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# A mediator's DIY guide to conflict resolution in the dental office

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## Abstract

Too often, conflicts in a dental practice are addressed in one of two ways—by ignoring them and hoping they'll go away (they won't), or by coming down too hard and overmanaging or firing people, hoping that will fix the problem (it won't). There are proven methods that can help restore peace and cooperation in a practice. Rescue your workplace relationships, maintain a supportive environment, and prevent future issues by getting to the heart of the matter so that you can have a happier, more productive work environment. This course gives dental professionals the tools needed to resolve conflict and encourage candid communications.

## Educational objectives

1. Define conflicts in terms of incompatible needs, goals, beliefs, and values
2. Enumerate the stages of conflict and why people get stuck
3. Clarify the importance of interests (versus positions)
4. List ground rules that set the stage for productive conflict resolution
5. Define the difference between assertive, aggressive, and passive communication
6. Identify the steps of a collaborative, cooperative problem-solving process
7. Empower employees to defuse future conflicts—before they take root

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This course was written for dentists, dental hygienists, and dental assistants, from novice to skilled.

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If you're alive, you already have a pretty good idea of what conflict is. We live with conflict every day. It puts strain on us at home and at work. When two people with opposing opinions or principles have an active disagreement, that is conflict.<sup>1</sup>

### Causes of conflict

Sometimes conflict starts when people have opposing needs,<sup>2</sup> such as when one person feels the temperature in the office is too hot and the other feels the temperature is too cold. Sometimes conflict occurs because two people have different goals. For example, a dental hygienist with very patient-focused goals says she needs one hour per patient, but the office manager wants shorter appointments to increase production.

Sometimes it's about beliefs.<sup>2</sup> This could be anything from religious beliefs to political beliefs to which is the best football team in the NFL. Conflicts can also arise from differences in values. The hygienist may discuss a patient's periodontal condition, and then the doctor may come in and downplay the problem. The hygienist may feel unsupported by the doctor.

Another cause of conflict is differing ideas. People's ideas are formed from experiences in their lives and may have deep roots and bring powerful emotions. No matter what the source of the conflict, the result is often the same. Each party wants to "win." People tend to think that in order to reach a solution, one person must win, and the other person must lose.<sup>3</sup>

### Five stages of conflict resolution<sup>4-6</sup>

One of the benefits of focusing on conflict resolution is that when one does, one can move past it much more quickly. Conflict isn't fun, and the longer it simmers, the more detrimental it becomes to office morale, patients' perception of the office, and ultimately production and the bottom line.

- **Starting point.** Every conflict has a starting point. Perhaps it builds slowly over a long time, or perhaps there is a single defining incident that sparks it.
- **Emotional phase.** People get emotional. They express these emotions—fear, anger, sadness, hopelessness, or a desire for revenge. Some people get stuck in this phase for a long time, and it begins to chip away at relationships.

- **Conclusion phase.** After feeling miserable for a while, people start to reflect on how the whole thing started. They might even think about ways to end it.
- **Solutions phase.** The conflict is wearing on the people involved. They start to think about possible ways to end the dispute.
- **Resolutions phase.** People sit down together to work things out. They lay the options on the table and choose the ones that make sense to end the conflict. An agreement is reached. People find a measure of peace.

### Barriers to conflict resolution

Many people need help in learning how to move past the really tough emotional phase. There are many reasons why people get stuck in the emotional stage. One of them is the way they communicate with each other. Past experiences influence how people interact with others, how they perceive information from others, and how they feel about those interactions. That, in turn, affects the message that they actually walk away with at the end of a conversation.

When coworkers interact, there's more going on than just words going back and forth. They aren't just having a conversation or an argument. Everything they are saying and doing is being perceived through the lens of their life experiences—for better or for worse.

People have a natural tendency to put up communication barriers in stressful situations. They tend to say negative, destructive, self-esteem-destroying remarks that cause the other person to become defensive, resistant, or resentful. These destructive comments sidetrack the conversation away from achieving resolution. Every time this happens, team members move further apart emotionally.

Some comments clearly equate to "fighting dirty," such as name-calling and criticizing. There are plenty of ways to criticize, some obvious and some not so obvious. The blatant ones tend to use words such as *always* and *never*. "You always make me do all the work." "You never help with sterilization." As for name-calling, everyone knows how hurtful that can be.

But one doesn't have to come right out and call someone an ugly name to show them

that they are being judged. There are more subtle ways to do that. Sometimes, people diagnose or analyze the other person, saying things such as, "You're only saying that because you know it annoys me." Another subtle and indirect criticism involves praising the person in an attempt to get one's own way. "You're such a team player, so I know you'll agree with me on this issue."

Nothing pushes people away faster than trying to force them to go along with another's opinion. "Do it because I said so" and "Do this or else" are sure ways to spark resistance. Commanding and threatening both demonstrate that the person doesn't care what the other person has to say on the subject.

There are more subtle ways to coerce others. One might moralize, saying things such as, "The right thing for you to do would be to apologize" or "Don't you feel bad that you just said that?"

When two people argue and one dismisses or avoids the other person's concerns, half of the pathway to resolution is being shut down. People do this when they simply give the other person a solution, which often conveniently fits their own point of view. "If I were you, I would just go along with me on this one."

People might try to change the subject or create a distraction to divert attention away from the issue at hand. Sometimes, this involves picking a fight about something else to avoid the actual issue. Another method of dismissing the other person is to simply refuse to respond or disengage from the conversation. "I'm tired of talking about this. Just do your job."

People may become upset if their feelings are ignored when the other party talks only about the facts. Someone might say, "We could get a bonus if you would do a few more cleanings." That might be true, but it completely discounts feelings about squeezing the schedule too full. While logic has its place in resolving conflicts, emotions also have their place. Nothing is more frustrating than trying to explain how one feels, only to be told, "You worry too much" or "There you go, getting all upset again."

All of these destructive communication tactics shut down progress toward resolving conflict. They create barriers between people. People then focus more on the barrier than on the problem they are trying

to solve. They feel like they have to defend themselves. When one feels under attack, one shifts into self-protection mode, not resolution mode. The disagreement escalates, and the chasm in the relationship widens. The conflict becomes a chronic source of tension.

To solve relationship conflicts, people must stop putting up these barriers. Ground rules should be established. There should be a commitment to stay focused on the issue at hand. Parties should attack the problem, not the person.

Of course, one can't control how the other person communicates. One can't control whether or not that person gets emotional, fights dirty, or evades questions. But there are some things one *does* have control over. One of them is the way one communicates when trying to work through the conflict.

### Communication styles

The first step is recognizing and controlling one's own reaction to conflict. In conflict, people tend to be either passive or aggressive. People have a fight-or-flight response that kicks in when under stress. But if a person chooses the fight response, there's a good chance the other person will fight back. When two people are busy fighting, they aren't solving anything. They're trying to win—to prove they are right and the other person is wrong.

Instead of taking an aggressive position or passively walking away, coworkers should be assertive but respectful, checking their anger and remembering that they need to work together daily. At the same time, they should own their feelings and make them clear to the other person. Here's an example.

Ann is in charge of the schedule. Tina is the dental assistant. Tina feels that Ann does not allow enough time for proper treatment. Tina asks Ann not to pack the schedule, but it falls on deaf ears. Ann is tired of hearing that Tina doesn't like the schedule. There is a perfect-day template that Ann is supposed to follow, but not every patient fits nicely into a time slot, and it's Ann's job to keep the schedule full.

### AGGRESSIVE APPROACH

In the morning huddle, Tina looks at the schedule and says, "Ann, did you forget there

is a perfect-day template to follow? We'll be running late all day."

Ann responds, "You have no idea how hard it is to appoint some of these patients with their schedules. If a patient wants that empty three units, then I am going to fill it."

Or, perhaps they handle it passively.

Tina looks at the schedule, rolls her eyes, tosses the schedule on the table, and sighs. Ann folds her arms, leans back in her chair, and stares straight ahead.

### ASSERTIVE APPROACH

Tina sees that the schedule for the day looks tough. She says, calmly but assertively, "Ann, I know it is difficult to schedule patients in the perfect-day template with their crazy schedules. But I worry that we are not going to stay on time and give patients a good experience. I feel like you don't appreciate how hard it is to manage this kind of schedule and keep the patient flow on time because you don't seem to care that this bothers me."

Ann says to Tina, "I'm sorry, I didn't know you felt that way about it. Of course I want everyone to stay on time and give patients a good experience. But I feel like you expect me to follow the template completely when there needs to be some flexibility to be able to handle patients' concerns about their schedules so we can meet our daily production goals."

In this example, both Tina and Ann used "I statements." I statements are handy for expressing how one feels. "I feel [state your feeling] when you [state the other's behavior] because [state the effect on you]."<sup>7</sup>

It's always a good idea to take a step back from a conflict and explore one's own motivations. Questions to ask include:

- How do I show my interest in the side I'm taking on this issue or proposal that I'm making?
- Why am I fighting for this? Why is this important to me?
- Am I being competitive? How much of this conflict is related to wanting to win?
- What are my true interests?
- How can I act assertively on my true interests?

### Responses to conflict

Identifying true, underlying interests and motivations is a great start to resolving

conflict. Once these are identified, there needs to be effective communication. How one communicates is one part of the equation. But to resolve conflict, one has to also be aware of how the other person is communicating.<sup>4-6</sup> One needs to become good at assessing conflict situations, learning new conflict-resolution skills, and applying them to one's own situation.

In every conflict, people are focused on two things: their own agenda and the relationship.<sup>8</sup> Sometimes the focus might be on the agenda, and the relationship is ignored. Coworkers may have been having the same argument for months, and no longer really care how the other feels about it. They each know that they are right, and their coworker is wrong. End of discussion.

At other times, the focus may be more on the relationship and less on getting one's own way. People may just want the tension to stop. So they quit arguing about who's right and who's wrong—at least for a little while.

Depending on the focus at the moment of conflict—one's own agenda, the relationship, or both—there are several different ways to respond. The Thomas-Kilmann Conflict Mode Instrument identifies five conflict modes we resort to under various circumstances.<sup>8</sup>

### ACCOMMODATION

With this response, the relationship comes first, focusing on kindness and comfort. One neglects one's own concerns to take care of the other person's concerns. This is not the ideal response because it's very likely that the accommodator will end up accepting less than an ideal resolution just to keep the peace. While this might sustain the relationship for a while, it doesn't make the conflict go away, because one person gives up what they need.

### AVOIDANCE

Avoidance involves diplomatically sidestepping the issue, postponing a discussion about it, or just walking away. If one person refuses to respond to the other's concerns, the whole thing might blow over temporarily, but it will also leave one person feeling like the other doesn't care enough to talk about it. The issue can be deferred

until there is time and energy to address it, but it isn't over until it is fully addressed.

### COMPETITION

Some people approach conflict with an attitude that they need to come out a winner, or else they will be a loser. They fight for their agenda to the bitter end. This can be destructive to relationships, especially if the other person approaches the conflict the same way. There's no negotiation, just competition. If and when one person wins, that means the other person loses, and that person will feel resentment.

### COMPROMISE

With compromise, each person gives in a little bit. It's a quick answer, but it doesn't provide the same satisfaction as full resolution. Both people only partially get their needs met. While it quiets a conflict down in some cases, in others it feels like giving up. It might work in some conflicts, but it's not the best solution for big issues.

### COLLABORATION

Collaboration is both assertive and cooperative. This style preserves the relationship as well as the needs of both parties. There is high value placed on integrative solutions. Collaboration demonstrates that conflict resolution can be productive and creative. This style can be the most time-consuming conflict-resolution process. If investment in the relationship is low, the time and energy necessary may not be worth the outcome. Collaboration favors those with a high degree of verbal communication skills that could be used to manipulate or set up a power imbalance.

Cooperation, or collaboration, is almost always the most effective way to resolve conflict and preserve relationships. When collaborating to resolve conflict, there is still a need to be assertive. The goal is to preserve the relationship, as well as the needs of both people who are in it. It's about getting creative, taking action, being productive, and finally, acting to end the conflict.

Collaboration is about digging below the surface to get to the heart of what really matters, finding out what motivates each person's agenda, and reaching a solution that addresses the needs of both people.

Considering how closely everyone in a dental office works together, all of these styles are used at any given moment during the day.

### The problem-solving process<sup>5-7</sup>

When teammates sit down to brainstorm solutions to conflict, it should be done formally. Allow a block of time to focus solely on the conflict. Take notes. Treat it like a business meeting with an agenda, because that's really what it is. Discuss the following:

- **What interests do you have in common?** Do both parties share a common interest from which they can build a solution? Can they at least agree that they have a common interest in preserving their relationship and work from there?
- **Make proposals.** Leave nothing off the table. Get creative. Go into this with the assumption that there are no stupid ideas. As one makes proposals, explain why the proposal is acceptable and how it fits the other person's interests as well.
- **Be objective.** Focus on the facts. Work as partners, not adversaries. Be realistic, fair, and reasonable. As each proposal is discussed, write it down. Evaluate each proposed solution using objective criteria. Keep it practical. Look for precedents. What have others done that has worked in similar situations? Ask if both parties would agree to be bound by these criteria.
- **Be specific.** Discuss not just "what," but "who does what." Sometimes the best solution is agreeing on procedural criteria rather than substantive criteria. In other words, it's not always going to be about who gets the biggest piece of the pie—perhaps the solution is that one person is the pie slicer and the other person is the pie server.
- **Ask "why?"** Find out the reasoning behind the other person's suggestions. Their reasoning might even support one's own proposals, which is a great way to find common ground and gain the other person's buy-in for one's own ideas.
- **Acknowledge emotion, but don't engage.** If someone becomes upset or angry, acknowledge that and try to understand where the emotion is coming from. Don't dismiss that person's feelings, but don't make things worse by also reacting emotionally. Be empathetic to each other's feelings.

- **Hear each other out.** Don't leap to premature judgment. Explore alternatives. Now is the time to share ideas. Stop planning a response; there will be time for that later. Just listen and ask questions when clarification is needed. Expect the other person to do the same.
- **Keep going until both parties have run out of ideas.** Take a break, and then come right back for the next step.
- **Evaluate options.** Read through the list of proposals together. Based on the objective criteria that have been outlined, which of them seem most promising? Discuss those options first, but consider every alternative.
- **Refine the options.** If a few ideas stand out as viable options, explore them further. Discuss the pros and cons. Make improvements. Evaluate them thoroughly. Talk about how one feels about them, how they meet one's interests, and how they might meet the coworker's interests.
- **Keep it constructive, not destructive.** When giving constructive feedback, choose words carefully and remember that the other person might not receive it that way. It's only "constructive" feedback if the other person decides to use it constructively. Think about how the other person is feeling at that moment. It may not be the right time to say something if the other person is upset. If the time seems right for feedback, state the message clearly.
- **Break down each solution into steps.** Develop an action plan. Sometimes a proposed solution can seem overwhelming or impossible. Take time to fully evaluate every option to see if it is realistic and doable.
- **Keep in mind that there may not be just one single answer.** Conflicts are complex. Perhaps the solution lies in taking multiple courses of action immediately or sequentially over a long period of time.
- **Remember, this isn't a win-lose situation.** This is a solution everyone has to be happy with for the long term. Approaching conflict as win-or-lose means that someone isn't going to be happy, and that is not acceptable.

## Tips to keep discussions productive

1. Stay focused on the problem, not the person.
2. When attacked, don't counterattack—attack the problem instead.
3. Talk about interests, not positions.
4. Use objective criteria to evaluate proposals.
5. Make a rule that only one person is allowed to get mad at a time.
6. Don't defend one's own ideas. Instead, ask the other person what's wrong with the idea and use that information to clarify their interests.
7. Ask the other person what they would do if they were in your shoes.
8. Figure out why the other person wants what they want, and then try to find an alternative that might fill that need.
9. Let the other person blow off steam if they need to, without getting defensive; then refocus on the problem.

## Conclusion

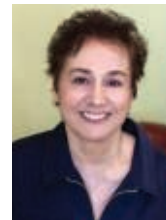
When we work together with others, especially as closely as we do in the dental office, conflict is bound to happen. Whatever the cause, conflict has very predictable stages. Emotions run high, and we often become stuck and unsure how to navigate. Complicating the resolution process is the fact that we are not taught how to resolve conflict, and we may resort to using communication barriers that escalate the issue. The

Thomas-Kilmann Conflict Mode Instrument identifies five conflict modes we resort to under various circumstances: accommodation, avoidance, competition, compromise, and collaboration.<sup>8</sup>

Understanding our own response to conflict is a good first step in moving out of the emotional stage and on to looking for solutions and resolution of the problem. Another good step in resolving conflict is understanding not only what is motivating us but also the underlying motivators of the other person. To gain this understanding, there must be a willingness to engage in a problem-solving process and a willingness to look deeper into others and ourselves. Facing a conflict with an “us against the problem” attitude instead of “me against you” is very hard but necessary work. Continuing to work in an environment with teammates in conflict is much harder.

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## Notes

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## QUESTIONS

1. The office manager requires all cell phones to be kept in the employees' lockers. The dental hygienist wants to keep her cell phone on her person in case her babysitter calls with an emergency. This is an example of:
  - A. Opposing beliefs
  - B. Opposing needs
  - C. Opposing values
  - D. Opposing goals
2. The dental hygienist focuses her time on educating patients about their periodontal conditions. The dentist feels more discussion should be on a patient's restorative needs; therefore, the dentist does not reinforce the hygienist's concerns to patients. This causes the hygienist to feel unsupported. This is an example of:
  - A. Opposing beliefs
  - B. Opposing needs
  - C. Opposing values
  - D. Opposing goals
3. Every conflict has five stages. Most conflicts don't get resolved because people get stuck in which of these phases?
  - A. Resolution phase
  - B. Emotional phase
  - C. Both the starting point and emotional phases
  - D. Conclusion phase
4. In this phase of conflict, emotions have started to settle, and hopefully people begin to think about their contribution to the conflict and how it started. This is an example of:
  - A. Starting point
  - B. Emotional phase
  - C. Conclusion phase
  - D. Solution phase
5. "If she touches that thermometer to turn up the temperature one more time, I'm going to scream!" This is an example of what phase?
  - A. Starting point
  - B. Emotional phase
  - C. Conclusion phase
  - D. Solution phase
6. In stressful conflict situations, we tend to:
  - A. Say negative and destructive remarks
  - B. Become defensive and resistant
  - C. Put up communication barriers
  - D. All of the above
7. A patient you've never seen before says, "The other hygienist always used the water scaler and never hurt me." This is an example of:
  - A. Criticizing
  - B. Judging
  - C. Commanding
  - D. Moralizing
8. You are just about ready to leave for the day because your last patient cancelled her appointment. The dental assistant comes to you and says, "You'd better help clean the sterilization area before you go." This is an example of:
  - A. Moralizing
  - B. Judging
  - C. Commanding
  - D. Criticizing
9. Criticizing, moralizing, commanding, and avoidance:
  - A. Will create barriers to communication
  - B. Are destructive communication tactics
  - C. Cause a person to feel attacked and then defensive
  - D. All of the above
10. When in a conflict situation with a coworker, patient, or family member, you should:
  - A. Recognize and control your own reaction
  - B. Be aggressive to nip it in the starting phase
  - C. Take an assertive approach
  - D. Both A and C
11. "I feel taken advantage of when you ask only me to take care of the sterilization area, because there are others in the office who are not as busy as I am at the moment." This is an example of a(n):
  - A. Assertive approach
  - B. Aggressive approach
  - C. Controlling approach
  - D. Argumentative approach
12. To resolve conflict with another person, we should:
  - A. Identify true underlying interests
  - B. Identify the style of communication being used
  - C. Learn new conflict resolution skills
  - D. All of the above
13. What is not considered a good question to ask yourself when exploring your own motivation behind a conflict?
  - A. What are my true interests?
  - B. How can I act assertively on my true interests?
  - C. How can I win in this situation?
  - D. Why am I fighting for this?
14. When we are taking care of another's concerns, which kind of conflict response are we using?
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise

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## QUESTIONS

15. When we need to be the winner in a conflict, which conflict response are we using?
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise
16. Which of the following is usually the most effective way to preserve a relationship?
  - A. Compromise
  - B. Avoidance
  - C. Collaboration
  - D. Accommodation
17. When we are refusing to respond to another person's concerns, we are using which conflict response?
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise
18. When we are searching for a solution to a conflict that satisfies the concerns of each person, we are using which conflict response?
  - A. Accommodation
  - B. Avoidance
  - C. Collaboration
  - D. Compromise
19. Which conflict response is not the ideal solution because one person is giving up what they need in order to keep the peace?
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise
20. When someone uses this conflict response, it can appear that the other person does not care enough to address the issue.
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise
21. Which conflict response takes the most effort and time to resolve the conflict?
  - A. Accommodation
  - B. Avoidance
  - C. Collaboration
  - D. Compromise
22. When a team sits down to brainstorm solutions to a problem, which of the following is not a good option?
  - A. Take notes
  - B. Be unofficial
  - C. Have an agenda
  - D. Allow a block of time
23. When sitting down to discuss solutions to a conflict, a very important first step is to:
  - A. Identify common interests
  - B. Have an informal atmosphere
  - C. Have pen and paper
  - D. Have an unlimited amount of time
24. Which one of these conflict styles can be very destructive if both people are using it at the same time?
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise
25. You have been asked a number of times to squeeze a patient into your schedule and you have agreed, but it is getting on your nerves. You decide to do it again anyway. Which conflict style are you using?
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise
26. This conflict style is OK to use temporarily until there is more time to address the situation fully.
  - A. Accommodation
  - B. Avoidance
  - C. Competition
  - D. Compromise
27. Which conflict style is being used when you are being both assertive and cooperative?
  - A. Accommodation
  - B. Avoidance
  - C. Compromise
  - D. Collaboration
28. When in the problem-solving process, acknowledging emotions is:
  - A. Acceptable
  - B. Discouraged
  - C. Not a good idea
  - D. Escalating
29. You are in your morning huddle and you mention that you will not have enough time to take impressions during the time that was scheduled. Your teammate rolls her eyes and walks away. She is using which communication barrier?
  - A. Criticizing
  - B. Dismissing
  - C. Disengaging
  - D. Both B and C
30. When a person is trying to coerce you into doing something by saying they think it is the right thing to do, they are using which communication barrier?
  - A. Moralizing
  - B. Judging
  - C. Commanding
  - D. Criticizing

## A mediator's DIY guide to conflict resolution in the dental office

NAME:	TITLE:	SPECIALTY:
ADDRESS:	EMAIL:	AGD MEMBER ID (IF APPLIES):
CITY:	STATE:	ZIP:
		COUNTRY:
TELEPHONE: PRIMARY (    )	OFFICE (    )	LICENSE RENEWAL DATE:

**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 conflicts in terms of incompatible needs, goals, beliefs, and values
2. Enumerate the stages of conflict and why people get stuck
3. Clarify the importance of interests (versus positions)
4. List ground rules that set the stage for productive conflict resolution
5. Define the difference between assertive, aggressive, and passive communication
6. Identify the steps of a collaborative, cooperative problem-solving process
7. Empower employees to defuse future conflicts—before they take root

### Course Evaluation

1. Were the individual course objectives met?

Objective #1: Yes No	Objective #4: Yes No	Objective #7: Yes No
Objective #2: Yes No	Objective #5: Yes No	
Objective #3: Yes No	Objective #6: 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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| 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 550

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@endeavorbiz.com) and Laura Winfield (lwinfield@endeavorbiz.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 mentorship credit. Please contact Endeavor for current term of acceptance. Participants are urged to contact their state dental boards for continuing education requirements. Endeavor is a California CE provider. The California provider number is 4527. The cost for courses ranges from \$20 to \$110.

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