

Dental Health Educators Newsletter

DH Methods of Education, Inc.

December Issue 2013

Minutes of CODA Meeting—Points of Interest

by Cindy Biron Leiseca

The Commission on Dental Accreditation met in closed session on Aug. 8, 2013 at the ADA Headquarters in Chicago, IL

Here is the link to the minutes: http://www.ada.org/sections/educationAndCareers/pdfs/coda_minutes_aug2013.pdf

Here are excerpts of interest from the minutes for Dental Assisting Programs

Consideration of Policy and Guidelines for Authorized Enrollment in Dental Assisting Education Programs:

The Commission considered a follow-up report from the Dental Assisting Review Committee related to the Winter 2013 request to develop a policy on authorized enrollment with corresponding guidelines for dental assisting. It was noted that, following circulation of the draft policy and guidelines for comment from the dental assisting community, there was great variance in the interpretation of questions on the administrative aspects of the policy. Further, due to the recent revision to the Policy on Program Change, there appeared to be sufficient direction to dental assisting programs regarding the requirement for reporting increases in enrollment. The Dental Assisting Review Committee requested that the original proposal for a policy and guidelines on authorized enrollment be rescinded.

Commission action: The Commission rescinds the proposed Policy on Authorized Enrollment and related guidelines for dental assisting education programs, noting that the Commission's Policy on Program Change provides sufficient guidance and oversight to monitor enrollment changes in dental assisting education programs.

New Business: Policy on Off-Campus Sites:

The Commission considered a new business item submitted by the Dental Assisting Review Committee with a proposed addition to the Commission's Policy on Off-Campus Sites. The Commission noted that dental assisting programs may use off-campus sites as educational sites to deliver the program's curriculum. Additionally, off-campus

clinical work experience for dental assisting students. In submitting this new business item, the Dental Assisting Review Committee felt that the use of private dental offices should be exempt from reporting to the Commission and approval prior to implementation under the Commission's Policy on Off-Campus Sites. The Dental Assisting Review Committee believed that given the framework of dental assisting education, the Policy on Off-Campus Sites would create an undue burden on the Commission's volunteers who would be responsible for reviewing the off-campus sites for all dental assisting programs. Proposed language for inclusion into the policy was provided and discussed by the Commission.

The Commission discussed the proposed dental assisting addition and the suggested modifications proposed by the Documentation and Policy Committee, related to the Policy on Off-Campus Sites. The Commission discussed the level of oversight that would be maintained within dental assisting programs, noting that private dental offices used by dental assisting programs are under the oversight of the program and therefore Commission oversight was not necessary. Concerns were raised related to patient safety and the need for Commission oversight of program requirements and the sites used for educational training. The Commission was informed that the Documentation and Policy Committee felt that if the rotation was a requirement of the standards or the program, then the Commission should have oversight of the off-campus site. Following discussion, the Commission approved the proposed language to exempt dental assisting and dental laboratory technology programs from reporting and receiving prior approval for use of private practice off-campus sites.

The new language states:

The Commission recognizes that dental assisting and dental laboratory technology programs utilize numerous extramural private dental offices and laboratories to provide students with clinical/laboratory work experience. The program will provide a list of all currently used extramural sites

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in the self-study document. The Commission will then randomly select and visit several facilities at the time of the site visit to the program. Prior Commission approval of these extramural dental office and laboratory sites will not be required. The Commission also approved modification to the Policy on Off-Campus Sites suggested by the Standing Committee on Documentation and Policy Review, noting that sites used to meet the accreditation standards or program requirements will require Commission approval prior to recruiting students/residents and initiating use of the sites. Enrichment or observational sites do not require Commission approval.

Commission action: The Commission approves revisions to the Policy on Off-Campus Sites (Appendix 13), with immediate implementation. Page 2

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CODA Meeting Minutes

Here are excerpts of interest from the minutes for Dental Hygiene Programs

Consideration of Policy and Guidelines for Authorized Enrollment in Dental Hygiene Education Programs:

The Commission considered a follow-up report from the Dental Hygiene Review Committee related to the Winter 2013 request to develop a policy on authorized enrollment with corresponding guidelines. Due to the recent revision to the Policy on Program Change, there appeared to be sufficient direction to dental hygiene programs regarding the requirement for reporting increases in enrollment. Therefore, the Dental Hygiene Review Committee requested that the original proposal for a policy and guidelines on authorized enrollment be rescinded.

Commission action: The Commission rescinds the proposed Policy on Authorized Enrollment and related guidelines for dental hygiene education programs, noting that the Commission's Policy on Program Change provides sufficient guidance and oversight to monitor enrollment changes in dental hygiene education programs.

Consideration of Accreditation for Master's Degree Level Dental Hygiene Programs:

The Commission reviewed a follow-up report from the Dental Hygiene Review Committee related to data which had been collected on the feasibility of accrediting master's degree level dental hygiene programs. The Commission had received 13 comments and core competencies from the dental hygiene community, the American Dental Education Association, and the American Dental Hygienists' Association. It was determined that dental hygiene master's programs are not clinical in nature but prepare graduates in areas such as education, program and public health administration, research and business. It was noted that the Dental Hygiene Review Committee did not believe accreditation of master's degree dental hygiene programs was warranted at this time.

Commission action: The Commission directs that the feasibility study on the accreditation of master's degree dental hygiene programs be discontinued.

Proposed Changes to Accreditation Standards:

The Commission considered a new business item submitted by the Dental Hygiene Review Committee with proposed revisions to Dental Hygiene Standards 2-20 and 3-7. The revisions did not impact the nature of the standards but provided clarification of the intent of the standards. As these revisions did not change the intent of the standards, it was believed that the revisions can be implemented immediately.

Commission action: The Commission adopts, with immediate implementation, revisions to Dental Hygiene Standards 2-20 and 3-7 (Appendix 14).

Proposal to Form Subcommittee to Revise Support Documents:

The Commission considered a new business item submitted by the Dental Hygiene Review Committee requesting that a subcommittee be appointed for the purpose of reviewing, revising, and finalizing dental hygiene accreditation support documents such as the self-study and related exhibits, site visitor evaluation report, and related site visit materials. The request was made based upon ten (10) major and minor revisions to the Accreditation Standards since they were first adopted in 2007. These changes included revision to the 'must' statements for Standards 2-16, 2-17, 2-19, 2-22, 2-25, 3-3, 3-7, 4-3, 4-5, and 4-7, Intent Statements, Definitions of Terms and Usage, and policy additions and revisions. It was believed that the Commission's support documents needed to be reviewed and revised to support the standards revisions. During discussion it was noted that two Dental Hygiene Review Committee members have initially reviewed the documents. The Review Committee requested that one Review Committee member be approved to spend one day with Commission staff to finalize the changes to the documents.

Commission action: The Commission directs that one Dental Hygiene Review Committee member spend one day with Commission staff at the Commission's office to finalize revisions to the support documents for dental hygiene based on revisions to the dental hygiene standards.

American Dental Education Association Request for CODA Consideration of Consultant Policy on Conflict of Interest:

The Commission considered a request from the American Dental Education Association related to the Commission's current application of the Conflict of Interest Policy. The American Dental Education Association believes that the current enforcement rules of the Commission with regard to conflict of interest could negatively impact dental education and the spirit of continuing quality improvement. Currently, all Commission volunteers are advised that during their term with the Commission, the volunteer may not engage in any other consulting services with any accredited dental or dental-related program, or a program that may be preparing to apply for accreditation. The reason for this policy is to avoid the appearance of a conflict of interest that could arise should a program, correctly or incorrectly, perceive that the program engaging the consultant has an unfair advantage in the accreditation process over others that do not engage Commission volunteers as consultants. Following discussion of the request, the Commission believed that the Standing Committee on Documentation and Policy Review should evaluate this request with a report to the Commission at a future meeting.

Commission action: The Commission directs the Standing Committee on Documentation and Policy Review to review the Commission's policy on Conflict of Interest in response to the request made by the American Dental Education Association, with recommendations to the Commission at a future meeting.

All accreditation issues will be discussed at Summer Camp 2014 where there will be two separate Accreditation Workshops:
Dental Hygiene Accreditation Workshop - August 6th, 8am-5pm
Dental Assisting Accreditation Workshop—August 8th, 8am-5pm
Register online: <http://www.dhmethod.com/category/EC5.html>



Mindfulness: A Practice for Developing Ethics, Professionalism, Compassion and Empathy

Debbie Holixa, RDH, MAEd

Really? A skilled critical thinker would be swimming in a sea of questions right about now. The first, most obvious question is, what is Mindfulness?

Mindfulness is a way of paying attention, predominately to ourselves, a deliberate and intentional way of focusing our attention on our thoughts, senses, emotions and experiences. Mindful awareness is non-judgmental, open and curious. It is seeing and experiencing things as they are and not as we would like them to be or filtered through our volumes of story lines.

Jon Kabat-Zinn, one of the early pioneers in Mindfulness and developer of MBSR (Mindfulness-Based Stress Reduction) defines Mindfulness as *"moment-to-moment, non-judgmental awareness, cultivated by paying attention in a specific way, that is, in the present moment, and as non-reactively, as non-judgmentally, and as openheartedly as possible"* (2005, p.108). Quite simply it is the ability to "Be Here Now", as Zen Buddhist Thich Nhat Hanh teaches.

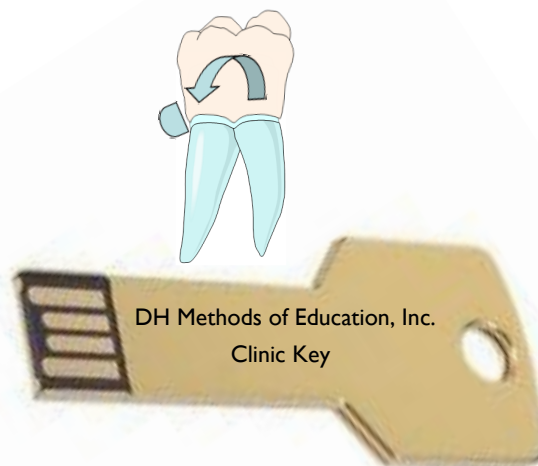
The second question a good critical thinker should be postulating is "sounds interesting but what does it have to do with dentistry and more specifically dental education, whether that be dentistry, dental hygiene, dental assisting or any other dental related profession"? To answer this question I will ask a few questions, the answers to which I suspect will shed light on the value of considering Mindfulness in dental related curriculums. How many of us have noticed a certain amount of disengagement of our students, a struggle to remain engaged and attentive? Or a partial attention as they connect to their smart phones, social networks, favorite blog sites, etc. How many of us are guilty of partial attention ourselves during meetings or other places we believe are boring, a waste of time or not as important as the quick email or text that must get off right now? How many times have we noticed students (or ourselves) making poor decisions or incapable of making any decision at all? How many times have we witnessed students stress levels escalate to the point of illness or shutting them down to their own potential? How many times have we had students who express themselves in disrespectful, unkind or in appropriate ways with each other, faculty and/or patients? I can't speak for any program but my own and I can honestly say I have seen all of these not only in my students but at times myself and in fellow faculty members. This was my motivation for attempting to tip the scale and deliberately develop the soft skills of ethics, professionalism, compassion and empathy with as much attention and rigor as I teach the necessary clinical skills.

Clinical dental hygiene is a profession that involves responsibly providing education and care to fellow human beings, assisting others in discovering what is best for them, and reaching out through acts of service to care for the needs of the underserved. This profession requires, self-awareness, self-regulation, self-forgiveness, self-care, compassion for

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self and others and a deep and penetrating awareness of who we are and the role we play. So how do we teach this? Can we teach this? These characteristics happen to be the same as those cultivated through Mindful practice and yes they can be developed.

The third critical thinking question to arise could be "sounds plausible but can any of this be substantiated with research? We are an evidence based profession you know."

The research is overwhelming and there is not enough page space to site all of it but I will lead you to some key research sites and leaders in the field so that you might self-discover on your own, which is an important adult-learner technique that I'm certain we all use with our students. My favorite is an online newsletter, "Mindfulness Research Monthly" that can be found via the website <http://www.mindfulexperience.org>. Current published Mindfulness research from a wide variety of professional disciplines and academic organizations are categorically listed, many with direct links to the articles. A study done at University of Wisconsin-Madison concluded that Mindfulness increases health and wellbeing. The Annals of Family Medicine published a pilot study in September 2013 illustrating Mindfulness as an effective stress reliever. PsychCentral reported on research done at George Mason University stating that Mindfulness increases concentration, attention and focus there by improving academic performance. *Continued on Page 8*

In the Spotlight:



Phebe Blitz, RDH, BS, MS

As Director of the Qualitat Institute, Phebe Blitz is passionate about empowering people to be the best they can be. With over 30 years of experience in dentistry and nearly 20 years in training and development, Phebe is uniquely qualified in success strategies for individuals and groups.

Phebe holds an undergraduate degree from University of Michigan and a graduate degree from Columbia University. She has held faculty positions in 5 universities in the United States and served as the Dental Hygiene Leader for the National Diploma in Dental Hygiene in New Zealand. She has given courses in 15 states and 5 countries outside the United States.

In addition to her extensive list of publications and presentations, Ms. Blitz has devoted much of her time to professional associations. She held leadership positions in the American Dental Hygienists' Association and the National Speaker Association. She received the Distinguished Alumni award from the University of Michigan and the Excellence in Teaching award from Otago Polytechnic in Dunedin New Zealand. In 2011, she was honored to be selected as the Mentor of the Year by Pennwell and Sonicare.

Phebe is passionate about improving the outcomes of oral cancer and has taught Oral Pathology at 4 institutions. She has also taught all levels of clinical education, Periodontics, Medical Emergencies, Practice Management, Local Anesthesia, and Head and Neck Anatomy. She has served as a consultant for the Commission on Dental Accreditation. Phebe sees the profession of dental hygiene as a catalyst for people to make healthy choices.

Phebe is joining the DH Methods of Education, Inc. team of presenters at Summer Camp Amelia Island 2014. She will be presenting [The Complete Oral Pathology Course](#). This will be a six hour course where Phebe will share her teaching materials and her methods of teaching Oral Pathology. Her class will be limited to 25 attendees to provide individual attention, discussion, interaction and information exchange.

Phebe has a wealth of knowledge in the subject of oral pathology and her easy going personality will make it an enjoyable experience for those fortunate enough to be attending her course. Her course will be held on Friday, August 8th from 8am-3pm. See our website for more details. www.DHmethEd.com



\$1000 Scholarship Awarded to:

Carson Heiny

Dental Assisting Student
Marshalltown Community College, IA

At Summer Camp 2013 we conducted daily raffles to raise money for a scholarship for dental assisting and dental hygiene students. Raffle items consisted of reference books, Instrumentation DVDs, Sharpening Horse Kits, Periodontal instruments, and Summer Camp t-shirts bearing the above logo. Raffles brought in \$855. DH Methods of Education donated all raffle items and an additional \$145 to make it a nice even \$1000 scholarship. The winner's school established criteria and selected the student who would be awarded the scholarship.

Here is a message from Carson Heiny:

I wish to thank you for the DH Educator's Summer Camp Scholarship.

When I graduate from the DA Program, I want to work as a pediatric dental assistant while continuing school to become a pediatric dental hygienist.

My goal in becoming successful in a pediatric dental practice is to help teach young children and families about the importance of dental exams, and good oral health through proper personal oral hygiene.

I love being around children. In high school I participated in several clubs involving working with children.

In my senior year at CAM High School, I worked in a club called Project Pals. I worked with 2nd graders in the North CAM Elementary School helping them with school work and educational activities. I also worked with was CAM Fit, leading workouts in the CAM Middle School every day after school.

During the summer, from 8am to 4pm. I was the neighborhood babysitter who conducted learning activities with the children.

I've wanted to become a dental assistant since my freshman year of high school. I worked hard to get accepted into the Marshalltown Community College DA Program, class of 2014, inclusive of being on the honor roll my senior year.

I plan to continue working hard, both for the academic achievement and for the professional rewards.

This \$1000 scholarship is much appreciated and will allow me to concentrate more on studies and less on the many concerns with college expenses.

Thank you for helping me to achieve my goals!

Sincerely,

Carson Heiny

Changes to the upcoming

Summer Camp Amelia Island 2014

Summer Camp Amelia Island 2013 was a huge success with 109 attendees from 56 schools attending some or all of the 6 day camp.

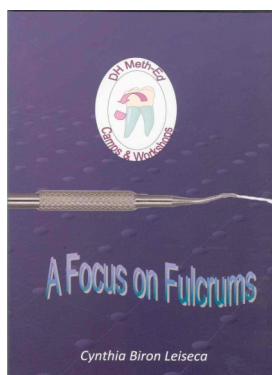
To better serve both DA & DH disciplines we will have separate workshops for each discipline and joint workshops for collaboration and interaction. To accomplish this we will have a longer camp with small classes. Summer Camp 2014 will be held at the Hampton Inn Harborfront from August 5 through 12. It will be an 8 day camp and we are taking over the whole hotel in hopes everyone can stay there. Last year many of you got a suite and brought your families for a summer vacation for a week. You will still be able to do that at the block of rooms rate but you must book your rooms in advance to be accommodated.

We have more experts joining the team for accreditation. Gwen Welling will be with us again and Doni Bird and Brenda Maddox, both very experienced CODA consultants and curriculum experts, will be presenting to guide you through the process of preparing for your site visits.

Separate DA and DH Clinical Teaching Methodology Workshops will provide you with all the electronic documents you need to calibrate, teach, evaluate and operate your on-site clinics in accordance with accreditation standards.

Requests you made that will be met:

- Program Director Leadership Workshop
- The Complete Oral Pathology Course
- Mindfulness in Teaching Course
- Periodontal Case Base Teaching Workshop
- DH Clinical Teaching Workshop
- DA Clinical Teaching Workshop
- Open Access to TalEval Trainers
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August 5 - 12, 2014

Ahhh Amelia Island!

Summer Camp Testimonials:

Click here > <http://www.dhmethod.com/sitebuildercontent/sitebuilderfiles/Updated%20Testimonials%20by%20course.pdf>

Testimonials on the New *Sharpening Horse*

"Now that the students use the Sharpening Horse, we can introduce sharpening earlier in the curriculum as it is so easy for them to master the technique. The instruments last longer. When they trade in their instruments before they take their boards the instruments are not over sharpened and worn like they use to be with the old techniques. With the Sharpening Horse technique there is more cutting edge left than before. It is much easier to get consistency with their sharpening with this technique. **I have tried all the sharpening systems out there and this is the only thing that truly works!**" *Marta Ferguson, RDH, PhD, Director of Dental Hygiene, Indian River State College, FL*

"The report from the second year instructors is that the students' instruments are not only sharp, but they are holding their shape and contour which **is a vast improvement over the stationary instrument/moving stone method** which caused many curets to be turned into sickles from holding the stone at the wrong angle. The Sharpening Horse is easy to teach and use!" *Janet Ogden, RDH, MS Columbia Basin College, WA.*

"We teach the students the stationary instrument/moving stone method first and then show them the Sharpening Horse. This year, the students wanted to know why we taught the other method when the Sharpening Horse is so much easier and exact. I like the Sharpening Horse because it makes sharpening so easy. "DIY Sharpening for Dummy's!" No need to spend so much time thinking about angles. **The Sharpening Horse automatically "sets the perfect angle"** of the stone for the bevel of the blade." *Susan Smith, RDH, MS Clinic Coordinator, Wake Technical College, Raleigh, NC. "*

"I discussed the Sharpening Horse technique with the full-time faculty and they said instrument sharpening has been much easier to teach and learn using the Sharpening Horse technique. By using it routinely students have positive experiences with their instrumentation. The Sharpening Horse helps to maintain the integrity of the instruments. " *Susan Moss RDH, MS, Director of Dental Hygiene, Collin State College, McKinney, TX*

"The Sharpening Horse design is a brilliant, user friendly approach to the critical maintenance of dental hygiene instruments. The concept and the technique is very adaptable for novice and experts in dental hygiene, and our **program faculty made the Sharpening Horse its choice recommendation** for the dental hygiene student kits from this time forward!" *Vicki L. Snell RDH, EdM Lewis & Clark Community College, IL*

"Recently I had the opportunity to sharpen many instrument kits for a hands on scaling technique presentation. Each kit contained 10 various curettes and scalers. **I was amazed at how easy it was to sharpen these instruments quickly and precisely with the Sharpening Horse.** I recommend the Sharpening Horse to all my students, faculty and fellow hygienists at every given opportunity. When I am in clinic and instruments need sharpening I have the students take their instruments for a quick ride on the Sharpening Horse and they are truly amazed at how accurate and easy this technique is to return their blades back to a sharp and effective working edge." *Cathleen Korondi, CDA, RDH, EdM, Director of Dental Hygiene Illinois Central College*

The sharpening horse has proven to be the best method of sharpening instruments for our students. The technique is easy to learn for beginning clinicians, producing a sharp cutting edge and maintaining the original design of the blade. The instruments are lasting longer, since the **students can consistently control the angle, pressure and movement of the blade against the stone.** They love it and sharpening has never been so easy. *Michele Edwards, CDA, RDH, MS Chair of Tallahassee Community College Dental Programs, FL.*

Instrument sharpening is one of the most important, yet challenging, skills for hygiene students to master. The Sharpening Horse makes this skill easy to learn and students can quickly produce a perfectly sharp cutting edge restoring the blade in its original design. **Confidence in their ability to produce a sharp cutting edge motivates students to employ instrument sharpening as a routine daily task.** *Jill S. Nield-Gehrig, RDH, MS Dean Emeritus Asheville-Buncombe Technical College, NC*

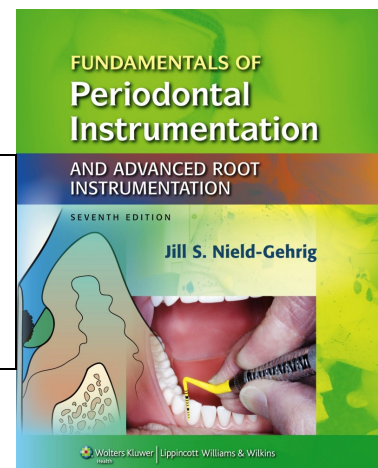
The Sharpening Horse is great to use chairside as it is easy to use and to autoclave. It has given the students the confidence to sharpen their instruments without asking, "Am I doing this right?" Our instructors say that the Sharpening Horse makes it so easy for students to sharpen instruments **they actually use it in clinic!**" *Catherine Dunn, RDH, MS Director of Dental Hygiene Mississippi Delta College*



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"No recommendations!"

From Cindy Biron Leiseca, former Chairperson at Tallahassee Community College, "Our CODA site visiting team said "Taleval is impressive for generating reports for outcomes assessment, quality assurance and objective grading of student performance in clinic." With TalEval, tracking is automatic, web based and encrypted.

Patient Appointment Tracking

Patient Classification Tracking																				
04/01/2008 - 12/01/2008																				
Clinic IIB																				
Student	CALCS						PERIO						Patient Ages							
	0	I	II	III	IV	Total	0	I	II	III	IV	Total	MC	SN	PC	RC	0-11	12-17	18-59	60+
ADAMS, MARSHA	0	8	7	13	0	28	0	11	13	3	1	28	7	4	15	11	0	0	22	6
BLACK, MIRANDA	2	8	3	4	6	23	3	6	9	4	1	23	1	7	9	2	1	0	20	2
CARSON, MARY	0	6	8	12	3	29	0	11	15	3	0	29	5	6	9	1	0	0	26	2
DAVIS, JOHN	1	7	6	6	4	24	1	9	8	2	4	24	2	7	5	4	1	0	16	7
ESTEP, ANGELA	2	5	8	7	2	24	3	7	11	3	0	24	4	5	11	1	0	3	16	5
FRANKLIN, ADAM	1	2	15	2	4	24	1	4	6	13	0	24	4	3	8	0	0	1	10	13
GOINGS, CINDY	0	6	8	10	0	24	1	10	6	7	0	24	8	12	11	8	0	0	14	10
HARPER, CONNIE	1	7	10	4	1	23	7	8	5	2	1	23	8	8	14	6	0	0	17	5
LEWIS, LOU	0	8	5	7	2	22	0	10	10	1	1	22	0	4	11	1	0	0	22	0
MASON, MARSHA	0	4	9	5	1	19	2	6	8	1	2	19	4	5	10	2	0	1	13	5
NEWSOME, PAT	1	8	7	3	2	21	4	7	9	1	0	21	5	6	13	3	0	1	14	6
	0	4	9	5	8	26	0	10	7	5	4	26	2	9	9	0	0	0	23	3
	1	2	12	7	1	23	2	12	4	5	0	23	6	7	9	4	0	0	16	7
	1	10	8	5	0	24	4	9	9	2	0	24	3	8	13	3	0	1	14	9
	0	10	7	1	3	21	2	8	11	0	0	21	0	2	14	1	0	0	19	2

New!

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Date	Patient Name	Gender	Age	Med Comp	Calc	Perio	Quad	Phase	PC	RC	SN
08/03/2010	Abe, Sandy	M	22	No				Radiographs- BWX w initial appointment	No	No	
		F	57	No	I	I		Radiographs- CMX and Pan w initial appt	No	No	Wheelc
		F	45	No	II	II		Patient referred to physician	Yes	Yes	Walker
		M	23	No	I	II		Initial appointment with student	Yes	Yes	
		F	45	No	I	II		Radiographs- BWX w initial appointment	Yes	Yes	
		F	48	No	II	II		Radiographs- BWX and Pan w initial appt	No	No	IDDM
05/04/2010	Abberton, Al	M	23	No	I	I		Patient referred to physician	Yes	Yes	wheelc

Patient Care Report

See Cindy's TalEval documents on this link: <http://www.dhmethod.com/id21.html>

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Mindfulness *Continued from Page 3*

Research conducted at University of Santa Barbara illustrated that just two weeks of Mindfulness training improved memory and increased GED scores of those who participated. Kristin Neff, a world-renowned researcher in the area of self-compassion has volumes of evidence indicating that Mindfulness increases our self-compassion, which ultimately translates to an increased compassion for others. While these are not directly related to dentistry I believe the results of all these studies can be extrapolated and applied to our professions and students.

Next you might be asking—because I know you are outstanding critical thinkers—“how can we put it into our already jam-packed curriculums”? Mindfulness, or contemplative pedagogy as it is referred to in academic circles, is not about adding more material to the curriculum but rather altering the way we deliver our curriculum. It requires attention, awareness, pausing to notice, times for quiet reflection, a sort of slowing down. We forget that the heart informs the brain, and the brain informs the heart. Researchers call this coherence; others may simply call it intellect and intuition, mind and heart, or thought and emotion. The truth is just as the mouth has been separated from the body for years and is just now beginning to be reconnected so too has the heart been removed from education. It is time to reconnect it. There has been a trend in recent years to reclaim the heart of education. The state of Illinois now has an educational accreditation standard for K-12 mandating the incorporation of Social Emotional Learning a.k.a. Mindfulness. Higher education and professional education arenas that have already embraced a Mindfulness curriculum include Law, Medicine, Nursing, and Architecture, but dentistry.....why not, I ask.

Mindfulness may be an unfamiliar or even uncomfortable term for some. I invite you to notice the discomfort and allow it the space and time it needs. And perhaps while you are becoming aware of your own reactivity have a look at other more established and accepted approaches. Maybe Emotional Intelligence or Social Emotional Learning feel more comfortable. These are Mindfulness deliberately couched in language that would be better tolerated; the concepts however are the same. Dan Goleman's new book *Focus*, that is getting rave reviews, is Mindfulness. If you'd like a more academic approach, Ellen Langer's *Mindful Learning* is a classic and a great place to start.

While the states and traits, (focused attention, self-awareness, self-regulation, self-forgiveness, self-care, compassion for self and others), cultivated through Mindfulness are desirable in developing ethics and professionalism, not one of them is a requirement of our accreditation standards.

Does that mean we don't or shouldn't teach and develop them? My critical thinking says balderdash! We could just create a better world if we do. Imagine that!

REFERENCES

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About the Author:

Debbie Holexa, RDH, BS, MAEd.
Dental Hygiene
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Debbie Holexa has been involved in Dental Hygiene Education for nearly a decade. Teaching a variety of dental hygiene courses including Evidence Based Decision

Making, she inspires the natural arising of critical thinking by asking quality questions, encouraging open-mindedness and expecting self-directed, self-corrected thinking. Mindful teaching and learning is her passion. She holds a Bachelor of Science degree from Northern Arizona University and a Master of Arts degree in Contemplative Education from Naropa University and a certificate in Mindfulness Facilitation from UCLA. Debbie is the Dental Hygiene Program Director at Mesa Community College.

Debbie brings a special gift to the DH Methods of Education, Inc. Summer Camps. Those who have met her and seen her presentation say she has changed their lives in a very positive way. You too, can benefit from Debbie's course on Mindfulness in Dental Education. She is presenting it at Summer Camp 2014 on Sunday, August 10th. Click here to register:

<http://www.dhmethod.com/EC5/MIND.html>



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Summer Camp Amelia Island, FL August 5-12, 2014

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Requests for cancellations must be received at least 2 weeks prior to the camp date. However, for cancellations received after this deadline, 75% of the tuition may be applied toward future camps. Tuitions for no-shows will be forfeited NO EXCEPTIONS. DH Methods of Education, Inc. is not responsible for reimbursement of non-refundable airline tickets and any other travel expenses if the course is cancelled.

		Early Registration	Final Registration
		Full Payment by	Full Payment by
		July 11, 2014	July 25, 2014
Tues. Aug. 5, 8a-5p	<u>DH Clinical Teaching Methodology</u> (8 ceu's)	\$500 _____	\$600 _____
Tues. Aug. 5, 8:30a-12:30p	<u>Complete Nutrition Course</u> (4 ceu's)	\$500 _____	\$550 _____
Tues. Aug. 5, 1-5p	<u>Complete Ethics Course</u> (4 ceu's)	\$500 _____	\$600 _____
Wed. Aug. 6, 8a-5p	<u>DH Accreditation Workshop</u> (8 ceu's)	\$500 _____	\$600 _____
Thurs. Aug. 7, 8:30a-12:30p	<u>DA Clinical Teaching Methodology</u> (4 ceu's)	\$300 _____	\$400 _____
Thurs. Aug. 7, 8:30a-12:30p	<u>Complete Case Based Perio Workshop</u> (4ceu's)	\$500 _____	\$600 _____
Thurs. Aug. 7, 1-3p	<u>DA Curriculum Management</u> (2ceu's)	\$150 _____	\$200 -----
Thurs. Aug. 7, 1-3p	<u>DH Curriculum Management</u> (2ceu's)	\$150 _____	\$200 -----
Thurs. Aug. 7, 3:15-5p	<u>A New Dental Specialty</u> (2ceu's)	\$100 _____	\$125 _____
Fri. Aug. 8, 8a-5p	<u>DA Accreditation Workshop</u> (8 ceu's)	\$500 _____	\$600 _____
Fri. Aug. 8, 8a-5p	<u>TalEval Train the Trainer's Workshop</u> (8 ceu's)	\$250 _____	\$300 _____
Fri. Aug. 8, 8a-3p	<u>The Complete Oral Pathology Course</u> (6 ceu's)	\$600 _____	\$750 _____
Sat. Aug. 9, 8a-5p	<u>Allied Dental Educator's Teaching Methodology</u> (8ceu's)	\$325 _____	\$400 _____
Sun. Aug. 10, 8-10:15a	<u>Mindfulness Teaching in Dental Education</u> (2ceu's)	\$150 _____	\$200 _____
Sun. Aug. 10, 10:30-12:30p	<u>Program Director Leadership Strategies</u> (2ceu's)	\$150 _____	\$200 _____
Sun. Aug. 10, 8:30a-12:30p	<u>Complete Histology & Embryology Course</u> (4ceu's)	\$500 _____	\$600 _____
Sun. Aug. 10, 1-5p, Mon. Aug. 11 & Tues Aug 12, 8a – 5p	<u>Radiology Educator's Workshop</u> (20 ceu's)	\$900 _____	\$1000 _____

Register Online: <http://www.dhmethod.com/category/EC5.html> Please do NOT mail or FAX us credit card information or P.O. numbers

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