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# Getting your fire back: Burnout among oral health professionals

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## ABSTRACT

Burnout has been well documented among students, residents, new dentists, dentists, and among dental specialists. As members of the dental team, we have specific challenges in our professional environment that have been implicated in contributing to burnout. Multiple inventories exist to screen for and identify the early signs and symptoms of burnout. When identified, there is a community of resources to help professionals recover from burnout. The goal of this course is to learn more about burnout among dental professionals in hopes of preventing or reducing the burden on our profession.

## EDUCATIONAL OBJECTIVES

1. Define burnout in the health professions literature.
2. Identify personal characteristics, risk factors, and symptoms of a person with burnout.
3. Compare and contrast the prevalence of burnout among dental team members and describe various screening tools used in literature and practice.
4. Identify the organizational levers and tools that can be used to create wellness for oral health professionals.
5. Discover resources for professionals who suffer from burnout.



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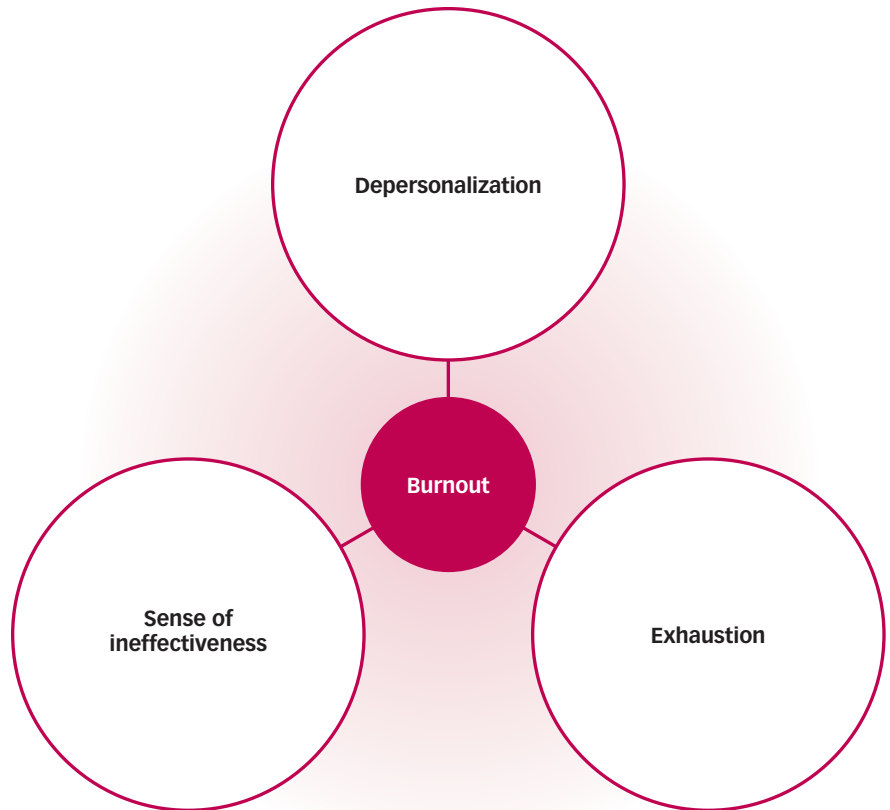
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## BACKGROUND

High levels of stress, burnout, anxiety, and depression have been indicated among oral health-care professionals.<sup>1</sup> However, stress is not always a negative experience. Inherently, the mind and body need the right amount of stress to thrive. When deciphering whether or not the stressors you are experiencing are causing you harm or benefit, it is important to look at the strength of the stressor (weak, moderate, or strong), your response to the stressor, and the duration of the stressor (short, medium, or long term). If the demands of the stressor are low, you are likely to feel bored in the short term and move into a depressive state long term. And if the stressor or physical demands are strong, then you may be able to sustain that activity for a short time period in which you feel some excitement. But, as the high-stress scenario is prolonged, you might move into feelings of fear, worry, or anxiety. There is a sweet spot for your mental and emotional well-being in which exposure to stress keeps you engaged, excited, and filled with a sense of accomplishment.<sup>1</sup> If you maintain a moderate level of stress for any period of time, you will have a range of positive feelings from having fun and feeling lively to feeling a sense of achievement.<sup>1</sup> Health-care professionals are often exposed to strong or excessive levels of stress for a long period of time (daily for the duration of their career), which can result in a variety of mental health challenges, one being burnout.<sup>1</sup>

Since the 1970s, burnout has been described as a psychological syndrome that results from chronic on-the-job stressors. Maslach enumerates that there are three key dimensions to burnout that include “overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment”<sup>2</sup> (figure 1). Authors from the Mayo Clinic make an argument to change the definition of burnout away from a psychological syndrome from job-induced stressors to accurately identify the depressive core of the syndrome called “burnout.” They argue that recognizing the core elements of depression is essential for identification, assessment, treatment, and future research.<sup>3</sup> However, despite varying opinions on the definition of burnout, consistent symptoms



**FIGURE 1:** Key dimensions of burnout<sup>2</sup>

are present among health-care professionals with burnout.

The first key dimension is exhaustion, and professionals may report wearing out throughout the day, lack of energy, or fatigue.<sup>2</sup> Symptoms of exhaustion can be emotional, physical, or psychological. In dentistry, you may feel like it is impossible to make it to the end of the day due to exhaustion, or you may lose energy to do the things outside of the office that you love to do.

The feeling of cynicism can be described as depersonalization. Depersonalization may be difficult to fully comprehend, but it can present as irritability, inappropriate attitudes or behaviors toward patients, loss of idealism or loss of hope, or withdrawal/isolation.<sup>2</sup> In dentistry, you may find yourself getting frustrated quickly with patients, unable to communicate well, or isolating yourself from your family, friends, or community.

The last dimension represents a lack of accomplishment or sense of ineffectiveness. This may present as low morale or an inability to cope with a dynamic environment.<sup>2</sup> It is important to note that the symptoms

of burnout may not only be present in the workplace, but may also spill over into personal life. Being able to recognize some of these symptoms within yourself and your colleagues is key to early identification and treatment.

In research and practice, burnout is typically measured through surveys or inventories. According to the National Academy of Medicine (NAM), there are four validated instruments to measure burnout: Maslach Burnout Inventory (MBI), Oldenburg Burnout Inventory (OLBI), Copenhagen Burnout Inventory (CBI), and Physician Work-Life Study’s single-item burnout measure.<sup>4</sup> The gold standard, and likely the most widely known survey for burnout in dentistry, is the MBI. The MBI is a 22-item survey that measures the frequency of the three key dimensions of burnout: emotional exhaustion, depersonalization, and low sense of personal accomplishment.<sup>5</sup> The Oldenburg Burnout Inventory is a 16-item survey that allows participants to rate statements in the area of exhaustion and disengagement on a four-point Likert scale.<sup>6</sup> Uniquely, the

Copenhagen Burnout Inventory is a newly validated instrument that separates and measures personal, work-related, and client-related burnout separately. This instrument is useful for groups that have a more diverse career path, such as dental faculty, in which they may have multiple sources of burnout.<sup>7</sup> The Physician Work-Life Study's single-item burnout measure allows a provider to answer one simple question to assess burnout, with a score of three and

above signifying the presence of burnout (Figure 2).<sup>8</sup>

Measuring burnout can be used for research to help identify groups that are specifically at risk for burnout, to understand practice patterns or environments that can lead to burnout, and identify differences in epidemiology of burnout among oral health professionals compared to other professions. Also, measuring burnout can help target particular groups that would benefit from an intervention to combat burnout. However, these tools can also be used as a self-reflective practice for oral health professionals to gauge their own level of burnout. A great example is the use of a single item such as seen in Figure 2. Answering one simple question can help you see your risk for burnout, and more detailed questionnaires can help you self-reflect on specific dimensions of burnout.

**BURNOUT AMONG DENTAL TEAM MEMBERS**

Burnout has been measured among various dental team members from dental assistants to specialty groups. To better understand the impact of burnout on team members, we will look at key studies for each group.

**Dental assistants**

Burnout has been measured using the MBI and the Work Stress Inventory (WSI) among Israeli dental assistants, where they found that 18% of dental assistants had high levels of burnout. The best predictor of emotional exhaustion and the second best predictor of depersonalization among this group from the MBI was the dentist-assistant relationship, whereas the best predictor of depersonalization overall was patient suffering.<sup>9</sup>

**Hygienists**

Only a few studies have examined burnout or work-related stress among dental hygienists. Recently, among a small group of first- and second-year dental hygiene students at Virginia Commonwealth University, 22% met the threshold for burnout using the MBI.<sup>10</sup> A few years earlier, a study among Dutch hygienists showed a high level of work engagement, higher than dentists for the country.<sup>11</sup>

**Students**

Historically medical and dental students have been known to suffer from high levels of stress due to long work hours, an intense workload, and a high volume of new theoretical information to digest. In a recent systematic review, academic factors such as testing (and grades), and workload were cited as major contributors to stress among dental students. Most of the studies included were from North American dental schools.<sup>12</sup>

**Postgraduate dental students**

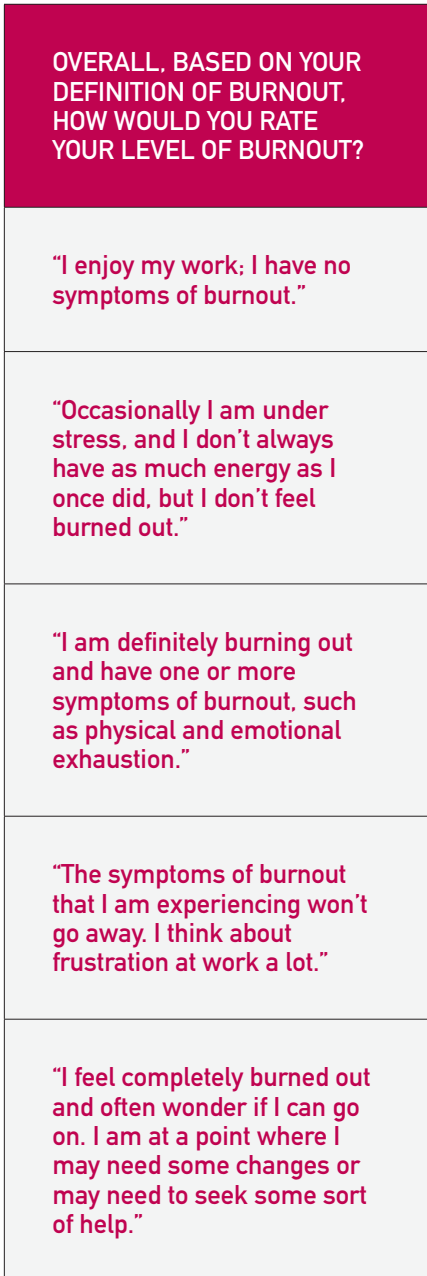
In dental education, postgraduate work typically includes a clinical specialty, a master's or doctoral degree program focused on research, or a program that combines both. Few studies have specifically measured burnout among dental postgraduates or residents. However, among a group of Greek postgraduate dental students in six different clinical programs, burnout was measured using the MBI and Dental Environmental Stress (DES) questionnaire. A significant stressor for both clinical and nonclinical postgraduates was lack of time for leisure activities. Clinical postgraduate students in this study were more likely to exhibit burnout among all three key dimensions of burnout using the MBI.<sup>13</sup> A systematic review of factors contributing to burnout in dentistry found that younger providers and students in a clinical degree program were more likely to be burned out.

**Dentists**

A US-based study on burnout among dentists used a convenience sample of dentists attending CE courses in four states, using the MBI survey. Approximately 13% of these dentists exhibited high levels of burnout, and 15.6% had low work engagement, which was shown to be linked to burnout levels.<sup>14</sup> This study also noted that participants who were mid- or late-career were more likely to be burned out.

**ADDITIONAL FACTORS**

Factors that influence the prevalence of burnout vary but have been shown to be similar among health professions. The American Medical Association (AMA) offers a free online module called STEPS Forward that identifies some of the common habits that



**FIGURE 2:** Physician work-life study, single item on burnout<sup>2</sup>



were identified among physicians reporting burnout symptoms. A blog article by the American Medical Association highlights the habits associated with physician burnout. These include “demanding workload; number of nights on call; a partner who also is a physician; children to raise; a medical error made recently; midway through their medical career; conflicts between work and home; less than 20 percent of their time is spent on the most meaningful aspects of work.”<sup>15</sup> Many of these habits could relate to dental workers as well. In a systematic review of factors contributing to burnout among dentists, it was found that, like medical providers, high job strain and long working hours were linked to burnout symptoms.<sup>16</sup> It is important to remember that running a practice creates a demanding workload, and you may have a partner who has an equally demanding career, and/or you could be trying to raise a family.

We can learn about the impact on dentistry from literature of medical error among physicians who are burned out. In a recent meta-analysis and systematic review, researchers found that physician burnout was associated with increased odds of patient safety incidents, lesser quality of care, and reduced patient satisfaction.<sup>17</sup> It is important to note that early-career doctors were most likely to suffer from these outcomes, similar to the systematic review on factors affecting burnout in dentistry that was discussed earlier. With practical application, you can see how burnout would affect these domains. If you are extremely exhausted, then you are far more likely to have a patient safety incident. If you are facing depersonalization as discussed in the MBI tool, then connecting with patients and providing empathy is going to be more challenging, likely leading to reduced patient satisfaction. And lastly, if you are feeling a sense of ineffectiveness, it is likely that you might struggle to provide high-quality medical care. When evaluating patient outcomes, you can see that burnout not only affects the dental team but patient safety as well.

## NEXT STEPS

The good news is that it is possible to treat burnout, and we can help dental team members who face burnout. The STEPS Forward

module titled “Improving Physician Resiliency” mentions a few logical next steps you can take to address symptoms or presence of burnout.<sup>18</sup> Following are some of their ideas and a few resources that apply specifically to dentistry. Programs and resources exist to help you make changes and beat burnout.

### Take a deep breath

Recognizing the presence of burnout in yourself and your work can be overwhelming. Burnout makes it especially difficult to feel like you have any agency or control over your current situation. Taking a deep breath and recognizing that the series of decisions and personal and environmental factors that brought you to this point can also help you get out. Be encouraged that a scaffold exists to promote your resiliency and overall wellness at the local, state, and national levels.

### Take stock

As discussed at the beginning of this course, your next step is to reflect. You can use any of the tools mentioned previously to help self-assess your burnout level. However, you can also think more broadly about your current state, and you can also journal.

Here are a few questions that you might find helpful to guide your journaling:

- Who can I reach out to for support and help?
- How often do I feel burned out?
- How long have I been feeling this way?
- Where does most of my stress come from (personal life, work life, patients/other relationships)?
- What are the sources of my greatest stress personally?
- What are the sources of my greatest stress professionally?
- What are the sources of my greatest stress relationally?
- What risk factors do I have for burnout?
- Have I felt this way in the past? If so, what remedies have helped?
- Which aspect of my career gives me the most joy?
- What aspect of my career is most draining?
- Write down your ideal day.

The goal is to be able to use this information to guide your next steps and to share with your support system.

## Involve your support system

One of the keys to resiliency is to involve a team of those whom you can trust. This may be family, friends, support groups, colleagues/peers, mental health professionals, or others who can help you with your journey to combat burnout. It is important to recognize the stigma that surrounds mental health conditions such as burnout. Often, I share with peers that I treat my mental health similar to my physical health. If I am ill or injured, I seek medical attention and follow my doctor’s advice. There is no stigma associated with taking high blood pressure medication for uncontrolled hypertension or receiving physical therapy for a sports injury, and there shouldn’t be any stigma among dental team members to encourage one another to seek mental health services when needed. You have probably heard the following announcement on an airplane: “In the event of an emergency, if the air mask drops down, please put your mask on first before helping those around you.” The same principle applies to dental team members and burnout; we have to give ourselves air before we can serve at the capacity we are called to in dentistry.

The American Dental Association (ADA) encourages each state to have a state mental health and wellness director. In August 2019, the ADA hosted a conference titled “You First: Management and Prevention of Burnout in Dentistry,” covering topics similar to this course.<sup>19</sup> If you are a part of a larger dental group, hospital, organization, or academic institution, you may have an opportunity to take part in programs designed to improve wellness and reduce burnout. Larger organizations such as Massachusetts General Hospital have recommended that states provide physician health programs (PHPs) that recommend and provide access to early mental health care for medical providers. Dentistry could support the same.<sup>20</sup> At Boston University, hospital leadership created a website that highlighted mental health and other employee resources to combat burnout.<sup>21</sup> Hennepin County Medical Center in Minnesota addressed a major stressor of their employees by ending clinic hours at 4 PM in order to allow employees to pick up their children on time from their childcare facility.<sup>22</sup>

### Address the right level

In the Clinician Well-Being Knowledge Hub of the National Academy of Medicine (NAM), the organization highlights programs to address burnout among health-care providers that occur at the organizational or individual level.<sup>23</sup> There is a framework created by NAM that demonstrates the various levels that can be altered to improve clinician well-being and resilience including: patient wellness, clinician-patient relationship, clinician well-being, society and culture, personal factors, rules and regulations, organizational factors, skills and abilities, health-care responsibilities, and learning environment.<sup>24</sup> It might be helpful to take a look at their framework and see how that correlates to your journal entry in Step 2. You will be able to see where your sources of stress align and create targeted solutions to address those sources of stress.

Organizational change seeks to address leadership, society and culture, rules and regulations, organizational factors, health-care responsibilities, and learning environment. The idea of creating organizational change is positive for many dentists; as private practitioners, you have the opportunity to create the change you need. A good example is health-care responsibilities. In the practice of dentistry, you may train staff and learn to delegate or find that you need an additional team member to

distribute the tasks to reduce burnout. If you are in a larger hospital or academic organization, you may need to address or work through leadership challenges in order to create an environment where you can flourish. As clinicians, we are often biased toward action, but it is so important to create environment changes that can help prevent burnout in the future. In the STEPS Forward course “Preventing Physician Burnout,” you can get a glimpse of a wellness program designed for a hospital.<sup>25</sup> Simple tips from this course that might apply to the practice of dentistry are to develop a system to measure wellness, identify a wellness champion in the office, and meet regularly as a team to promote wellness.<sup>25</sup> At the personal level, you can make changes in your skills and abilities, as well as changes to other personal factors and to your well-being and the patient-provider relationship.

Often, we focus on the individual factors that reduce stress or mitigate the challenges we face in life. However, research suggests that organizational levers in addition to personal behaviors are where we need to make changes to reduce the burden of stress we face in our professional environment long term.<sup>26</sup> Examples of organizational levers might be having flexible work hours, childcare on site, or training so that employees feel empowered in specific requirements of their job.

### Create a targeted SMART goal

When addressing stress, it is important that you set a clear goal. Using the template for SMART goals, you can hold yourself accountable to the change that you would like to implement to reduce burnout.<sup>27</sup> A SMART goal is:

- **S:** Specific
- **M:** Measurable
- **A:** Achievable
- **R:** Relevant
- **T:** Time defined

Let’s say that you are struggling with burnout in your office, and you realize that you are having difficulty finding time for breaks during the day. Your schedule is intense; you rarely have time to grab a drink of water, go to the restroom, do the stretches your physical therapist recommends, or grab a healthy lunch. In Figure 3, you can see how the source of stress can be addressed from multiple levels; each level has its own example of a SMART goal.

### CONCLUSION

Research shows that dentistry is an inherently stressful practice and burnout exists among dental team members. Although resources exist at the local and national levels to combat burnout, gaps are present. Additional wellness and resilience resources are still needed for dental team members in all dental settings.

PROBLEM: HOW CAN I ALLEVIATE MY BUSY SCHEDULE?				
	Clinician well-being	Society and culture	Personal factors	Organizational factors
Challenge	With a busy schedule, I am unable to fuel my body with healthy food and water.	We have a mission that treating patients comes first, so we do not reschedule if a patient is late or comes during lunch.	Without a short break at lunch, I am unable to make time to do the stretches I need to prevent chronic pain associated with my practice of dentistry.	Six months ago, we lost our receptionist of 22 years. Since then, I have noticed that the schedule is more packed, and we are no longer using the block system.
SMART goal	In the next 30 days, I will pack a healthy lunch three times per week and drink 16 ounces of water with my lunch.	Within the next month, we will have an office meeting to discuss the mission statement and brainstorm how we can create a culture to serve our patients and keep our staff healthy.	During the next week, I will get to the office 20 minutes early for three mornings to do my stretches prior to the morning huddle.	By next Monday, we will place an ad online and in print for a receptionist with experience in patient scheduling. In the meantime, we will host a day-long seminar to cross-train our staff with a consultant on best practices for scheduling.

FIGURE 3: Sample challenges and SMART goals to address dentist burnout

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She graduated as an inaugural student in a master's program in dental education at Harvard School of Dental Medicine in spring 2019. Dr. Kennedy serves in a local health center in Boston, MA. She has a passion for antibiotic stewardship and has been a part of the American Dental Association expert panel for developing antibiotic stewardship guidelines.

## ONLINE COMPLETION

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## QUESTIONS

1. What effect can stressors have on the body?
  - A. Positive
  - B. Negative
  - C. Both
  - D. Neither
2. If you are in a clinical practice where you have low levels of stress for a long period of time, what mental state might you be faced with?
  - A. Boredom
  - B. Depression
  - C. Excitement
  - D. Fear/Worry
3. If you are in a clinical practice where you have high levels of stress for a short period of time, what mental state might you be faced with?
  - A. Boredom
  - B. Depression
  - C. Excitement
  - D. Fear/Worry
4. If you are in a clinical practice where you have low levels of stress for a short period of time, what mental state might you be faced with?
  - A. Boredom
  - B. Depression
  - C. Excitement
  - D. Fear/Worry
5. If you are in a clinical practice where you have high levels of stress for a long period of time, what mental state might you be faced with?
  - A. Boredom
  - B. Depression
  - C. Excitement
  - D. Fear/Worry
6. What are the three dimensions of burnout as described by Maslach?
  - A. Overwhelming exhaustion, work engagement, and a sense of ineffectiveness and lack of accomplishment
  - B. Good energy levels, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment
  - C. Overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment
  - D. Overwhelming exhaustion, feelings of cynicism and detachment from the job, and professional success
7. Imagine you are having lunch with a fellow dental worker who used to love running marathons, and you ask about her life. She shares that she has no energy to run anymore before or after work; she simply comes home from the office and crashes. What key dimension might this behavior represent?
  - A. Overwhelming exhaustion
  - B. Feelings of cynicism and detachment from the job
  - C. Sense of ineffectiveness and lack of accomplishment
  - D. None of the above
8. Imagine you meet up with a dentist at a local study club. You ask how his practice is going, and he shares that he has been really frustrated. Last week when he couldn't find a canal when doing a root canal, he yelled at his office staff. He isn't sure what has gotten into him in the last few months. What key dimension might this behavior represent?
  - A. Overwhelming exhaustion
  - B. Feelings of cynicism and detachment from the job
  - C. Sense of ineffectiveness and lack of accomplishment
  - D. None of the above
9. As an owner dentist, you decide to have a quarterly meeting with your associate dentist. You review the production goals and are excited to see that the associate is meeting all of her goals for Q1. When you ask how she is doing, she replies, "I am just not successful. I feel like I am not getting any better. I don't see how I can ever be a dentist like you." What key dimension might this behavior represent?
  - A. Overwhelming exhaustion
  - B. Feelings of cynicism and detachment from the job
  - C. Sense of ineffectiveness and lack of accomplishment
  - D. None of the above
10. Which inventory or instrument is the gold standard for measuring burnout?
  - A. Maslach Burnout Inventory
  - B. Oldenburg Burnout Inventory
  - C. Copenhagen Burnout Inventory
  - D. Physician Work-Life Study's single-item measure
11. You are filling out a questionnaire at work and see this question: "Overall, based on your definition of burnout, how would you rate your level of burnout?" Which instrument asks this question?
  - A. Maslach Burnout Inventory
  - B. Oldenburg Burnout Inventory
  - C. Copenhagen Burnout Inventory
  - D. Physician Work-Life Study's single-item measure
12. Which inventory or instrument might be helpful for differentiating burnout levels from personal, work-related, and client- or patient-related sources?
  - A. Maslach Burnout Inventory
  - B. Oldenburg Burnout Inventory
  - C. Copenhagen Burnout Inventory
  - D. Physician Work-Life Study's single-item measure



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## QUESTIONS

- 13. Which team members having been shown to present with high levels of burnout?**
- Dental assistants
  - Hygienists
  - Dentists
  - All of the above
- 14. Among dental assistants, which of the following is the best predictor of emotional exhaustion?**
- Dentist-dental assistant relationship
  - Length of work hours
  - Patient suffering
  - None of the above
- 15. Among dental students, which of the following is not indicated as a factor that contributes to stress?**
- Testing and grades
  - Workload
  - Faculty engagement
  - All of the above
- 16. Which of the following was a significant stressor for clinical and nonclinical students in dental postgraduate programs?**
- Testing and grades
  - Workload
  - Lack of time for leisure activities
  - None of the above
- 17. Which of the following levels of work engagement is associated with high levels of burnout?**
- Low levels
  - Moderate levels
  - High levels
  - All levels
- 18. According to the American Medical Association, which of the following factors was linked to physician burnout?**
- Workload
  - Family, including children
  - Recent medical error
  - All of the above
- 19. According to the literature, which of the following are adverse patient outcomes that are associated with burnout?**
- Patient drug incidents, lesser quality of care, and reduced patient satisfaction
  - Patient safety incidents, higher quality of care, and reduced patient satisfaction
  - Patient safety incidents, lesser quality of care, and reduced patient satisfaction
  - Patient safety incidents, lesser quality of care, and increased patient satisfaction
- 20. In a recent systematic review that found an association between physician burnout and medical error, which of the following doctors were most likely to suffer from burnout?**
- Early-career doctors
  - Mid-career doctors
  - End-career doctors
  - All doctors were equally likely to face burnout
- 21. Which of the following tools can you use to take stock of your own symptoms and feelings of burnout?**
- Assessment by a mental health professional
  - Physician Work-Life Study's single-item measure
  - Burnout survey provided by your employer
  - All of the above
- 22. What is the role of physician health programs at larger health-care organizations?**
- Create a stigma around health-care providers seeking mental health resources
  - Provide free medical care to all employees who need it
  - Recommend and provide access to early mental health care for employees
  - None of the above
- 23. Hennepin County addressed clinic hours to reduce employee burnout. What level does this change address?**
- Organizational factors
  - Leadership
  - Society and culture
  - Learning environment
- 24. At your office, you notice that you are struggling to run the business side of dentistry. You decide to take a course in financial management so that you can run aspects of the business better. What level does this change address?**
- Organizational factors
  - Leadership
  - Society and culture
  - Learning environment
- 25. You realize that you are really stressed and burned out when doing restorative dentistry. You are struggling with various aspects and are not sure if you can keep practicing this way; every day is stressful. You decide to join a dental study club so you can learn some new techniques and address your weaknesses. What level does this change address?**
- Society and culture
  - Organizational factors
  - Increase your own skills and abilities
  - Provider-patient relationships



PUBLICATION DATE: OCTOBER 2019

EXPIRATION DATE: SEPTEMBER 2022

# Getting your fire back: Burnout among oral health professionals

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Specialty: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_ AGD member ID (if applies): \_\_\_\_\_

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**Requirements for obtaining CE credits by mail/fax:** 1) Read entire course. 2) Complete info above. 3) Complete test by marking one answer per question. 4) Complete course evaluation. 5) Complete credit card info or write check payable to Endeavor Business Media. 6) Mail/fax this page to DACE. A score of 70% is required for CE credit. **For questions, call (800) 633-1681. Course may also be completed at dentalacademyofce.com.**

## EDUCATIONAL OBJECTIVES

1. Define burnout in the health professions literature.
2. Identify personal characteristics, risk factors, and symptoms of a person with burnout.
3. Compare and contrast the prevalence of burnout among dental team members and describe various screening tools used in literature and practice.
4. Identify the organizational levers and tools that can be used to create wellness for oral health professionals.
5. Discover resources for professionals who suffer from burnout.

## COURSE EVALUATION

1. Were the individual course objectives met?

Objective #1: Yes No Objective #2: Yes No

Objective #3: Yes No Objective #4: Yes No

Please evaluate this course by responding to the following statements, using a scale of Excellent = 5 to Poor = 0.

2. To what extent were the course objectives accomplished overall? 5 4 3 2 1 0

3. Please rate your personal mastery of the course objectives. 5 4 3 2 1 0

4. How would you rate the objectives and educational methods? 5 4 3 2 1 0

5. How do you rate the author's grasp of the topic? 5 4 3 2 1 0

6. Please rate the instructor's effectiveness. 5 4 3 2 1 0

7. Was the overall administration of the course effective? 5 4 3 2 1 0

8. Please rate the usefulness and clinical applicability of this course. 5 4 3 2 1 0

9. Please rate the usefulness of the supplemental bibliography. 5 4 3 2 1 0

10. Do you feel that the references were adequate? Yes No

11. Would you participate in a similar program on a different topic? Yes No

12. If any of the continuing education questions were unclear or ambiguous, please list them.

13. Was there any subject matter you found confusing? Please describe.

14. How long did it take you to complete this course?

15. What additional continuing dental education topics would you like to see?

Mail/fax completed answer sheet to:

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| 2. (A) (B) (C) (D)  | 17. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D)  | 18. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D)  | 19. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D)  | 20. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D)  | 21. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D)  | 22. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D)  | 23. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D)  | 24. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 26. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 28. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 30. (A) (B) (C) (D) |

AGD Code 770

## PLEASE PHOTOCOPY ANSWER SHEET FOR ADDITIONAL PARTICIPANTS.

### INSTRUCTIONS

All questions have only one answer. Grading of this examination is done manually. Participants will receive confirmation of passing by receipt of a verification form. Verification of Participation forms will be mailed within two weeks after taking an examination.

### COURSE EVALUATION AND FEEDBACK

We encourage participant feedback. Complete the survey above and e-mail feedback to Aileen Gunter (agunter@endeavor2b.com) and Laura Winfield (lwinfield@endeavor2b.com).

### COURSE CREDITS AND COST

All participants scoring at least 70% on the examination will receive a verification form for three CE credits. The formal CE program of this sponsor is accepted by the AGD for fellowship and mastership credit. Please contact Endeavor for current term of acceptance. Participants are urged to contact their state dental boards for continuing education requirements. PennWell is a California CE provider. The California provider number is 4527. The cost for courses ranges from \$20 to \$110.

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### RECORD KEEPING

Endeavor maintains records of your successful completion of any exam for a minimum of six years. Please contact our offices for a copy of your CE credits report. This report, which will list all credits earned to date, will be generated and mailed to you within five business days of receipt.

### EDUCATIONAL DISCLAIMER

Completing a single CE course should not provide enough information to give participants the feeling that they are experts in the field related to the course topic. It is a combination of many educational courses and clinical experience that allows the participant to develop skills and expertise.

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