

Teaching Statement – Kristy Menage Bernie, MS, RDH, RYT – September, 2015

As the co-founder and director of Educational Designs, my vision statement has been “*Shaping the future of education.*” My teaching philosophy incorporates the concept of **optimal oral health** as defined by the American Dental Hygienists’ Association as “*a standard of health of the oral and related tissues which enable an individual to eat, speak, and socialize without active disease, discomfort or embarrassment and which contributes to general well-being and overall health.*”¹ My core values include: Client-centered approach; Service; Transdisciplinary Collaboration; Quality; Community; Lifelong Learning; Ethics and Entrepreneurship.² This concept and the core values provide the foundation for implementation of outcomes-based teaching.

Since 1991 as an international speaker in the continuing education arena, my philosophy on teaching has included the following elements: Evidence-based presentation; Interaction; and Call to Action. The concept of learning can be qualified by change in behavior; excelling to the next level; and becoming unconsciously competent. Though easy to state, learning is extremely difficult to achieve. Through evidence-based presentations, maximizing interaction and ending with a call to action, I have been successful in all phases of the learning process.

In 2014 I enrolled in the Masters of Science in dental hygiene program at the University of California, San Francisco in order to further my understanding of education and learning processes. As a result I have identified that my teaching style includes evidence-based methodologies, andragogical approaches and utilization of current data/technologies. My teaching strategies consist of development of curricula that incorporates multiple educational methods with a focus on differential learning styles. This includes establishing specific and measurable learning objectives that incorporate who; will do; how much; of what; by when; in cognitive, affective, psychomotor and behavioral domains.

Implementation includes active listening/engagement on my part and maximum learner involvement. I base learning activities on realistic situations/assignments that the learner can apply immediately to meet required assignments as well as real-life opportunities. Evaluation incorporates learners developing ‘action item lists’ to determine areas for future focus and/or curricula revisions. Through my studies at UCSF I developed crucial skill sets to facilitate learning for a variety of target groups that will ultimately result in behavior change. Graduating in June 2015 with honors culminated a year of commitment to continuing to *shape the future of education.*

Finally, I am committed to lifelong learning and the responsibility I have as an educator to stay up to date on the latest in research, technological advances and teaching methodology. By maintaining active membership in the American Dental Hygienists’ Association and the American Dental Educators Association and attending courses on these topics I have access to the ever changing landscape of our profession. Additionally, I continue to demonstrate active involvement through maintaining leadership roles within the ADHA/CDHA. This provides unique opportunities to participate in shaping the future of our profession, while keeping me abreast of initiatives, needs and the future direction of dental hygiene and achieving optimal oral health.

¹ American Dental Hygienists’ Association; Policy Manual – Definitions/Optimal Oral Health.

² Adapted from the American Dental Hygienists’ Association 2015 Strategic Plan.