

Dental Health Educators' Newsletter

DH Methods of Education, Inc.

Communicating With Our Colleagues

Boards Questions - Mum is the word!

Volume 1, Issue 1
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As we begin to prepare the class for the computerized grading format of the National Dental Hygiene Board Exam, we thoroughly read the guidelines in the application packet. Page 13 of the ADA Candidates Guide contains information that clearly states that discussing specific questions or content is considered unethical: "You cannot disclose (in whole or in part) any examination questions or answers to anyone before, during or after the examination, whether orally, in written correspondence or through e-mail, on Internet chat rooms, blogs, or otherwise. The NBDHE is a secure examination, protected by U.S. copyright laws. Any unauthorized disclosure of

the examination's content could result in civil liability, criminal penalties, and/or voiding of examination scores. You are encouraged to report any Internet or other activities that disclose information about examination questions, so that the JCNDE may investigate and take any necessary action".

It is appropriate for an exam taker to say if they thought the exam was difficult or if they felt well prepared or not, but in no way should they describe details of the exam.

As role models, we as educators must quell the mere mention of questions by telling students



that disclosing such specifics about the exam is unethical and unprofessional.

As of January 1, 2010, those who have previously passed the NDHBE may not retake the exam unless they are required to do so to take a state board exam for licensure. This will limit educators from viewing the new computerized format.

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Released exams and examples of exams are available for purchase through the ADA. Each student must purchase their own copy. For more information visit the ADA website: www.ada.org

by Cindy Biron Leiseca, Editor

The New Quarterly Newsletter

This newsletter will provide dental educators with the opportunity to share current information on a variety of topics that are of particular interest to those in an academic setting.

If you have information to share and wish to publish it, this newsletter will provide you with the opportunity to do that.

Of special interest is information on teaching methods and concerns in clinical teaching. Information that is evidenced based and patient centered are particularly valuable, and personal teaching experiences and best practices are especially helpful to our colleagues. So please contact us with your ideas and one page articles so that we may start communicating with one another through this newsletter.

This is a nonprofit newsletter. Advertising is limited and fees for advertising are used only for the cost of printing and distributing the newsletter. The electronic version of the newsletter is available on the website: www.DHmethEd.com

You may contact us by:

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From:

DH Methods of Education, Inc.
2743 Westbury Drive
Tallahassee, FL 32303

To:

Accreditation News

by Christine A. Dominick, CDA, RDH, M Ed.

New Standard on Professionalism for all Dental Programs on the Horizon

Last year the American Dental Educators Association (ADEA) published the: [ADEA Statement on Professionalism in Dental Education](#). This document sets forth a pathway for educational programs to incorporate and assess values and behaviors aligned with existing codes of ethics that support academic integrity and professionalism in dental education.

The [ADEA Statement on Professionalism in Dental Education](#) in full can be read at the following link: www.adea.org/policy_advocacy/Pages/LearnMoreAboutADEAStatementonProfessionalism.aspx

In support of the ADEA Statement on Professionalism in Dental Education the Commission on Dental Accreditation (CODA) proposed the following new standard for all dental education programs.

ETHICS AND PROFESSIONALISM

At its July 2009 meeting, the Commission on Dental Accreditation directed circulation of a proposed standard on "Ethics and Professionalism," to be included in the curriculum section of all Accreditation Standards documents, to its communities of interest for review and comment.

Comments will be received until **May 15, 2010**, for consideration at the Commission's July 2010 meeting.

Ethics and Professionalism
Graduates must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care, and practice management.

Revised Dental Hygiene Standard 2-17 Graduates must be competent in providing the dental hygiene process of care which includes:

- a) comprehensive collection of patient data to identify the physical and oral health status;
- b) analysis of assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs;
- c) establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health;
- d) provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health;
- e) measurement of the extent to which goals identified in the dental hygiene care plan are achieved;
- f) complete and accurate recording of all documentation relevant to patient care.

Demonstrating compliance with this standard requires extensive tracking of patient treatment by current and previously enrolled students. Patient selection and student follow through with evidence based, patient centered treatment plans are expected. Measurements of student application of critical thinking in the decision making for individual patient care must be incorporated into clinical competencies. On-going assessment of student performance in the process of dental hygiene patient care is required. Only evaluating the patient before and after treatment does not demonstrate evaluation of the student performance during the process of care.

From July 2009 CODA meeting

CODA has adopted the following Dental Laboratory Technology consultant criteria:

Dental Laboratory Site Visit Consultant Criteria

1. Background in all five dental laboratory technology specialty areas: complete dentures, removable dentures, crown and bridge, dental ceramics and orthodontics
2. Background in educational methodology
3. Knowledge of the accreditation process and Accreditation Standards for Dental Laboratory Technology Education Programs
4. Certified Dental Technician (CDT) credential through the National Board of Certification (NBC)
5. Full or part-time appointment with a dental laboratory technology education program accredited by the Commission on Dental Accreditation or previous experience as a Commission on Dental Accreditation consultant

CODA also adopted a revision to the Intent Statement that supports Dental Assisting Standard 2-1 at the July 31, 2009 meeting

"The dental assisting ~~curriculum~~ program is a science-oriented curriculum and skill development which is relatively difficult and offered at the post-secondary level. Enrollment is limited by facility capacity, and special program admissions criteria and procedures that include a high school diploma, its equivalent or advanced degree."

www.ada.org/prof/ed/accred/commission/news/index.asp#allied

Standard 3-7 Educational Methodology: Still frequently cited at institutional site visits

A one time methodology course does not demonstrate compliance with the standard since the standard states that such coursework must be current, which is interpreted as every two years. The ever changing methods of instruction in colleges require instructors to continuously update their skills in teaching methods for clinical and didactic courses. Each instructor is expected to have teaching methodology for specific courses that they teach, i.e. nutrition, radiology, dental materials, pharmacology as well as clinical and other courses.

Educational methodology is also required of dentists, and their staff members who are evaluating students at off-campus sites. Annual orientation sessions with the off-site instructors affords an opportunity for communicating this information and planning for their educational methodology workshops.

Beyond the course certificate in educational methodology, handouts from the course are the only means of demonstrating whether the important topics of teaching methodology have been included in the course. The important topics include, but are not limited to:

philosophy of education, goals, learning outcomes, learning styles, critical thinking, and "How to teach, calibrate and evaluate student performance, skills, knowledge level, and professionalism in clinic and classroom".

Course attendance rosters should include signatures of the attendees at sign-in and sign-out times with the course presenter's signature and CE provider number to verify attendance. Certificates are given out only at the end of the session.

by Cindy Biron Leiseca, RDH, EMT, MA

Online CE Courses on Domestic Violence by Procter & Gamble

Child abuse and neglect (maltreatment) and intimate partner violence/elder maltreatment are critical, often intertwined, problems that occur within all segments of society. Children and adults continue to be seriously injured and even killed at an alarming rate. One only needs to watch the evening news to verify this statement.

Dentists, as a member of the healthcare community, are required to report suspected cases of child maltreatment and domestic violence consistent with the laws of the jurisdiction in which they practice. The American Dental Association recently amended Section 3.E of the *ADA Code of Ethics and Professional Conduct* to require dentists to report suspected cases of abuse and neglect of all individuals, regardless of age, consistent with state laws. Unfortunately, dentists are credited with only a small percentage of the total number of abuse and neglect reports even though three separate hospital studies reported that two-thirds of all physical trauma or injury occurs to the head and neck.

The extent to which each dental school has incorporated these two subjects into their undergraduate curriculum varies. Last year, dental school deans across the country overwhelmingly expressed an interest in a web-based training program on dental professionals' (students, residents, fellows) role in understanding family violence. This program, focusing on child abuse, intimate partner violence and elder abuse, would be required sometime between matriculation and graduation.

We are pleased to announce this training program, comprised of two courses, is now available in the FREE CE library of the Crest Oral-B [dentalcare.com](http://www.dentalcare.com) professional website. Through the Faculty Re-

porting Module, faculty members can select these courses (and any other CE course) for assignment, distribute the assignment ID to their students, and track assignment scores and completions. To access the instructions for the Faculty Reporting Module, click here (<http://www.dentalcare.com/en-US/conteduc/assignmentHome.jsp>).

Intimate Partner Violence and Elder Maltreatment: Implications for the Dental Professional

Continuing Education Units: 1 hour

[Amos S. Deinard, MD, MPH; Marniasha Ginsberg, BA](#)

This is part one of a two part continuing education training program. This course will provide information on Intimate Partner Violence (IPV) and Elder Maltreatment (EM), describe their victims and perpetrators, and outline the dental professionals' responsibilities to recognize, report, treat, and prevent such cases.

Child Abuse and Neglect: Implications for the Dental Profession

Continuing Education Unit: 2 hours

Stephen A. Jessee, DDS

This is part two of a two part continuing education training program. This course will provide information on the various types of child abuse and neglect; describe its victims and perpetrators; and outline the dental professionals' responsibilities in the recognition, reporting, treatment, and prevention of such cases.

We feel strongly that there is a need for the inclusion of information related to child maltreatment and spousal and elder abuse in undergraduate dental curricula; information that is presented in a concise and uniform format for all to understand and gain an appreciation for the impact of these two maladies on our society.

If you have any questions, please contact Nancy Richter at richter.ns@pg.com.

Sincerely,

<p>Amos S. Deinard, MD, MPH Department of Pediatrics University of Minnesota</p>	<p>Dr. Stephen A. Jessee Associate Professor and Director of Predoctoral Clinical Education University of Texas Dental Branch at Houston</p>
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The Procter & Gamble Company is an ADA CERP Recognized Provider.

Advertise Continuing Education Courses

To advertise continuing education courses in this newsletter, please contact us at:

DH Methods of Education, Inc. www.DHmethEd.com

2743 Westbury Drive

Tallahassee, FL 32303

Telephone (850) 562-6602

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Expert Consensus Statement Regarding Critical Thinking and the Ideal Critical Thinker

“We understand critical thinking (CT) to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one’s personal and civic life. While not synonymous with good thinking, CT is a pervasive and self-rectifying human phenomenon. The ideal critical thinker ha-

bitually inquisitive, well-informed, trustful of reason, open minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit.

Thus, educating good critical thinkers means working toward this ideal. It combines developing CT skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society.”

Six Questions for Effective Thinking and Problem-Solving “IDEALS”

- Identify the problem.
“What’s the real question we’re facing here?”
- Define the context.
“What are the facts and circumstances that frame this problem?”
- Enumerate choices.
“What are our most plausible three or four options?”
- Analyze options.
“What is our best course of action, all things considered?”
- List reasons explicitly.
“Exactly why we are making this choice rather than another?”
- Self-correct. —“Okay, let’s look at it again. What did we miss?”

by Peter A. Facione, PhD
www.insightassessment.com



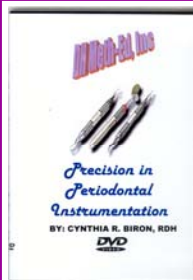
**Summer Camp Boston 2010
Educational Methodology Workshops
for Allied Dental Educators**

Workshop	Day	Date	Time	CEU’s	Instructors
Complete Course on Pharmacology	Thursday	July 22	8:00 am—Noon	4	Cindy Biron Leiseca, Cathleen Korondi
Complete Course on Dental Materials	Thursday	July 22,	1:00—5:00 pm	4	Jeffrey Dryer , Marianne Dryer
Complete Course on Medical Emergencies	Friday	July 23	8:00 am—Noon	4	Ellen Grimes, Cindy Biron Leiseca
Complete Course on Dental Assisting Preclinic	Friday	July 23	1:00—5:00 pm	4	Michele Edwards
How to teach Dental Hygiene Preclinic Instrumentation	Friday	July 23	1:00-5:00 pm	8	Cindy Leiseca, Robin Matloff
	Saturday	July 24	8:00 am—Noon		Christine Dominick, Marianne Dryer Cathleen Korondi
Accreditation Workshop for Dental Assisting	Saturday	July 24th	8:00 am—5:00 pm	8	Christine Dominick, Michele Edwards
Complete Course on Ethics	Saturday	July 24th	1:00—5:00 pm	4	Robin Matloff
Teaching Methodology for Allied Dental Educators	Sunday	July 25th	8:00 am—5:00 pm	8	Cindy Biron Leiseca
Advanced Instrumentation for Practicing Hygienists and Educators	Sunday	July 25th	8:00 am—Noon	4	Christine Dominick, Michele Edwards Marianne Dryer, Robin Matloff
Accreditation Workshop for Dental Hygiene	Monday	July 26th	8:00 am—5 pm	8	Christine Dominick

TalEval

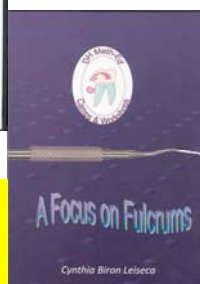
**Computerized Clinic Grading for
Dental Assisting and Dental Hygiene**

- Tracks Patient Appointments
- Objective Grading System
- Calculates student grades
- Displays Data for Outcomes Assessment
- Component for Quality Assurance
- Customizable for each school’s needs
- Student self-assessment login
- Tracks enrollment requirements (CPR, HEP)
- www.americassoftware.com
- 1-800 467-1170

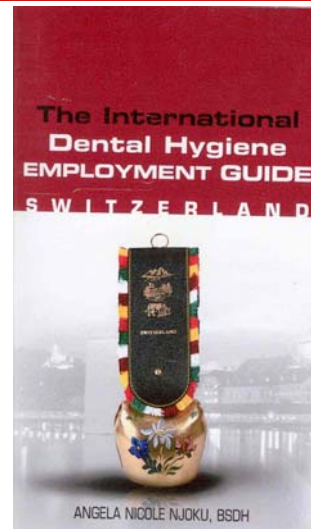


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Get 1
Free!**

**Winter Sale
on DVD’s**



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www.DHmethED.com



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