It’s Spring and that means “CEW” at Fones is around the corner. We invite you to take a breath, and be among colleagues and friends as we consider some unique ways to learn and to teach, while being mindful of ourselves, our students, and their patients.

Christel Autori invites us to Rebalance, Reset and Respond to create a learning environment which cultivates low stress and high achievement in the classroom and clinic.

Dr. Sarah Churchill follows up with Health, Wellness and Dental Hygiene, focusing on practical ways to incorporate ergonomic health and wellness practices that flow from educator to learner to patient.

Dr. Jacqueline Singleton presents a model of the Thinker’s Guide to Clinical Reasoning, exploring how we can employ a common language to use during clinical experiences that encourage students to think critically.

Dr. Wendy Garcia discusses the use of Complementary and Alternative Medicine, for patients and assists us in identifying how CAM can be utilized in the RDH and DH student’s healthcare regime.

Kristin Minihan-Anderson and Marissa Decarli will help educators with a public health mindset to focus on evidence-based protocols for pit and fissure sealants in their programs.

Spotlight On: Christel Autori, RDH, RYT, MA, FAADH
Teaching Faculty and Students to REBALANCE, RESET, and RESPOND

Our featured speaker will take combined expertise in teaching, integrative health, dental hygiene and yoga and share practical ways to address and alleviate stress in the classroom and the clinic. Learn how to stop, reassess the situation, and then choose the best way to respond. Christel will discuss the multidimensional and holistic view of health and wellness and the mind/body connection, relative to practical stress management. Learn easy ways to defuse and manage stressors through breathwork, changing the perspective, reframing, and more. Take these techniques into the classroom and the clinic, decrease anxiety and stress, and promote health and happiness for all.

Christel Autori, a graduate of Forsyth School for Dental Hygienists and Lotus Gardens Yoga Teachers Training, is a certified integrative health coach and holistic stress management instructor. She has authored articles about meditation and yoga and a chapter on integrative health coaching for Coaching for Powerful Change, (2015.). She is the recipient of the 2008 Dr. Esther M. Wilkins Distinguished Alumna Award, and the 2011 Sunstar/RDH Dental Hygienist of Distinction Award. She holds a MA in Integrative Health and Healing, and is a graduate of Duke Integrative Health Coach Professional Training. She is a member of ADHA, and a fellow of the American Academy of Dental Hygiene, a member of the Kripalu Yoga Teachers Association, the International Association of Yoga Therapists, the American Academy of Oral and Systemic Health, and the Academy of Integrative Health and Medicine. Christel is the director of the Institute for Holistic Health Studies and adjunct faculty member at Western Connecticut State University.
Thinking Framework. Meaningful activities and discussions provide opportunities for participants to apply the guide’s standards and elements of clinical reasoning to improve students’ patient care management.

Jacqueline Singleton, RDH, MEd, PhD

Sarah Churchill, RDH, DC was born and raised in Morrisville VT. She attended the University of Bridgeport for all 3 of her degree studies, graduating in 2004 with her AS in Dental Hygiene, 2013 with her Doctorate of Chiropractic, and soon to complete her Masters in Traditional Chinese Medicine. Continuing her time at the University, Dr. Churchill also taught at the Fones School of Dental Hygiene as an adjunct clinical Professor. Currently she has an office in Stamford where she treats her chiropractic patients, and she works in the dental hygiene field in Riverside CT.

Engage in powerful and meaningful peer discussion about incorporating clinical reasoning into student training to improve patient care. This course helps educators work with students to plan and individualize patient care and communicate more effectively with their patients. Patients have different needs yet often students provide the same brushing and flossing instructions to every patient. The lack of clinical reasoning can be frustrating to educators. A guide is provided to get students to think through clinical issues regarding diagnosis, prevention, and treatment of clinical problems.

This course introduces participants to the Thinker’s Guide to Clinical Reasoning based on the Paul-Elder Critical Thinking Framework. Meaningful activities and discussions provide opportunities for participants to apply the guide’s standards and elements of clinical reasoning to improve students’ patient care management.

Jacqueline Singleton, RDH, MEd, PhD is a full-time associate professor at the University of Louisville School of Dentistry (ULSD), where she has taught for sixteen years, currently serving as Director of the Dental Hygiene Program and teaching Dental Hygiene Theory I and II and Statistics and Research Design. She graduated from the University of Louisville with a Doctor of Philosophy in Public Health Sciences with a concentration in Health Pro-
Increasing numbers of health professionals and patients are incorporating Complementary and Alternative Medicine (CAM) into their personal healthcare regime. Participants will explore the differences between Complementary, Alternative, and Integrated Healthcare according to the National Center for Integrative Health Definitions and become familiar with the various disciplines that comprise CAM. Identifying how CAM can be utilized in the RDH and DH student’s healthcare regime will assist the educator in applying these concepts. Then identifying how CAM is being used or can be used in their patient’s healthcare regime and how it could affect treatment planning will create a full picture of the place for CAM in comprehensive dental hygiene care.

This workshop will discuss various forms of CAM, how and why they are being used and how they can be integrated with Western Medicine and Dental practices. The class will also practice some of the disciplines in this workshop.

**Dr. Wendy Garcia** is an Associate Professor and Coordinator of the online Bachelor of Science Degree Completion program and the MSDH program for the Fones School of Dental Hygiene. She earned her A.S. in Dental Hygiene from the Fones School, B.S. in Dental Hygiene from the University of New Haven, and her M.S. and Ed D in Education from the College of Education at the University of Bridgeport. She has been in private practice since 1975, and an educator since 2002. She currently teaches Integrative Clinic in the A.S. and B.S programs, Dental Hygiene Leadership, Evidenced-based Research, Program Development and Management and Capstone in the M.S.D.H. program. She co-teaches the Local Anesthesia CE course with Laura Greco, RDH, MSED. She is a past president of the Connecticut Dental Hygienists’ Association.

**Dental Hygienists are the preventive experts** within dental health care. It is imperative for dental hygiene educators to be able to understand and teach the evidence-based criteria for the placement of pit and fissure sealants to help students identify patients who can benefit from this service. This course will review the most recent evidence-based recommendations for the placement of pit-and-fissure sealants which will provide the rationale for the creation of concise criteria and policies for your program. The application of these recommendations in public health settings will be further discussed. Additionally, this course will provide the opportunity for participants to engage in a hands-on exercise as they work with various etchant agents, resin sealant material and glass ionomer sealant material.

**Kristin Minihan-Anderson, RDH, MSDH** is an Assistant Professor and Public Health Supervisor at the Fones School of Dental Hygiene. She has been a licensed dental hygienist since 1992 and has worked in a variety of dental and public health settings. Kristin currently teaches Oral Anatomy, Embryology & Histology, General and Oral Histopathology, Dental Public Health and Practice Management, Ethics and Jurisprudence.

**Marissa Decarli, RDH, MSDH** is a Clinical Assistant Professor at the Fones School of Dental Hygiene. She supervises the second year clinical rotation at the Jettie S. Tisdale Elementary School in Bridgeport, CT providing Fones interns with the opportunity to practice direct patient dental care to clients in a school-based setting. A 2011 Fones graduate, Marissa has had roles in both private and public health settings and also teaches Introduction to Dental Hygiene to the pre-dental hygiene students at the University.

**3:15~3:45 :Wrap-Up: Sharing Stories and Experiences**

~10:30~10:45 am: Let’s Recharge!~

10:45-11:45: Complementary and Alternative Medicine: What’s in it for the RDH, DH Students and Patients?

**Wendy Garcia, RDH, MEd, EdD**

~12:00—1:15: Lunch and Share~

1:15~3:15: Public Health Mindset: Application of Evidence-Based Criteria for the Placement of Pit and Fissure Sealants

**Kristin Minihan-Anderson, RDH, MSDH & Marissa Decarli, RDH, MSDH**

3:15~3:45 :Wrap-Up: Sharing Stories and Experiences
**Mindful Teaching, Meaningful Learning**

Clinical Educator’s Workshop

Registration Information

May 31~June 1, 2017

Registration online at the University of Bridgeport Continuing and Professional Studies Programs Link:

http://www.bridgeport.edu/academic7/continuinged/

Early Registration: By May 1st, 2017, Save 10%

Full Workshop Registration $275

OR $95 per am or pm session

See Registration Site for UB Faculty Discounts

12 CEU’s for 1.5 day attendance

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**Call for Poster Presentations! ALL Invited!**

Spotlight on YOU! Share your new project, program, thesis, dissertation with the group on the Wednesday, May 31st Poster Presentation, Reception and Vendor Marketplace.

We would love to hear what you are doing!

The 2017 Workshop will again include poster presentations on Wednesday, May 31st at the Poster Session and Vendor Marketplace event. Consider this opportunity to share research abstracts, innovations or featured aspects of your program with your colleagues. Contact Laura Greco, Director of Clinical Education, Fones School at laurag@bridgeport.edu to submit your poster topic by Friday, May 19, 2017. Submissions are encouraged and will be considered for part of the 2017 Workshop conference as space allows. Call us for assistance—we are happy to help!