approaching the faculty member about the concerns in the letter and thereby establish a more complete understanding of the situation, the Administration writes a letter to the faculty member informing the member they are being charged under the disciplinary section of the collective agreement. The full process of the section is active and the professional status of the member is placed in jeopardy without the member having prior knowledge of why. Investigation

as per disciplinary section reveals there is no justification to the Administration’s action and matter is withdrawn. But, Administration maintains documentation on member’s file.

Erosion of professional conduct

In private meetings with the faculty member, the administration becomes abusive and attempts to psychologically demean the faculty member. When confronted with exhibited behavior, the administration denies any inappropriateness in conduct. For example, in all public encounters the Administration portrays an individual who is very friendly and engaging. However, in private the Administration adopts behavior that reveals someone on an extreme power trip. Members are dealt with as if they are anything other than a professional and are reminded who is the Administration and they are expected to toe the line. Verbal and physical abuse is not abnormal. Non-tenured faculty members are quickly brought into line.

The Administrator reminds them that their job security is dependent on a positive Administration recommendation. Tenured faculty members who are more likely to not tolerate such conduct are pursued relentlessly.

Disruption of individual careers

The bully boss cannot afford to be seen as anything other than a winner. Therefore, all targeted faculty members must be moved out and preferably with identifiable public lashes so that all others will toll the bully line. For example, the Administration makes very public the discipline of two professors. The process adopted unnecessarily involves others. The desired result for the bully boss is an assurance other faculty member would think twice prior to taking on the administration.

Disruption of collegiality among individuals

The persistent and unchecked administrative behavior towards the faculty members signals others to find fault in the faculty member as a way of self preservation. If they can keep the victims as victims then there is less likelihood they will become victims. For example, out of frustration and a sense of hopelessness, faculty members decide to take public concerns about the actions of the administration. Administration is upset about the public exposure and makes it known.

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Furthermore, former administrative individuals and active administrative personnel are used to put in place a strategy to oust the faculty members who dared to go public. The strategy worked in dividing faculty members so the administration now has a clear newly generated list of potential victims.

The green flag is clearly essential to the bully boss. As Ms. Horm (cited in MacDonald, 2004) state,

“Studies indicate that bullies are actually inept people who are not talented, maybe have a rage against themselves that they express outward toward people they see as being better than they are. It’s from a point of weakness that they express their violence toward others” (p.2).

Thus, without the flag there is little room for the bully boss and it is she or him that must prepare to leave the organization as opposed to the victim of the bullying. This preventive step to bullying has been taken by at least two universities in the United Kingdom.

City University London deals with bullying within its harassment and dignity at work policy. Specifically, the policy defines bullying as

“a serious form of harassment. It may involve actions, comments, physical contact or behaviour that is found to be objectionable. Personal vindictiveness against an individual(s) is also a factor. Bullying can be defined as persistent actions, criticisms or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual(s) involved.

“Bullying is to be distinguished from vigorous academic debate or the actions of a manager making reasonable (but perhaps unpopular) requests of his/her staff including the need to manage performance effectively”

(www.city.ac.uk/hr/policies/harass_policy.html).

The University of Cambridge also deals with bullying within its university harassment policy. Specifically, the policy defines bullying as

“Bullying is a form of psychological harassment; it is intimidation which serves to undermine the self-esteem, confidence, competence, effectiveness and integrity of the bully’s target.

“Bullying behaviour may include continual, undeserved criticism, belittling remarks, imposition of unreasonable deadlines, unreasonable demands for perfection, arbitrary and inconsistent demands, shouting, swearing and offensive language, constant interruption in discussion, and the display of overbearing or intrusive behaviour. Bullying behaviour may also be manifested by electronic means of communication such as email.

“Bullying is behaviour which may take place between those of different status or those

of the same status. Bullying when reinforced by power within a relationship is particularly reprehensible. [emphasis added]

“Behaviour which makes the recipient feel threatened, humiliated or patronised and which undermines his or her self-confidence or self-esteem is unacceptable, whatever the context.

“The defining features of bullying are that the behaviour is unacceptable to the recipient, is unwanted by the recipient, and would be regarded as bullying by reasonable people”

(www.admin.cam.ac.uk/offices/personnel/policy).

The effects of bullying on the individual and the organization have clearly been recognized by these two universities. What is important to acknowledge is in each policy management is not presumed to be innocent of actions. In fact, the University of Cambridge makes the statement that “bullying when reinforced by power within a relationship is particularly reprehensible”. The North American normal reality of failure to have policy on the issue of bullying protects the bully boss not the victim. This win is not a win for the organization. Academia relies on skilled professionals. A bully boss will serve to motivate the practice of these skills downward; even for the non-targeted victim. For, the non-targeted could easily become the target.

Concluding Comments

“Bullying is a sign of emotional immaturity in a leader” (Elash, 2004).

At a time when academia needs to serve the knowledge economy in an innovative manner, the inaction, unwillingness to act, and fear to act against bullying from the boss within the organization is a sad commentary on the academy. The prevalence of bullying within academia is of concern. As noted by Czernis (2005), “respondents to The Times Higher survey had worked at their jobs an average of seven years and reported bullying as lasting typically from two to five years, suggesting academic staff who completed the survey spent a large proportion of their working lives being bullied” (p. A8). This is a tragedy. The human loss in potential and the organizational loss in possibilities are and should be intolerable. As Bennis (1989) observes,

“ Leadership can be felt throughout an organization. It gives pace and energy to the work and empowers the work force. Empowerment is the collective effect of leadership. In organizations with effective leaders, empowerment is most evident in four themes: [people feel significant, learning and competence matter, people are part of a community, and work is exciting]” (p p . 22 - 23).

The tolerance of administrative bullying is costly to every aspect of an organization. The cost for the academy and society is exponential. The reason is the pivotal role in the development and advancement of knowledge projected onto the academy. This role is hindered when its implementation is under the guidance of administrative bullying.

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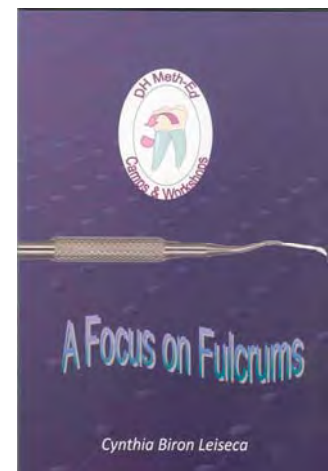
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Advanced Instrumentation Techniques DVD

Closed captioned in English & Spanish



www.DHmethED.com

2010 Horizon Report Identifies Six Technologies to Watch

By:

[Mary Bart](#) in [Trends in Higher Education](#)

The New Media Consortium (NMC) and the EDUCAUSE Learning Initiative (ELI) have released the [2010 Horizon Report](#). The annual Horizon Report features the continuing work of the NMC's Horizon Project, a long-term research project that identifies and describes emerging technologies likely to have considerable impact on teaching, learning, and creative inquiry within higher education.

The seventh edition in this annual series is a collaboration between the NMC and ELI. Each year, the Horizon Report describes six areas of emerging technology that will have significant impact on campuses during the next one to five years.

The six technologies described in detail the 2010 Horizon Report and their time-to-adoption are:

Time-to-Adoption: One Year or Less

- Mobile computing
- Open content

Time-to-Adoption: Two to Three Years

- Electronic books
- Simple augmented reality

Time-to-Adoption: Four to Five Years

- Gesture-based computing
- Visual data analysis

The report introduces each of the six technologies by defining what it is and its relevance to higher education, creativity, or research, and examples of current or future applications. Each section then concludes with an annotated list of readings and other resources.

For more content like this, be sure to download the FREE REPORT:

[Distance Learning Administration and Policy: Strategies for Achieving Excellence](#)

“Campus leaders and practitioners across the world use the report as a springboard for discussion around emerging technology,” noted Larry Johnson, chief executive officer of the NMC. “As this is the seventh year of the report, it also offers an opportunity to look back at the overarching trends over time. What we see is that there continue to be long-term channels along which technology appears to be unfolding. These have affected, are affecting now, and will continue to affect the practice of teaching and learning in profound ways for some time.”

To create the 2010 Horizon Report, the 47 members of the 2010 Advisory Board engaged in a comprehensive review and analysis of research, articles, papers, and interviews; discussed existing applications and brainstormed new ones; and ultimately ranked the items on the list of more than 110 technologies that emerged for their potential relevance to teaching, learning, and creative expression.

According to ELI Director Malcolm Brown, “Identifying the key emerging technologies for learning is vital in a time in which all planners are forced to make very careful choices about investments in technology. The Horizon Report goes beyond simply naming technologies; it offers examples of how they are being used which serves to demonstrate their potential. Finally, the report also identifies the trends and challenges that will be key for learning across all three adoption horizons. This makes the Horizon Report essential for anyone planning the future of learning at their institution.”

Incidentally, if the rise of [Twitter](#), [Facebook](#) and other forms of social media caught you off-guard as much as it did me, I think it's important to note that the 2005 Horizon Report included “social networks and knowledge webs” as a technology with a time-to-adoption horizon of four-five years. I guess I should have been ready.

The 2010 Horizon Report can be accessed [here](#).

Reference:

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Coming in August 2010:

Just in time for Preclinic!

The Second Edition of the Instructional DVD:

“Precision in Periodontal Instrumentation”

The second edition contains revised demonstrations of basic periodontal instrumentation techniques for students along with new demonstrations:

- Practicing on typodonts while wearing gloves
- Finite self-assessment on typodonts without gloves
- Coronal Polishing
- Instrument Sharpening
- Activity: Instrumentation critiques



Contact us for pricing for student instrument kits

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Summer Boot Camp Boston



Thursday, July 22—Monday, July 26, 2010 at Boston/Natick Hampton Inn

Workshops being offered at Summer Camp Boston: (Contact our website to download the registration form www.DHmethEd.com)

Accreditation Workshops for 2010 – 2011 Site Visits

All day workshop includes instruction on how to write your self-study and how to have a positive site visit. Included in course materials, are electronic templates for exhibits to help you demonstrate compliance with the standards. The ways to demonstrate compliance with each of the standards is clearly explained. The course is led by experienced former site team members, as well as program directors who have been through numerous accreditation visits. Accreditation workshops are scheduled as follows:

Dental Assisting Accreditation Workshop Saturday, July 24th from 8AM-5PM (8ceu's) Early registration fee is \$500

Dental Hygiene Accreditation Workshop Monday, July 26th from 8AM-5PM (8ceu's) Early registration fee is \$500.

Teaching Methodology Workshop All day workshop on teaching methods for all allied dental educators. This course includes all aspects of current teaching methodology: philosophy and goal writing, learning styles, teaching methods, clinic calibration, and evaluation. The afternoon session is led by Dr. Delaney Kirk and includes student interaction and conflict resolution for faculty and staff members from all dental education settings. The course is scheduled on Sunday, July 25 from 8AM-5PM (8ceu's) Early registration fee is \$250.

The "Complete Course" Series: Each camp has different workshops on fully developed courses that provide educators with all they need to teach a specific subject. Lesson plans, test banks, learning activities, course manuals, syllabi and learning outcomes are supplied in electronic format on a flash drive for each course participant. Courses have been developed and tested by experienced faculty members and reviewed by accreditation site team members. The "Complete Courses" offered in the Boston Camp are scheduled as follows:

Complete Pharmacology Course Thurs. July 22, 8AM-Noon (4 ceu's) **Complete Dental Materials Course** Thurs. July 22, 1 –5PM (4 ceu's)

Complete Medical Emergencies Course Fri., July 23, 8AM -12PM (4ceu's)**Complete Dental Assisting Preclinic** Fri., July 23, 1-5PM (4ceu's)

Complete Course on Ethics. Sat. July 24, 1-5PM(4ceu's) All "Complete Courses" Early registration fees are \$500 each.

Periodontal Instrumentation Courses Include:

Teaching DH Preclinic Instrumentation Fri., July 23, 1-5PM and Sat, July 24, 8AM-12PM (8ceu's) Early registration fee is \$500.

Advanced Instrumentation for experienced hygienists and faculty– Sun., July 25, 8AM-12PM Early registration fee is \$250.