

PHILOSOPHY STATEMENT

As an educator, my goal is to send out clinicians who are passionate and highly knowledgeable. My objective is to prepare them to strive for what is right in the face of adversity; to seek optimal care practices regardless of resources and clinical atmosphere; to value themselves as protectors of not only patients, but the dental hygiene profession as a whole. To do this, I must provide them a tailored learning environment that analyzes not just what to do, but why it is done a certain way.

I desire for my students to be able to teach what they learn to someone else and feel confident in doing so. To obtain this, I like to provide opportunities for case studies and sharing of clinical outcomes (both good and bad) in a non-threatening manner. This requires creating an atmosphere open to questioning, both by faculty and students. In such an atmosphere, the only dumb question is the one that goes unasked. I believe this not only helps avoid errors in care, but also endows a commitment to seeking out optimal care. If I send out knowledgeable students unwilling to innovate and improve our society, I will have failed my goal as an educator.

I foresee a future of graduates ready to evaluate current practices and strive to make them better; who take their ADHD Dental Hygiene Oath seriously. As William B. Yates quoted, "education is not the filling of a pail, but the lighting of a fire." I see our profession growing as a result. Students' affective growth is at least as important to me as their psychomotor and cognitive growth. I would like to see them turn into leaders who can be looked up to no matter where they go in life.

I use CODA guidelines to provide the best education to students that I can. At this time, I am early-on in my career as an educator and have a lot to learn! I enjoy learning alongside students and asking them questions to understand their thinking as they work through processes. When facing a difficult situation, I employ a method of personalized review and detailed feedback that challenges the student with "what went wrong," "what is the applicable science," and "what is our plan going forward to create a more optimal outcome in the future?" This forces the student to think critically, which is the essence of true learning.

I follow-up on each assignment with personalized, detailed feedback. To reduce student cognitive overload, I utilize rubrics and good-quality examples. In class, I seek out multiple formats for learning, including group discussion, videos, examples, and hands-on activities. I expect high-effort work from students, and want them to expect the same of me. My preference is for open-answered questions, to better evaluate student learning. This gives us the opportunity to dissect learning pitfalls.

I feel good about my relationship with students and look forward to providing them with ever-improving teaching tactics. Ultimately, I hope to embody as an educator the passion and attention to detail I expect of students. I am currently seeking out development workshops to better meet this goal.