

2022 Annual Session & Exhibition
March 17-22, 2022 · Philadelphia, PA

Wednesday, March 9, 2022
Online Via Zoom

12:00 PM - 1:00 PM

- ADEA Section on Clinic Administration Members' Forum
- ADEA Section on Development, Alumni Affairs and Public Relations Members' Forum
- ADEA Section on Integrated Clinical and Applied Biomedical Sciences Members' Forum
- ADEA Special Interest Group on Dental Hygiene Clinical Coordinators Members' Forum
- ADEA Section on Scholarship of Teaching and Learning Members' Forum

1:30 PM - 2:30 PM

- ADEA Section on Clinical Simulation Members' Forum
- ADEA Section on Dental Hygiene Education Members' Forum
- ADEA Section on Educational Research, Development and Curriculum Members' Forum
- ADEA Section on Operative Dentistry and Biomaterials Members' Forum
- ADEA Section on Oral and Maxillofacial Radiology Members' Forum

3:00 PM - 4:00 PM

- ADEA Section on Academic Affairs Members' Forum
- ADEA Section on Continuing Education Members' Forum
- ADEA Section on Pediatric Dentistry Members' Forum
- ADEA Special Interest Group on Implant Dentistry Members' Forum
- ADEA Special Interest Group on Teaching and Learning with Emerging Technology Members' Forum

4:30 PM - 5:30 PM

- ADEA Section on Cariology Members' Forum
- ADEA Section on Physiology, Pharmacology and Therapeutics Members' Forum
- ADEA Special Interest Group on Graduate Dental Hygiene Education Programs Members' Forum
- ADEA Special Interest Group on Professional, Ethical and Legal Issues in Dentistry Members' Forum
- ADEA Section on Endodontics Members' Forum

Thursday, March 10, 2022
Online Via Zoom

12:00 PM - 1:00 PM

ADEA Section on Anatomical Sciences Members' Forum
ADEA Section on Behavioral Science Members' Forum
ADEA Section on Oral and Maxillofacial Pathology Members' Forum
ADEA Section on Practice Management Members' Forum
ADEA Special Interest Group on Career Development for the New Educator Members' Forum

1:30 PM - 2:30 PM

ADEA Section on Orthodontics Members' Forum
ADEA Section on Periodontics Members' Forum
ADEA Sections on Dental School Admissions Officers & Student Affairs and Financial Aid Members' Forum I
ADEA Section on Women in Leadership Members' Forum
ADEA Special Interest Group on CAD/CAM Technology Members' Forum
ADEA Special Interest Group on Evidence Based Dentistry Members' Forum

3:00 PM - 4:00 PM

ADEA Section on Biochemistry, Nutrition and Microbiology Members' Forum
ADEA Section on Dental Assisting Education Members' Forum
ADEA Section on Dental Anatomy and Occlusion Members' Forum
ADEA Special Interest Group on Internationally Educated Oral Health Professionals (SIG IEOHP) Members' Forum
ADEA Special Interest Group on Interprofessional Education and Collaborative Care Members' Forum

4:30 PM - 5:30 PM

ADEA Section on Community, Preventive and Public Health Dentistry Members' Forum
ADEA Section on Gay-Straight Alliance Members' Forum
ADEA Sections on Dental School Admissions Officers & Student Affairs and Financial Aid Members' Forum II

Friday, March 11, 2022
Online Via Zoom

12:00 PM - 1:00 PM

ADEA Section on Minority Affairs, Diversity and Inclusion Members' Forum
ADEA Section on Addiction Education Members' Forum
ADEA Section on Business and Financial Administration Members' Forum
ADEA Section on Dental Informatics Members' Forum

1:30 PM - 2:30 PM

ADEA Section on Oral Diagnosis and Oral Medicine Members' Forum
ADEA Section on Prosthodontics Members' Forum
ADEA Section on Oral and Maxillofacial Surgery, Anesthesia and Hospital Dentistry Members' Forum

Speaker: Presenter: Omar Abubaker, D.D.S,BDS D.M.D, PhD

3:00 PM - 4:00 PM

ADEA Section on Advanced and Graduate Education Members' Forum

ADEA Section on Comprehensive Care and General Dentistry Members' Forum

ADEA Section on Gerontology and Geriatrics Education Members' Forum

ADEA Special Interest Group on Lasers in Dentistry Members' Forum

Friday, March 18, 2022

7:30 AM - 7:30 PM

ADEA Student Diversity Leadership Program (SDLP) Day 1, Sponsored by: Procter & Gamble Company (By Invitation Only)

Room: 103B (100 level)

Speakers:

- Presenter: Shindale Seale, EdD

9:00 AM - 12:00 PM

ADEA Leadership Institute Alumni Association Board Meeting (By Invitation Only)

Room: 307A (300 Level)

11:30 AM - 2:00 PM

ADEA Board of Directors—Session I (By Invitation Only)

Room: 309 (300 Level)

12:00 PM - 5:00 PM

ADEA Leadership Institute Class of 2023 Orientation (By Invitation Only)

Room: 119B (100 Level)

Speakers:

- Presenter: Felicia Tucker-Lively, Ph.D. - AAL

1:00 PM - 2:30 PM

ADEA AADSAS Advisory Group Meeting (By Invitation Only)

Room: 307B (300 Level)

Speakers:

- Presenter: Chonte James - American Dental Education Association

6:00 PM - 9:00 PM

ADEA Leadership Institute Class of 2022 Reception and Commencement Dinner (By Invitation Only))

Room: Independence Ballroom (Marriott Headhouse Tower Level 3)

Speakers:

- Presenter: Eric Lund, M.A. - American Dental Education Association

Saturday, March 19, 2022

7:00 AM - 8:00 AM

Invited Guest Breakfast (By Invitation Only)

Room: 112AB

8:30 AM - 10:00 AM

Sunday Plenary—How Disruption Reshapes Health Care

Room: Ballroom AB (300 Level)

CE Credits: 1.5

Abstract: The health care industry is traditionally resistant to technological change and disruptions. However, artificial intelligence (AI), blockchain and the resulting technological shifts are turning health care on its head. From intelligent robotics, personalized medicine and compliance monitoring to immersion technology, predictive monitoring and IoT (Internet of Things)-enabled services, Linda Bernardi discusses inversion technologies like blockchain and AI and their impact on traditional models of research, patient data, clinical trials and drug approval. While hospitals aim for higher revenues, patients require more transparency. Patient portals are one response, but are portals enough? Ms. Bernardi says the hospital landscape of the near future must align with today's consumer-driven "Know Me" economy.

Learning Objectives:

- Identify three ways to improve connection/engagement among patients, colleagues or students.
- Recall the disruption of the global pandemic and identify the responses that sped the adoption of previously deferred innovation.
- Contrast your institution's pre-COVID approach to change/innovation/disruption with how it responds now. Can any of the lessons learned during the pandemic be used to embrace future disruption?

Speakers:

- Presenter: Linda Bernardi - Technologist, Innovation Provocateur, Former IBM Chief Innovation Officer and Watson Co-lead

10:30 AM - 11:30 AM

Change Management in Dental Education: A Model for Rising Together

Room: 119A (100 Level)

CE Credits: 1

Abstract: Preparing future-ready oral health professionals requires change agility in dental education. Dental education leaders often struggle with managing change and addressing resistance to changes in the practice of dentistry and dental education (e.g., implementing new technology, clinical operations, or curriculum).

The way you think about change, develop your change initiatives, and communicate your changes matter. You will be introduced to a simple change management model and will learn how to identify barriers and develop a change plan, how to effectively communicate that change, and how to maintain progress in change initiatives. By supporting each other through change, We All Rise.

Learning Objectives:

- Describe three significant trending changes in dental education and anticipated forms of resistance.
- Identify barriers to change in your organization.
- Illustrate a proven approach for planning, communicating and managing your change initiative.

Speakers:

- Presenter: Brian Howe, D.M.D., M.S., FICD - University of Iowa College of Dentistry and Dental Clinics
- Presenter: Blair Wagner, B.S., PCC - The University of Iowa College of Dentistry & Dental Clinics

What's Best for Student Learning: 2D, 3D or Virtual Reality?

Room: 115AB (100 Level)

CE Credits: 1

Abstract: Virtual Reality (VR), 3D and 2D technology tools have been developed and used in the dental curriculum. But, which method is best for student learning? Effectiveness, efficiency and student attitudes of VR, 3D and 2D tools based on interventions with DDS and graduate students in different areas in the curriculum including dental anatomy, radiology and orthognathic surgery, will be presented. Participants will learn about off-the-shelf technology tools that can be immediately incorporated into the curriculum and used for student assessments. Participants will brainstorm on how to acquire and incorporate the most effective technology tools for their specific courses and subjects.

Learning Objectives:

- Describe the effectiveness, efficiency and student perceptions of various 2D, 3D and VR tools used in the dental curriculum.
- Identify available technology tools that can be immediately implemented in courses.
- Name methods to effectively use technology tools in student assessments.

Speakers:

- Presenter: Hera Kim-Berman, D.D.S., M.M.Sc. - University of Michigan School of Dentistry
- Presenter: Vidya Ramaswamy, Ph.D. - University of Michigan School of Dentistry
- Presenter: Marita Inglehart, Ph.D. - University of Michigan School of Dentistry
- Presenter: Elisabeta Karl, D.D.S., M.S., Ph.D. - University of Michigan School of Dentistry
- Presenter: Erika Benavides, D.D.S, Ph.D - University of Michigan School of Dentistry
- Presenter: Fabiana Soki, D.D.S, Ph.D, D.Med.Sc - University of Michigan School of Dentistry
- Presenter: Sharon Aronovich, D.M.D., FRCD(C) - University of Michigan School of Dentistry
- Presenter: Sean Edwards, M.D., D.D.S. - University of Michigan School of Dentistry

Making the Case: Integrate Oral Health and Primary Care Now

Room: 126B (100 Level)

CE Credits: 1

Abstract: Session Description: Oral health is important to systemic health and, in many instances, has a direct relationship. There is growing recognition of the importance of integrating oral health and primary care. Dentists and allied dental professionals can perform screening and preventive services on chronic disease conditions, such as diabetes. This workshop will discuss the relationship of oral health and primary care and showcase ADEA products in support of this integration. In this

workshop, members will also describe their unique perspectives on integrated oral and primary medical health from a dental and allied dental lens.

Learning Objectives:

- Underline the importance of the integration of oral health into primary care.
- Describe ADEA products in support of dental and primary care integration.
- Illustrate case examples of integrated oral and primary medical health in dental and allied dental settings.

Speakers:

- Presenter: Omar Escontrias, Dr.P.H., M.P.H. - American Dental Education Association
- Presenter: Caswell Evans, D.D.S., M.P.H. - University of Illinois at Chicago College of Dentistry
- Presenter: John Snyder, D.M.D. - Permanente Dental Associates

How to Conduct a Critical Review of JDE Manuscripts

Room: 119B (100 Level)

CE Credits: 1

Abstract: Session Description: Peer review is a key component of scholarly publishing. What peer review does best is to motivate authors to submit quality work and help improve that work through the peer review process. In this session, participants will learn what constitutes a high-quality, critical review of a submitted research manuscript for the Journal of Dental Education. Additionally, the speakers will take potential reviewers step by step through the process required to conduct an effective review to help authors, and reviewers themselves, improve their scholarship.

Learning Objectives:

- List the step-by-step process for reviewing a journal article.
- Describe the characteristics of a high quality review.

Speakers:

- Presenter: Romesh Nalliah, D.D.S., M.H.C.M. - University of Michigan School of Dentistry
- Presenter: Sarbin Ranjitkar, B.D.S., B.Sc.Dent. (hons), Ph.D. - The University of Adelaide Dental School
- Presenter: Michael Reddy, D.M.D., D.M.Sc. - University of California, San Francisco, School of Dentistry

Establishing Innovative Interprofessional Partnerships for an Integrated Dental Clinic Model

Room: 113C (100 Level)

CE Credits: 1

Abstract: Innovative partnerships between schools of dentistry, pharmacy, social work, and nursing were designed to promote integrated services inclusive of oral health care in an academic dental clinic setting and create interprofessional learning opportunities for the emerging workforce. Dental settings have not traditionally functioned as access points to the healthcare system; however, they can serve patients who may not otherwise seek routine healthcare. Offering multidisciplinary health services in dental settings has potential to reach unserved populations. We will describe steps for integrated, whole-health services and lessons learned for other academic health institutions to consider in developing and sustaining integrated clinical models.

Learning Objectives:

- Identify needs of patient population and clinical learning environment that may benefit from an interprofessional, integrated care approach.
- Strategize methods to develop an integrated care model using the six steps of development presented.
- Develop a “next steps” action plan for promoting integrated health models in dental settings.

Speakers:

- Presenter: Kimberly Sanders - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Jamie Burgess-Flowers, M.S.W., LCSW - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Lisa Zerden, Ph.D., M.S.W. - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Jennifer Brame, Ed.D., M.S., RDH - University of North Carolina at Chapel Hill Adams School of Dentistry

Rising Together: Creating Collaborative Multi-site Courses Across Universities

Room: 126A (100 Level)

CE Credits: 1

Abstract: The participants will engage in learning and brainstorming for a sample collaborative multisite course (CMC). We briefly describe an approach we used to enroll an interdisciplinary mix of students including dental (D1-4) students, residents and allied health care providers from five dental schools and one public health school participating in inter-university collaboration. This approach made use of Information Technology such as Zoom, Canvas, and Google Suite, and Staged Self-Directed Learning methods. We provide some “lessons learned” from our experience. Participants will have the opportunity to brainstorm how this approach could be tailored to their school.

Learning Objectives:

- Articulate the role collaborative multisite courses have in improving cost-effectiveness, faculty development, education quality and standardizing dental education.
- Compare and contrast the lessons learned from delivering a collaborative multi site virtual oral health policy course in Fall 2020 and Fall 2021.
- Brainstorm and design a sample collaborative course in dental education and share with the group.

Speakers:

- Presenter: Erinne Kennedy, D.M.D., M.P.H., M.M.Sc. - University of Missouri - Kansas City School of Dentistry
- Presenter: Karin Quick, D.D.S., Ph.D. - University of Minnesota School of Dentistry
- Presenter: Chester Douglass, DMD, PhD. - Harvard School of Dental Medicine

How EBD Can Rise Into Clinical Education

Room: 117 (100 Level)

CE Credits: 1

Abstract: Evidence based curricula are often focused on pre-clinical skills including forming a question, evidence searches, and critical appraisal. Dental students have myriads of opportunities to use their EBD skills in the clinical setting, but too often these opportunities are missed due to time constraints or ill-preparedness. When faculty are aware of frameworks that allow them to implement

these skills into clinics and clinical decision-making, they can lead students through the process, allowing them to truly achieve evidence-based practice. Faculty across the country share their approach to incorporate evidence based dentistry into clinical care.

Learning Objectives:

- Identify clinical questions pertaining to clinical care and application of evidence-based practice concepts.
- Recognize the challenges presented for evidence-based practice if didactic courses are not reinforced with clinical courses and clinical application.
- Consider, develop and adopt some activities to promote evidence-based practice in clinical settings.

Speakers:

- Presenter: Analia Veitz- Keenan, D.D.S. - NYU College of Dentistry
- Presenter: Kelly Lemke, D.D.S. - UT Health San Antonio School of Dentistry
- Presenter: Teresa Marshall, Ph.D. - The University of Iowa College of Dentistry & Dental Clinics
- Presenter: Hanann Tomeh, D.D.S. - A.T. Still University Arizona School of Dentistry & Oral Health

Rising Up Together: ADEA Introduction for New Dental Educators

Room: 113B (100 Level)

CE Credits: 1

Abstract: What does it mean to be a dental educator? What is ADEA and how can I contribute to its next chapter? What opportunities at ADEA can support my professional growth? How can I develop into a leadership role? Members of the Council of Faculties Administrative Board will address these questions and more. Featured topics will include ADEA's organizational structure, professional development programs, faculty awards and scholarships, networking opportunities, and the teaching tools weTeach and MedEdPORTAL. This session is recommended for new faculty and/or first-time ADEA Annual Session attendees. Join Rising up Together.

Learning Objectives:

- Describe the organizational structure of ADEA and how it supports members' engagement and professional growth.
- Identify teaching resources, scholarships and professional development programs available through ADEA.
- Discuss ADEA's collaborations with other organizations for professional development training and how this embodies ADEA's philosophy on diversity and inclusion

Speakers:

- Presenter: Ahmad Fard, D.D.S. - University of Detroit Mercy School of Dentistry
- Presenter: Burke Soffe, D.M.D., M.Ed. - Roseman University of Health Sciences College of Dental Medicine
- Presenter: Cameron Jeter, Ph.D. - University of Texas School of Dentistry at Houston

Overcoming Barriers to Dental Education Using Pipeline Programs: New Perspectives

Room: 109B (100 Level)

CE Credits: 1

Abstract: Through pre-dental pipeline programs, participants have access to informational resources and mentorship. Despite participation in these programs, perceived barriers are still prevalent. Since 2013, Saturday Academy(SA) at NYUCD has aimed to educate underrepresented minority and low-income high school students about the college application process and the dental profession. Focus groups/satisfaction data analysis from SA alumni, from both live and a newly instituted virtual format, revealed clear perceived barriers to entering the dental profession. This information, revealing issues surrounding adequate undergraduate pre-health advising, provides insight on targeted areas where increased intervention may be helpful to reduce challenges and strengthen the pipeline.

Learning Objectives:

- Identify perceived barriers to the dental profession, particularly as it applies to prehealth advising among URM predental students.
- Describe how to successfully transition or implement a virtual pipeline program for predental students.
- Outline methods to overcoming barriers to the dental profession using live or virtual pipeline programming and model this at their own institution.

Speakers:

- Presenter: Cheryline Pezzullo, D.D.S. - NYU College of Dentistry
- Presenter: Lorel Burns, D.D.S, M.S. - NYU College of Dentistry
- Presenter: Eugenia Mejia, Ph.D. - New York University College of Dentistry
- Presenter: Rose Amable, D.D.S. - NYU College of Dentistry
- Presenter: Vanessa Mancuso, D.D.S. - New York University: College of Dentistry and Boston University
- Presenter: Giannina Conde, D.D.S. - New York University: College of Dentistry

10:30 AM - 12:00 PM

Chair of the ADEA Board Of Directors' Symposium—Shaping the Future of Patient Care

Room: 118ABC (100 Level)

CE Credits: 1.5

Abstract: The delivery of oral health care has experienced a significant and necessary evolution that requires pioneering approaches to reduce oral health disparities. In this session, participants will learn from innovative disrupters who have mastered the key concept of meeting people where they are. These leaders will share key takeaways on best practice frameworks, employing community partnerships and leveraging emerging technology. In this 90-minute symposium, participants will be challenged to lean in and envision how they can set up programs and break down barriers at their own institutions.

Learning Objectives:

- Identify and describe the necessary components of successful integration models.
- Describe sustainable community and interprofessional partnerships.
- Identify integration models and concepts and scale for adaptation by your own institution.

Speakers:

- Moderator: Danielle Rulli, D.H.Sc., M.S., RDH - University of Michigan School of Dentistry
- Presenter: Cherae Farmer-Dixon, D.D.S., M.S.P.H. - Meharry Medical College School of Dentistry

- Presenter: Anita Glick, M.S.W. - National Interprofessional Initiative on Oral Health /University of Colorado School of Medicine
- Presenter: Michael Helgeson, D.D.S.
- Presenter: Adrienne Lapidus, Ph.D. - University of Michigan, School of Social Work

Reconnecting with Admissions Staff, Program Directors and Faculty

Room: 113A (100 Level)

Abstract: ADEA Application Services Team is hosting this session to allow admissions staff, program directors and faculty an opportunity to reconnect. Use this time to discuss your experiences over the past two years with colleagues that you haven't had the opportunity to network with in-person.

Learning Objectives:

Speakers:

- Presenter: Emily Rhineberger, M.A. - American Dental Education Association
- Presenter: Yolanda Jones - American Dental Education Association
- Presenter: Chonte James - American Dental Education Association

Legislative Advisory Committee Meeting

Room: 307B (300 Level)

10:30 AM - 1:00 PM

ADEAGies Board of Trustees Meeting (By Invitation Only)

Room: 307A (300 Level)

12:10 PM - 12:30 PM

Advanced Curriculum Mapping—Proper Curriculum Credit to Clinical Faculty (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: All health science programs are required by accreditation standards to report proper credit for the participation of all faculty (with proper credentials). However, the mapping of health science curriculum participation by clinical faculty has been inaccurately represented in these reports. Unlike lectures, where all students are involved at the same time with the same faculty member(s), clinical encounters involve differing clinical times, complexities and faculty. ECU Patented a process (U.S. Patent 10,878,359) for mathematically calculating an accurate reporting of clinical faculty participation in the curriculum that satisfies institutional accreditation and provides data for faculty promotion and tenure.

Learning Objectives:

- Describe the specific challenges that the Department of Education accreditation standard present for dental education.
- Explain the difference in mapping lectures, seminars, simulations, online content and practical clinical experiences.
- Relate proper curriculum credit for clinical faculty to new opportunities for promotion and tenure.

Speakers:

- Presenter: Robert Watkins, Jr., D.D.S. - East Carolina University School of Dental Medicine

12:55 PM - 1:15 PM**Milestone Evaluation: What Can We Learn From Our Medical Peers? (NEW IDEA SESSION)****Room:** Hall C (200 Level)**CE Credits:** .25

Abstract: The Commission for Dental Accreditation requires that each program provides ongoing faculty calibration, including standardization of resident assessment. Resident assessment in dentistry is challenging because of the lack of consistency between faculty and the lack of actionable feedback. The purpose of this presentation is to provide an overview of the milestone evaluation utilized in dental education. We will discuss the history of the Milestone Project, its application in medical education, and how we have applied the concepts of milestones in our pediatric dentistry residency program. Our audience will be able to apply principles of the milestone in their resident/student evaluation.

Learning Objectives:

- Recognize the challenges in providing resident/student evaluation.
- Describe the components of the milestone evaluation method.
- Apply the milestone evaluation method in their respective educational programs.

Speakers:

- Presenter: Cynthia Wong, D.M.D., M.S., FRCD(C) - Eastman Institute for Oral Health

1:00 PM - 1:30 PM**Open Hearing on ADEA's Fiscal Year 2023 Budget****Room:** 126B (100 Level)**1:00 PM - 4:00 PM****ADEA President's Symposium on Men of Color in the Health Professions****Room:** 118ABC (100 Level)**CE Credits:** 3

Abstract: Sponsored by: American Association for Dental, Oral, & Craniofacial Research (AADOCR) The ADEA President's Symposium on Men of Color in the Health Professions will be held on Sunday, March 20, 2022, from 1:00 – 4:00 p.m. at the Pennsylvania Convention Center in Philadelphia, with a reception following.

The symposium is an interprofessional initiative to engage members within the academic health professions, governmental agencies and health professions associations in conversations to increase the number of underrepresented men of color—African American/Black, American Indian and Alaska Native, Hispanic/Latino and Native Hawaiian and Other Pacific Islander—in health care. Historically, men of color throughout our nation have been disparately impacted by systemic racism, biased institutions, health inequities and structural inequities that continue to manifest in contemporary ways, particularly educational outcomes.

The symposium focuses on collaborative efforts and effective practices to address challenges and overcome barriers to the successful recruitment, retention and thriving of men of color in the academic health professions. It brings together academicians, health care professionals, educators, practitioners, experts, advocates and other leaders with the goal of examining and developing student pathways and leadership, mentoring, economic, educational and social justice solutions that effectively empower a generation of men of color to enter the health professions and thrive. Interactive in its format, participants will contribute to creating a comprehensive academic health

professions framework that expands existing efforts to increase the number of underrepresented men of color in the health professions. Additionally, attendees will examine for transferability strategies and lessons learned by the health professions, postsecondary institutions, K-12 and other organizations.

This initial convening of the ADEA President's Symposium on Men of Color will focus primarily on dentistry and medicine with the goal of expanding the conversation to other health professions. However, we encourage participation by and invite representatives from all academic health professions.

ADEA is proud to host this timely discussion and lead this advocacy work on behalf of our students, faculty, staff, residents, fellows, health care professionals and other stakeholders.

Learning Objectives:

- Review assets and barriers that influence the experiences of men of color on the health professions pathway.
- Identify key environmental and systemic factors that influence the learning experiences of men of color.
- Delineate the role that race and gender socialization have on the learning experiences of men of color in the health professions.

Speakers:

- Presenter: Sonya Smith, Ed.D., J.D. - American Dental Education Association

1:30 PM - 1:50 PM

Google Sheets: Innovative Teaching and Assessment Tool for Clinical Treatment Planning (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: We designed a Google Sheet with data validation formulas that contain all Dental Procedures and Nomenclature codes used in predoctoral clinic. This tool includes a dynamic search function with a drop-down menu that allows students to quickly find procedure codes. Students were given this tool with a complete dental case (medical history, chart, pictures, radiographs) to practice comprehensive treatment planning by identifying a sequence of procedure codes. Instructors can extract data from this tool to assess students ability to diagnose and prescribe treatments, and to easily grade complex treatment plans as if they were short-answer exam questions.

Learning Objectives:

- Create and use Google Sheets to make custom tools for assessing students' thought process and ability in clinical treatment planning.
- Use simple innovative methods, (e.g. Google Sheets), as a tool to allow students to practice clinical treatment planning and decision making.
- Aggregate data into data visualization and analysis tools, (e.g. Excel Pivot Tables, SPSS, or Tableau) to probe students' knowledge, ability and areas of weakness in clinical treatment planning.

Speakers:

- Presenter: Zaher Jabbour, D.M.D. - University of California, Los Angeles, School of Dentistry
- Presenter: Justin Carreon - University of California, Los Angeles, School of Dentistry
- Presenter: Minh Tran, Ph.D. - University of California, Los Angeles, School of Dentistry

2:00 PM - 3:00 PM**Aligning EPA and RIME Assessments to “Lift” Your Learners****Room:** 115AB (100 Level)**CE Credits:** 1

Abstract: Effective assessment and feedback (A&F) can propel our learners from novice students to trustworthy clinicians and eventually to expert educators. Competency-based frameworks provide a means to enhance learner-focused A&F. Entrustable Professional Activities (EPA) and Reporter / Interpreter / Manager / Educator (RIME) are complementary assessment frameworks that use a synergistic approach to synthesize multiple domains of competence into discreet clinical tasks. They also utilize intuitive and reliable scales that facilitate A&F. This presentation will discuss how to align these frameworks to optimize assessment and feedback to lift your learners to their next stage of development.

Learning Objectives:

- Summarize the benefits of using EPA and RIME in learner development.
- Construct an EPA applicable to an educational dental clinic setting.
- Perform assessment and provide feedback using EPA and RIME.

Speakers:

- Presenter: James Hawkins, D.D.S., M.S. - Uniformed Services University of the Health Sciences Postgraduate Dental College
- Presenter: Caitlin Darcey, D.M.D., M.S. - Uniformed Services University Postgraduate Dental College

Integrating a Social Worker in Predoctoral Clinic for Student-Patient Success**Room:** 126A (100 Level)**CE Credits:** 1**Abstract:**

Dental students require patient experiences to reach competency for practice. Patients must be able to access and receive dental treatment. Barriers exist that negatively impact care progress and student experiences. Identifying and reducing barriers enables critical clinical skills and receipt of dental treatment.

Social Workers (SW) have unique skills to reduce barriers. In one year, a North American dental school's social worker involvement, led to 41% of patient referrals proceeding with dental treatment. This interactive seminar will present evidence-based patient barriers, reduction strategies, and strategies to facilitate student clinical progress through integration of a social worker on the clinic team.

Learning Objectives:

- Identify and describe common patient barriers to receiving care in a predoctoral patient clinic.
- Describe and discuss strategies for integrating a Social Worker to the clinical dental faculty team.
- Outline strategies to reducing patient barriers and facilitating patient care through integration of a Social Worker on the clinic team.

Speakers:

- Presenter: Melanie Mayberry, DDS, MS-HCM - University of Detroit Mercy School of Dentistry
- Presenter: Candace Zigor, LMSW - University of Detroit Mercy School of Dentistry

ADEA Reference Committee on Association Policy Hearing

Room: 126B (100 Level)

Cracking the Gen Z Code: Teaching Dentistry in Twenty-first Century

Room: 119B (100 Level)

CE Credits: 1

Abstract: Generation Z, a cohort after the millennials, has grown up with unparalleled technological influences like smartphones and social media. Traditional teaching tools such as classroom lectures and textbooks do not appeal to them. As we rise from the COVID-19 pandemic towards the future, we need to foster new ways to teach a new cohort of students entering dental schools. Two speakers will discuss strategies and course design of two independent courses using a hybrid course format. They will discuss ways to follow a more “learner-centric” model, which will help to cultivate equity and inclusiveness in the Generation Z classroom.

Learning Objectives:

- Identify modern tools to enhance the education of students in both didactic and clinical settings in the post-COVID era.
- Outline the various successes and failures in designing coursework to teach the Generation Z students.
- Discuss the use of several techniques to make the learning environment inclusive and equitable focused on the Generation Z learner.

Speakers:

- Presenter: Sonali Rathore, D.D.S., M.S. - James B Edwards College of Dental Medicine, MUSC
- Presenter: Shravan Kumar Renapurkar, D.M.D. - Virginia Commonwealth University School of Dentistry

Creating an Inclusive and Culturally Sensitive Classroom Environment

Room: 113B (100 Level)

CE Credits: 1

Abstract: Dental schools have developed diversity, equity, and inclusion initiatives that demand plans for addressing curricular changes. How can we create an inclusive course climate in our in-person classrooms, during our virtual class sessions, and on our course sites? This presentation will discuss practical strategies to foster an inclusive learning environment. How can we implement inclusive and culturally sensitive pedagogical practices in syllabus construction? A focus of this presentation will be the impact of syllabus diversity statements and how to construct them. Diversity statements are used to set expectations for civil discourse, encourage varying opinions, and establish standards of behavior.

Learning Objectives:

- Define diversity, equity and inclusion in education.
- Reflect on inclusive teaching practices.
- Discuss how to use syllabi to frame and support inclusive teaching.

Speakers:

- Presenter: Youjin Natalie Jeong, D.M.D., M.A. - Tufts University School of Dental Medicine

Self-assessment Strategies and Clinical Competence in Dental Hygiene Education

Room: 113A (100 Level)

CE Credits: 1

Abstract: Self-assessment is inherent within life-long learning for dental health care professionals. It is imperative for dental health education to foster self-assessment skills throughout the curriculum as students move from novice to clinical competence. These strategies allow for best practices for engaging students in the learning process and developing the ability to critically evaluate their performance. Participants will learn about techniques for incorporating self-assessment into the curriculum and the effects of self-assessment strategies on clinical competence in technical skill development in accordance with accreditation standards. The use of technology to further enhance self-assessment for tech-savvy students will be detailed.

Learning Objectives:

- Describe the Commission on Dental Accreditation standard on self-assessment skills required for dental hygiene graduates to enter the profession.
- Identify ways to implement student self-assessment strategies in fostering clinical competence in their curriculum.
- Discuss ideas on using technology with student self-assessment measures.

Speakers:

- Presenter: Cristina Casa-Levine, RDH - Farmingdale State College
- Presenter: Luisa Nappo-Dattoma, RDH, RD, Ed.D. - Farmingdale State College

Using Instagram to Enhance Learning in Dental School

Room: 113C (100 Level)

CE Credits: 1

Abstract: Since 2010, Instagram is one of the most popular social media platform for posting images and video content. Its built-in features allow users to interact with their audience through quizzes/polls and/or via live-stream video. In education, Instagram can be used as a supplemental tool to engage students with course material outside of class and an way for faculty to connect with current generation of learners. Participants will learn important features of Instagram for a classroom setting and strategies to best engage students. Lessons learned will be shared by faculty from two different dental institutions about students' perspectives using Instagram.

Learning Objectives:

- Describe the background, usage and features of Instagram that can be integrated in a classroom setting.
- Discuss strategies on how to increase student engagement of course content via Instagram.
- Apply lessons learned from data presented on faculty and students' perspectives of integrating Instagram in dental education.

Speakers:

- Presenter: Vuvi Nguyen, M.S., Ph.D - University of Texas School of Dentistry at Houston
- Presenter: Shayla Yoachim, Ph.D - University of Nebraska Medical Center College of Dentistry

Rising Above the Opioid Prescribing Crisis in Dentistry

Room: 109B (100 Level)

CE Credits: 1

Abstract: Analysis of opioid prescribing in dental schools and state regulations provides each speaker the opportunity to contribute pertinent information regarding how their institutions are addressing the opioid crisis in the United States. Although there are many efforts to decrease opioid prescribing among dentists, the morbidity and mortality from opioid misuse, abuse and overdose continues to rise, creating a health care crisis. These short presentations will empower dental educators to analyze diversified routes of education in opioid safety and pain management, provide collaboration, and lift ethical prescription projects among dental institutions.

Learning Objectives:

- Describe current opioid prescribing methods among different dental institutions.
- Recognize obstacles encountered while developing an opioid prescribing protocol.
- Outline management options for operative and postoperative pain.

Speakers:

- Presenter: Leticia Guajardo-Morales, D.D.S. - University of Texas School of Dentistry at Houston
- Presenter: Edmund Braly, DDs FACS - University of Oklahoma - College of Dentistry
- Presenter: Rachel Uppgaard, D.D.S. - Clinical Associate Professor University of Minnesota
- Presenter: Joli Chou - Thomas Jefferson University - Sidney Kimmel College of Medicine
- Presenter: Richard D'Innocenzo, D.M.D., M.D. - Boston University Henry M. Goldman School of Dental Medicine
- Presenter: Vincent Chee, D.D.S. - Loma Linda University School of Dentistry
- Presenter: Ana Cristina Andrada, D.D.S., D.M.Sc. - Virginia Commonwealth University School of Dentistry
- Presenter: Sanjay Chand, M.D. - University of Detroit Mercy School of Dentistry
- Presenter: Kerin Burdette, D.D.S., M.PH., FAAPD - Texas A&M University School of Dentistry

Keep it Interesting: Applying Forensic Odontology in Dental Education

Room: 117 (100 Level)

CE Credits: 1

Abstract: Student engagement is an essential tool for the retention of learning objectives within integrated dental curricula. This seminar will demonstrate the application of forensics to the basic sciences such anatomy, pathology, and clinical dentistry. The aim is to encourage faculty to use forensic science to demonstrate the importance of human variation in the realm of medicolegal applications of comprehensive dentistry. This seminar will aid faculty in raising awareness amongst students to legal and ethical ramifications to expect in their dental careers, specifically with identification of human remains, aspects of crime scene investigation, and the practice of documentation in patient records.

Learning Objectives:

- Provide tools and techniques to faculty in the education of modern and new dental providers.
- Identify the basics and fundamentals of forensic dentistry and disaster preparedness.
- Adopt and apply scientific along with ethical principles and legal requirements with personal and professional integrity.

Speakers:

- Presenter: Shirley Lewis, B.D.S., M.S.D., CAGS - Texas A&M University School of Dentistry
- Presenter: Matthew Kesterke, Ph.D. - Texas A&M College of Dentistry

Rising En Masse: Lifting Colleagues by Cultivating Academic Support Systems

Room: 119A (100 Level)

CE Credits: 1

Abstract: Transitioning into academics following a career in private practice or immediately following graduation from a dental or residency program can be daunting. Transitioning between institutions poses another level of challenge. Developing a supportive group of colleagues who assists in viewing all aspects of a transition is key to a successful career, even without transition.

This program will provide testimony of colleagues who have recently transitioned after several years in academics and how their support system assisted their transition, facilitated conception of all features of a transition, and helped them recognize their own talents. Mutual support benefits all levels of experience.

Learning Objectives:

- Identify resources in cultivating a well-rounded academic support group.
- Recognize when transition is necessary and how to maintain a positive self value during the process.
- Develop a set of queries for use during evaluation of a transition and identify positive affirmations of decisions.

Speakers:

- Presenter: Kimberly Patterson, D.D.S. - Virginia Commonwealth University School of Dentistry
- Presenter: Abimbola Adewumi, B.D.S., FDSRCS - University of Florida College of Dentistry
- Presenter: Thomas Tanbonliong, D.D.S. - University of California, San Francisco, School of Dentistry
- Presenter: Priyanshi Ritwik, B.D.S., M.S. - University of Texas School of Dentistry at Houston

2:30 PM - 2:50 PM**Keeping it REAL: Beyond the Curriculum Vitae for Faculty Evaluations (NEW IDEA SESSION)**

Room: Hall C (200 Level)

CE Credits: 1

Abstract: In any crisis, organizational efforts are typically focused on operations, while faculty development efforts are negatively affected. This particularly impacts junior faculty who require these experiences to advance their careers. Further, the added burden of managing changes in household labor effort, childcare responsibilities, and caring for elders in the family, affect female faculty the most. This session will describe an approach to provide holistic yet empathetic faculty evaluations during any crisis, that is referred to as the REAL approach: Recognize impact, Educate committees, Ask specific questions/document, Leverage resources. The approach lifts as we rise together and promotes overall wellness.

Learning Objectives:

- Explain the impact of the COVID-19 pandemic on academic productivity.
- Describe the REAL approach, proposed as a holistic and faculty-centric approach to evaluations.
- Formulate strategies to use the REAL approach for faculty evaluations and help faculty maintain productivity levels during crisis situations.

Speakers:

- Presenter: Anita Joy-Thomas, B.D.S., Ph.D. - UTHealth Houston School of Dentistry
- Presenter: Maria Loza, D.M.D. - University of Texas School of Dentistry at Houston
- Presenter: Lisa Cain, Ph.D. - UTHealth Houston School of Dentistry
- Presenter: Ariadne Letra, D.D.S., M.S., Ph.D. - University of Texas School of Dentistry at Houston

3:00 PM - 4:00 PM

ADEA Reference Committee on Association Policy—Report Writing (Closed)

Room: 126B (100 Level)

ADEA CAAPID User Networking

Room: 307A (300 Level)

3:15 PM - 4:00 PM

Preparing Residents-as-teachers: Design and Evaluation of a Resident Workshop (Limited to 10 attendees)

Room: 100B (100 Level)

CE Credits: .75

Abstract: Residents function as critical educators in classroom and clinic-based environments; however, they often have limited training in evidence-based educational practices. Resident-as-teacher programs in other health professions have been developed to prepare residents to be more effective educators. Our seminar will describe a resident-as-teacher workshop developed for first-year residents at the University of North Carolina. Through the workshop, you will learn about the strategies that can be taught to residents and techniques to evaluate the impact of such programs. You will leave the session prepared to implement resident-as-teacher programs at your institution.

Learning Objectives:

- Describe evidence of how resident-as-teacher programs prepare residents to be more effective educators.
- Identify strategies that can be shared with residents to improve their classroom and clinic-based instruction.
- Develop a plan to implement and evaluate a resident-as-teacher program at your institution.

Speakers:

- Presenter: Michael Wolcott, Pharm.D, Ph.D. - High Point University School of Dental Medicine and Oral Health
- Presenter: Jennifer Brame, Ed.D., M.S., RDH - University of North Carolina at Chapel Hill Adams School of Dentistry

3:30 PM - 5:30 PM

ADEA Summer Program for Emerging Academic Leaders Fellows' Symposium

Room: 117 (100 Level)

CE Credits: 2

Abstract: This session will showcase the efforts of Fellows from the 2018 ADEA Summer Program for Emerging Academic Leaders. Each 15-minute presentation within the symposium represents collaborative research conducted by the Fellows during their time within the year-long program. The overall goal of this session is to highlight emerging trends and initiatives within academic dentistry,

the profession, and at ADEA member institutions. Topics will address professional development, curriculum and leadership endeavors.

Learning Objectives:

- -Outline current trends impacting dental education.
- -Describe faculty lead initiatives (professional development, curriculum and leadership) occurring at ADEA member institutions.
- - Observe the impact that Fellows from the ADEA Summer Program for Emerging Academic Leaders have within academic dentistry.

Speakers:

- Presenter: Felicia Tucker-Lively, Ph.D. - AAL

4:00 PM - 5:00 PM

The Integration of Case-based Instruction and Assessments: An INBDE Expedition

Room: 113C (100 Level)

CE Credits: 1

Abstract: The transition from the National Board Dental Examinations to the Integrated National Board Dental Examination (INBDE), prompted at our institution a thorough curriculum review to determine the extent to which the basic sciences were integrated into the curriculum and the modification of the instruction and assessment methods to include case-based educational approaches. Among the academic initiatives implemented was the development by faculty members of a case-based test-item bank using test-item specifications. This presentation will provide participants information about the process for developing case-based items and evaluating the psychometric properties of the items.

Learning Objectives:

- Describe the process of constructing an enhanced curriculum map that connects the following key components of a predoctoral academic program—competencies, foundation knowledge statements and program assessments.
- Discuss the process of case-based test item construction using test-item specifications. Given a test item evaluation rubric, evaluate the quality of a given set of case-based test items.
- Recommend improvements to the test items that you evaluate. Discuss the importance of pilot testing test items and interpret key psychometric properties.

Speakers:

- Presenter: Elaine Lara, D.D.S. - Nova Southeastern University College of Dental Medicine
- Presenter: Liliana Mosquera, D.D.S, M.S., M.B.A. - Nova Southeastern University College of Dental Medicine
- Presenter: John Antonelli, D.D.S., M.S., FAAHD, DABSCD - Nova Southeastern University College of Dental Medicine

Advancing Minority Dental Alumni Engagement Among Predoctoral Training Programs

Room: 126A (100 Level)

CE Credits: 1

Abstract: With increasing costs of dental education, underrepresented dental students are faced with financial constraints. Scholarships designated for minority students are limited and the financial student debt can be astronomically excessive. In addition to costs, there remains a paucity

of underrepresented minority dental faculty to serve as mentors and leaders in the pre-doctoral clinical and teaching settings. Therefore, we examined minority dental alumni engagement and strategies to address these challenges. This seminar will explore barriers and facilitators among minority dental alumni engagement for the purpose of advancing scholarship development and prioritizing solutions for the educational training of minority pre-doctoral dental students.

Learning Objectives:

- Describe the process of designing and implementing an exploratory research study of minority dental alumni engagement among predoctoral dental training programs
- Identify common barriers and facilitators to minority dental alumni engagement among predoctoral dental training programs in the U.S.
- Outline purposeful and culturally appropriate strategies that can elevate dental alumni engagement among predoctoral dental training programs.

Speakers:

- Presenter: Deirdre Williams, D.D.S. - Medical University of South Carolina James B. Edwards College of Dental Medicine
- Presenter: Joni Nelson, Ph.D. - Medical University of South Carolina James B. Edwards College of Dental Medicine

Humanities, Social and Behavioral Science in Dental Education: Short Talks

Room: 119A (100 Level)

CE Credits: 1

Abstract: This exploration of humanities, social and behavioral science in dental education provides each speaker five minutes to summarize an element of these topics at their institutions; such as teaching and assessment of communication skills, empathy, cultural awareness, professionalism, emotional intelligence, social emotional learning, mindfulness. These are important to dentistry because successful practice and dental treatment is dependent on attitudes and behaviors of patients and providers, and their communications and other interactions. These short presentations will enable participants to share ideas and innovations, foster collaboration and encourage joint projects among institutions for advancing holistic, compassionate, person-centered care.

Learning Objectives:

- Identify the role of humanities, social and behavioral science in dental education.
- Describe ways humanities, social and behavioral science are taught and integrated into dental education.
- Find collaboration partners for future educational/research initiatives.

Speakers:

- Presenter: Yun Saksena, D.M.D. - University of Nebraska Medical Center College of Dentistry
- Presenter: Brenda Bradshaw, M.S.D.H. - Old Dominion University
- Presenter: Colin Haley, D.D.S., M.Ed. - University of Illinois Chicago College of Dentistry
- Presenter: Tiffany Wilson, D.D.S., M.P.H. - Meharry Medical College School of Dentistry
- Presenter: Janine Fredericks-Younger, D.M.D. - Rutgers School of Dental Medicine
- Presenter: Delyse Leadbeatter, B.D.S., Ph.D - University of Sydney School of Dentistry
- Presenter: Patricia Johnson, RDH, B.S.D.H., M.S., Ed.D. - Tunxis Community College
- Presenter: Rachell Green, RDH, B.A., M.Ed. - Tunxis Community College
- Presenter: Anissa Yafai, RDH, MSHCM - Pacific University – School of Dental Hygiene Studies
- Presenter: Kristen Moses, RDH, EPDH, DT(c), M.S.Ed. - Pacific University

- Presenter: Nick Forooghi, J.D. - University of the Pacific- Arthur A. Dugoni School of Dentistry

Raising the Bar of Assessing Students—The OSCE Way!

Room: 119B (100 Level)

CE Credits: 1

Abstract: According to the Commission on Dental Accreditation standard 2-23, graduates must be competent in problem-solving strategies related to comprehensive patient care and management of patients. The United States dental hygiene boards utilize the Objective Structured Clinical Examination (OSCE) to test if the students possess the skills to practice entry-level dental hygiene care safely. Educators are expected to promote critical thinking strategies in their teaching, but many lack pedagogical and teaching experience. This interactive workshop will provide tools, strategies, and direction for the educators to apply the OSCE to the dental hygiene institution to evaluate student's learning outcomes.

Learning Objectives:

- Describe the role of critical thinking and problem-solving skills in dental hygiene education.
- Discuss how to incorporate the OSCE to evaluate critical thinking skills.
- Demonstrate practical ways to facilitate and evaluate the OSCE in the clinical settings.

Speakers:

- Presenter: Khairunisa Hashmani, RDH, MA, Ed.D. - University of Texas School of Dentistry at Houston
- Presenter: Holly Erenfeld, RDH, EPDH, M.D.H. - Pacific University in Hillsboro Oregon

Returning to the Classroom (or not...) Following COVID-19—Short Talks

Room: 115AB (100 Level)

CE Credits: 1

Abstract: During the COVID-19 pandemic, dental schools were forced to move many of their didactic courses to online platforms. As COVID-19 vaccinations become more widely available and gathering and capacity restrictions are lifted, dental educators must decide if they will retain an online format, return to in person teaching or adapt a hybrid delivery system. In this series of short talks, you will learn how faculty are using lessons learned during the pandemic to enhance in person learning and assessment and discuss the reasons some courses, activities and assessments may remain equally, or more, effective in an online setting.

Learning Objectives:

- Evaluate and compare plans for teaching (in-person, remote or hybrid), learning and assessment methods as COVID-19 restrictions relax.
- Implement strategies to lift student achievement following the COVID-19 pandemic.
- Apply lessons learned during the shift to online learning during COVID-19 to supplement teaching, learning and assessment strategies remotely or in person as opportunities as on campus learning returns.

Speakers:

- Presenter: David Fischer, Ph.D. - University of Detroit Mercy School of Dentistry
- Presenter: Amandeep Gupta, M.D. - University of Detroit Mercy School of Dentistry
- Presenter: Hanan Omar, B.D.S., M.Sc., Ph.D. - A.T. Still University Missouri School of Dentistry & Oral Health

- Presenter: Graziela Batista, DDS, MSC, PHD - A.T. Still University Missouri School of Dentistry & Oral Health
- Presenter: Bruce Gitter, Ph.D. - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Liliana Mosquera, D.D.S, M.S., M.B.A. - Nova Southeastern University College of Dental Medicine
- Presenter: Claudia Freitas, Ph.D - Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah
- Presenter: David Ojeda, D.D.S. - UT Health San Antonio School of Dentistry

Know the DRILS! Dentally Relevant Integrated Learning Series

Room: 113B (100 Level)

CE Credits: 1

Abstract: The focus of this session is integrating dental content into biomedical sciences. The purpose is to describe the curriculum integration process and share experiences of using the Dentally Relevant Integrated Learning Series (DRILS) at the University of New England College of Dental Medicine to better prepare students to apply biomedical science knowledge in clinical contexts. The seminar will describe the benefits and the process of integrating dental content into the biomedical curriculum, share examples of the DRILS, and discuss the challenges faced during the integration process. Attendees will be able to share and apply the concepts in their curriculum.

Learning Objectives:

- Describe the process and the benefits of integrating biomedical science concepts in the context of dentally relevant scenarios.
- Apply the concepts of the Dentally Relevant Integrated Learning Series (DRILS) to reinforce biomedical science content.
- Discuss the challenges of curriculum integration.

Speakers:

- Presenter: Anuja Doshi, D.D.S. - University of New England College of Dental Medicine
- Presenter: Tessie Stansbury, D.M.D. - University of New England College of Dental Medicine
- Presenter: Mohamed ElSalhy, BMS, BDM, MSc, MPH, PhD, FRCD(C), Diplomate ABDPH - University of New England College of Dental Medicine

Lifting Up Alumni Engagement: Creative Virtual Strategies

Room: 113A (100 Level)

CE Credits: 1

Abstract: As the world slowly returns to normal events, and in-person alumni engagement will prove to be a challenge, but not one that we can't overcome with creative solutions. Join us to talk about creative digital strategies we've used over the last year to reimagine signature programs, expand alumni audiences, and how we're adapting alumni engagement for the year to come.

Learning Objectives:

- Design meaningful, digital experiences for alumni across the alumni lifecycle.
- Create a framework for best practices surrounding virtual events, and be able to more easily transition events to a virtual or hybrid model.
- Creatively approach events and alumni engagement.

Speakers:

- Presenter: Connor Lillis - NYU College of Dentistry
- Presenter: Daisy Lee, B.A. - NYU College of Dentistry

Faculty Development Marketplace: A Forum for Collaboration (Short Talks)

Room: 109B (100 Level)

CE Credits: 1

Abstract: This exploration of faculty development provides each speaker 5 minutes to summarize the role and purpose of faculty development at their institution; what programs are offered and how they are assessed. While there are various faculty development efforts going on across North American dental schools, the work of faculty developers is not well disseminated and best practices need to be developed. These short presentations will enable participants to explore various faculty development pathways, emerging new needs, spread ideas, provide updates about exciting developments, establish and foster collaboration and trigger joined projects among institutions.

Learning Objectives:

- Identify the role and the purpose of faculty development.
- Find collaboration partners among other faculty developers.
- Differentiate how institutions evaluate effectiveness of faculty development initiatives.

Speakers:

- Presenter: Zsuzsa Horvath, Ph.D. - University of Pittsburgh School of Dental Medicine
- Presenter: Laura Dempster, B.Sc.D., M.Sc., Ph.D. - University of Toronto Faculty of Dentistry
- Presenter: Bradley Roberts, D.D.S - Midwestern University College of Dental Medicine- Arizona
- Presenter: Lorie Holt, RDH, Ph.D. - University of Missouri - Kansas City School of Dentistry
- Presenter: Christine Blue, D.H.Sc. M.S. - University of Minnesota School of Dentistry
- Presenter: Moshtag Farokhi, DDS, MPH, MAGD, FICD, FPFA - UT Health San Antonio School of Dentistry
- Presenter: Diane Hoelscher, D.D.S., M.S. - University of Michigan School of Dentistry
- Presenter: Donald Lapine, D.M.D. - Rutgers, The State University of New Jersey School of Dental Medicine
- Presenter: Eileen Hoskin, D.M.D. MA - Rutgers School of Dental Medicine

4:30 PM - 5:30 PM

ADEA Reference Committee on Administrative Affairs

Room: 126B (100 Level)

5:30 PM - 6:30 PM

Academic Dental Careers Fellowship Program Reception and Certificate Presentation

Room: Franklin 4 (Marriott Level 4)

5:30 PM - 6:30 PM

ADEA Reference Committee on Administrative Affairs Report Writing (Closed Meeting)

Room: 126B (100 Level)

5:30 PM - 7:00 PM**ADEA Leadership Institute Class of 2023 Welcome Reception**

Room: Independence Ballroom (Marriott Headhouse Tower Level 3)

Speakers:

- Presenter: Eric Lund, M.A. - American Dental Education Association

Sunday, March 20, 2022**8:30 AM - 10:00 AM****Sunday Plenary—How Disruption Reshapes Health Care**

Room: Ballroom AB (300 Level)

CE Credits: 1.5

Abstract: The health care industry is traditionally resistant to technological change and disruptions. However, artificial intelligence (AI), blockchain and the resulting technological shifts are turning health care on its head. From intelligent robotics, personalized medicine and compliance monitoring to immersion technology, predictive monitoring and IoT (Internet of Things)-enabled services, Linda Bernardi discusses inversion technologies like blockchain and AI and their impact on traditional models of research, patient data, clinical trials and drug approval. While hospitals aim for higher revenues, patients require more transparency. Patient portals are one response, but are portals enough? Ms. Bernardi says the hospital landscape of the near future must align with today's consumer-driven "Know Me" economy.

Learning Objectives:

- Identify three ways to improve connection/engagement among patients, colleagues or students.
- Recall the disruption of the global pandemic and identify the responses that sped the adoption of previously deferred innovation.
- Contrast your institution's pre-COVID approach to change/innovation/disruption with how it responds now. Can any of the lessons learned during the pandemic be used to embrace future disruption?

Speakers:

- Presenter: Linda Bernardi - Technologist, Innovation Provocateur, Former IBM Chief Innovation Officer and Watson Co-lead

10:30 AM - 11:30 AM**Change Management in Dental Education: A Model for Rising Together**

Room: 119A (100 Level)

CE Credits: 1

Abstract: Preparing future-ready oral health professionals requires change agility in dental education. Dental education leaders often struggle with managing change and addressing resistance to changes in the practice of dentistry and dental education (e.g., implementing new technology, clinical operations, or curriculum).

The way you think about change, develop your change initiatives, and communicate your changes matter. You will be introduced to a simple change management model and will learn how to identify barriers and develop a change plan, how to effectively communicate that change, and how to maintain progress in change initiatives. By supporting each other through change, We All Rise.

Learning Objectives:

- Describe three significant trending changes in dental education and anticipated forms of resistance.
- Identify barriers to change in your organization.
- Illustrate a proven approach for planning, communicating and managing your change initiative.

Speakers:

- Presenter: Brian Howe, D.M.D., M.S., FICD - University of Iowa College of Dentistry and Dental Clinics
- Presenter: Blair Wagner, B.S., PCC - The University of Iowa College of Dentistry & Dental Clinics

What's Best for Student Learning: 2D, 3D or Virtual Reality?

Room: 115AB (100 Level)

CE Credits: 1

Abstract: Virtual Reality (VR), 3D and 2D technology tools have been developed and used in the dental curriculum. But, which method is best for student learning? Effectiveness, efficiency and student attitudes of VR, 3D and 2D tools based on interventions with DDS and graduate students in different areas in the curriculum including dental anatomy, radiology and orthognathic surgery, will be presented. Participants will learn about off-the-shelf technology tools that can be immediately incorporated into the curriculum and used for student assessments. Participants will brainstorm on how to acquire and incorporate the most effective technology tools for their specific courses and subjects.

Learning Objectives:

- Describe the effectiveness, efficiency and student perceptions of various 2D, 3D and VR tools used in the dental curriculum.
- Identify available technology tools that can be immediately implemented in courses.
- Name methods to effectively use technology tools in student assessments.

Speakers:

- Presenter: Hera Kim-Berman, D.D.S., M.M.Sc. - University of Michigan School of Dentistry
- Presenter: Vidya Ramaswamy, Ph.D. - University of Michigan School of Dentistry
- Presenter: Marita Inglehart, Ph.D. - University of Michigan School of Dentistry
- Presenter: Elisabeta Karl, D.D.S., M.S., Ph.D. - University of Michigan School of Dentistry
- Presenter: Erika Benavides, D.D.S, Ph.D - University of Michigan School of Dentistry
- Presenter: Fabiana Soki, D.D.S, Ph.D, D.Med.Sc - University of Michigan School of Dentistry
- Presenter: Sharon Aronovich, D.M.D., FRCD(C) - University of Michigan School of Dentistry
- Presenter: Sean Edwards, M.D., D.D.S. - University of Michigan School of Dentistry

Making the Case: Integrate Oral Health and Primary Care Now

Room: 126B (100 Level)

CE Credits: 1

Abstract: Session Description: Oral health is important to systemic health and, in many instances, has a direct relationship. There is growing recognition of the importance of integrating oral health and primary care. Dentists and allied dental professionals can perform screening and preventive services on chronic disease conditions, such as diabetes. This workshop will discuss the relationship of oral health and primary care and showcase ADEA products in support of this integration. In this workshop, members will also describe their unique perspectives on integrated oral and primary medical health from a dental and allied dental lens.

Learning Objectives:

- Underline the importance of the integration of oral health into primary care.
- Describe ADEA products in support of dental and primary care integration.
- Illustrate case examples of integrated oral and primary medical health in dental and allied dental settings.

Speakers:

- Presenter: Omar Escontrias, Dr.P.H., M.P.H. - American Dental Education Association
- Presenter: Caswell Evans, D.D.S., M.P.H. - University of Illinois at Chicago College of Dentistry
- Presenter: John Snyder, D.M.D. - Permanente Dental Associates

How to Conduct a Critical Review of JDE Manuscripts

Room: 119B (100 Level)

CE Credits: 1

Abstract: Session Description: Peer review is a key component of scholarly publishing. What peer review does best is to motivate authors to submit quality work and help improve that work through the peer review process. In this session, participants will learn what constitutes a high-quality, critical review of a submitted research manuscript for the Journal of Dental Education. Additionally, the speakers will take potential reviewers step by step through the process required to conduct an effective review to help authors, and reviewers themselves, improve their scholarship.

Learning Objectives:

- List the step-by-step process for reviewing a journal article.
- Describe the characteristics of a high quality review.

Speakers:

- Presenter: Romesh Nalliah, D.D.S., M.H.C.M. - University of Michigan School of Dentistry
- Presenter: Sarbin Ranjitkar, B.D.S., B.Sc.Dent. (hons), Ph.D. - The University of Adelaide Dental School
- Presenter: Michael Reddy, D.M.D., D.M.Sc. - University of California, San Francisco, School of Dentistry

Establishing Innovative Interprofessional Partnerships for an Integrated Dental Clinic Model

Room: 113C (100 Level)

CE Credits: 1

Abstract: Innovative partnerships between schools of dentistry, pharmacy, social work, and nursing were designed to promote integrated services inclusive of oral health care in an academic dental

clinic setting and create interprofessional learning opportunities for the emerging workforce. Dental settings have not traditionally functioned as access points to the healthcare system; however, they can serve patients who may not otherwise seek routine healthcare. Offering multidisciplinary health services in dental settings has potential to reach unserved populations. We will describe steps for integrated, whole-health services and lessons learned for other academic health institutions to consider in developing and sustaining integrated clinical models.

Learning Objectives:

- Identify needs of patient population and clinical learning environment that may benefit from an interprofessional, integrated care approach.
- Strategize methods to develop an integrated care model using the six steps of development presented.
- Develop a “next steps” action plan for promoting integrated health models in dental settings.

Speakers:

- Presenter: Kimberly Sanders - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Jamie Burgess-Flowers, M.S.W., LCSW - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Lisa Zerden, Ph.D., M.S.W. - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Jennifer Brame, Ed.D., M.S., RDH - University of North Carolina at Chapel Hill Adams School of Dentistry

Rising Together: Creating Collaborative Multi-site Courses Across Universities

Room: 126A (100 Level)

CE Credits: 1

Abstract: The participants will engage in learning and brainstorming for a sample collaborative multisite course (CMC). We briefly describe an approach we used to enroll an interdisciplinary mix of students including dental (D1-4) students, residents and allied health care providers from five dental schools and one public health school participating in inter-university collaboration. This approach made use of Information Technology such as Zoom, Canvas, and Google Suite, and Staged Self-Directed Learning methods. We provide some “lessons learned” from our experience. Participants will have the opportunity to brainstorm how this approach could be tailored to their school.

Learning Objectives:

- Articulate the role collaborative multisite courses have in improving cost-effectiveness, faculty development, education quality and standardizing dental education.
- Compare and contrast the lessons learned from delivering a collaborative multi site virtual oral health policy course in Fall 2020 and Fall 2021.
- Brainstorm and design a sample collaborative course in dental education and share with the group.

Speakers:

- Presenter: Erinne Kennedy, D.M.D., M.P.H., M.M.Sc. - University of Missouri - Kansas City School of Dentistry
- Presenter: Karin Quick, D.D.S., Ph.D. - University of Minnesota School of Dentistry
- Presenter: Chester Douglass, DMD, PhD. - Harvard School of Dental Medicine

How EBD Can Rise Into Clinical Education**Room:** 117 (100 Level)**CE Credits:** 1

Abstract: Evidence based curricula are often focused on pre-clinical skills including forming a question, evidence searches, and critical appraisal. Dental students have myriads of opportunities to use their EBD skills in the clinical setting, but too often these opportunities are missed due to time constraints or ill-preparedness. When faculty are aware of frameworks that allow them to implement these skills into clinics and clinical decision-making, they can lead students through the process, allowing them to truly achieve evidence-based practice. Faculty across the country share their approach to incorporate evidence based dentistry into clinical care.

Learning Objectives:

- Identify clinical questions pertaining to clinical care and application of evidence-based practice concepts.
- Recognize the challenges presented for evidence-based practice if didactic courses are not reinforced with clinical courses and clinical application.
- Consider, develop and adopt some activities to promote evidence-based practice in clinical settings.

Speakers:

- Presenter: Analia Veitz- Keenan, D.D.S. - NYU College of Dentistry
- Presenter: Kelly Lemke, D.D.S. - UT Health San Antonio School of Dentistry
- Presenter: Teresa Marshall, Ph.D. - The University of Iowa College of Dentistry & Dental Clinics
- Presenter: Hanann Tomeh, D.D.S. - A.T. Still University Arizona School of Dentistry & Oral Health

Rising Up Together: ADEA Introduction for New Dental Educators**Room:** 113B (100 Level)**CE Credits:** 1

Abstract: What does it mean to be a dental educator? What is ADEA and how can I contribute to its next chapter? What opportunities at ADEA can support my professional growth? How can I develop into a leadership role? Members of the Council of Faculties Administrative Board will address these questions and more. Featured topics will include ADEA's organizational structure, professional development programs, faculty awards and scholarships, networking opportunities, and the teaching tools weTeach and MedEdPORTAL. This session is recommended for new faculty and/or first-time ADEA Annual Session attendees. Join Rising up Together.

Learning Objectives:

- Describe the organizational structure of ADEA and how it supports members' engagement and professional growth.
- Identify teaching resources, scholarships and professional development programs available through ADEA.
- Discuss ADEA's collaborations with other organizations for professional development training and how this embodies ADEA's philosophy on diversity and inclusion

Speakers:

- Presenter: Ahmad Fard, D.D.S. - University of Detroit Mercy School of Dentistry

- Presenter: Burke Soffe, D.M.D., M.Ed. - Roseman University of Health Sciences College of Dental Medicine
- Presenter: Cameron Jeter, Ph.D. - University of Texas School of Dentistry at Houston

Overcoming Barriers to Dental Education Using Pipeline Programs: New Perspectives

Room: 109B (100 Level)

CE Credits: 1

Abstract: Through pre-dental pipeline programs, participants have access to informational resources and mentorship. Despite participation in these programs, perceived barriers are still prevalent. Since 2013, Saturday Academy(SA) at NYUCD has aimed to educate underrepresented minority and low-income high school students about the college application process and the dental profession. Focus groups/satisfaction data analysis from SA alumni, from both live and a newly instituted virtual format, revealed clear perceived barriers to entering the dental profession. This information, revealing issues surrounding adequate undergraduate pre-health advising, provides insight on targeted areas where increased intervention may be helpful to reduce challenges and strengthen the pipeline.

Learning Objectives:

- Identify perceived barriers to the dental profession, particularly as it applies to prehealth advising among URM predental students.
- Describe how to successfully transition or implement a virtual pipeline program for predental students.
- Outline methods to overcoming barriers to the dental profession using live or virtual pipeline programming and model this at their own institution.

Speakers:

- Presenter: Cheryline Pezzullo, D.D.S. - NYU College of Dentistry
- Presenter: Lorel Burns, D.D.S, M.S. - NYU College of Dentistry
- Presenter: Eugenia Mejia, Ph.D. - New York University College of Dentistry
- Presenter: Rose Amable, D.D.S. - NYU College of Dentistry
- Presenter: Vanessa Mancuso, D.D.S. - New York University: College of Dentistry and Boston University
- Presenter: Giannina Conde, D.D.S. - New York University: College of Dentistry

10:30 AM - 12:00 PM

Chair of the ADEA Board Of Directors' Symposium—Shaping the Future of Patient Care

Room: 118ABC (100 Level)

CE Credits: 1.5

Abstract: The delivery of oral health care has experienced a significant and necessary evolution that requires pioneering approaches to reduce oral health disparities. In this session, participants will learn from innovative disrupters who have mastered the key concept of meeting people where they are. These leaders will share key takeaways on best practice frameworks, employing community partnerships and leveraging emerging technology. In this 90-minute symposium, participants will be challenged to lean in and envision how they can set up programs and break down barriers at their own institutions.

Learning Objectives:

- Identify and describe the necessary components of successful integration models.
- Describe sustainable community and interprofessional partnerships.
- Identify integration models and concepts and scale for adaptation by your own institution.

Speakers:

- Moderator: Danielle Rulli, D.H.Sc., M.S., RDH - University of Michigan School of Dentistry
- Presenter: Cherae Farmer-Dixon, D.D.S., M.S.P.H. - Meharry Medical College School of Dentistry
- Presenter: Anita Glick, M.S.W. - National Interprofessional Initiative on Oral Health /University of Colorado School of Medicine
- Presenter: Michael Helgeson, D.D.S.
- Presenter: Adrienne Lapidus, Ph.D. - University of Michigan, School of Social Work

Reconnecting with Admissions Staff, Program Directors and Faculty

Room: 113A (100 Level)

Abstract: ADEA Application Services Team is hosting this session to allow admissions staff, program directors and faculty an opportunity to reconnect. Use this time to discuss your experiences over the past two years with colleagues that you haven't had the opportunity to network with in-person.

Learning Objectives:

Speakers:

- Presenter: Emily Rhineberger, M.A. - American Dental Education Association
- Presenter: Yolanda Jones - American Dental Education Association
- Presenter: Chonte James - American Dental Education Association

Legislative Advisory Committee Meeting

Room: 307B (300 Level)

10:30 AM - 1:00 PM

ADEAGies Board of Trustees Meeting (By Invitation Only)

Room: 307A (300 Level)

12:10 PM - 12:30 PM

Advanced Curriculum Mapping—Proper Curriculum Credit to Clinical Faculty (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: All health science programs are required by accreditation standards to report proper credit for the participation of all faculty (with proper credentials). However, the mapping of health science curriculum participation by clinical faculty has been inaccurately represented in these reports. Unlike lectures, where all students are involved at the same time with the same faculty member(s), clinical encounters involve differing clinical times, complexities and faculty. ECU Patented a process (U.S. Patent 10,878,359) for mathematically calculating an accurate reporting of clinical faculty participation in the curriculum that satisfies institutional accreditation and provides data for faculty promotion and tenure.

Learning Objectives:

- Describe the specific challenges that the Department of Education accreditation standard present for dental education.
- Explain the difference in mapping lectures, seminars, simulations, online content and practical clinical experiences.
- Relate proper curriculum credit for clinical faculty to new opportunities for promotion and tenure.

Speakers:

- Presenter: Robert Watkins, Jr., D.D.S. - East Carolina University School of Dental Medicine

12:55 PM - 1:15 PM

Milestone Evaluation: What Can We Learn From Our Medical Peers? (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: The Commission for Dental Accreditation requires that each program provides ongoing faculty calibration, including standardization of resident assessment. Resident assessment in dentistry is challenging because of the lack of consistency between faculty and the lack of actionable feedback. The purpose of this presentation is to provide an overview of the milestone evaluation utilized in dental education. We will discuss the history of the Milestone Project, its application in medical education, and how we have applied the concepts of milestones in our pediatric dentistry residency program. Our audience will be able to apply principles of the milestone in their resident/student evaluation.

Learning Objectives:

- Recognize the challenges in providing resident/student evaluation.
- Describe the components of the milestone evaluation method.
- Apply the milestone evaluation method in their respective educational programs.

Speakers:

- Presenter: Cynthia Wong, D.M.D., M.S., FRCD(C) - Eastman Institute for Oral Health

1:00 PM - 1:30 PM

Open Hearing on ADEA's Fiscal Year 2023 Budget

Room: 126B (100 Level)

1:00 PM - 4:00 PM

ADEA President's Symposium on Men of Color in the Health Professions

Room: 118ABC (100 Level)

CE Credits: 3

Abstract: Sponsored by: American Association for Dental, Oral, & Craniofacial Research (AADOCR) The ADEA President's Symposium on Men of Color in the Health Professions will be held on Sunday, March 20, 2022, from 1:00 – 4:00 p.m. at the Pennsylvania Convention Center in Philadelphia, with a reception following.

The symposium is an interprofessional initiative to engage members within the academic health professions, governmental agencies and health professions associations in conversations to increase the number of underrepresented men of color—African American/Black, American Indian and Alaska Native, Hispanic/Latino and Native Hawaiian and Other Pacific Islander—in health care. Historically, men of color throughout our nation have been disparately impacted by systemic racism,

biased institutions, health inequities and structural inequities that continue to manifest in contemporary ways, particularly educational outcomes.

The symposium focuses on collaborative efforts and effective practices to address challenges and overcome barriers to the successful recruitment, retention and thriving of men of color in the academic health professions. It brings together academicians, health care professionals, educators, practitioners, experts, advocates and other leaders with the goal of examining and developing student pathways and leadership, mentoring, economic, educational and social justice solutions that effectively empower a generation of men of color to enter the health professions and thrive. Interactive in its format, participants will contribute to creating a comprehensive academic health professions framework that expands existing efforts to increase the number of underrepresented men of color in the health professions. Additionally, attendees will examine for transferability strategies and lessons learned by the health professions, postsecondary institutions, K-12 and other organizations.

This initial convening of the ADEA President's Symposium on Men of Color will focus primarily on dentistry and medicine with the goal of expanding the conversation to other health professions. However, we encourage participation by and invite representatives from all academic health professions.

ADEA is proud to host this timely discussion and lead this advocacy work on behalf of our students, faculty, staff, residents, fellows, health care professionals and other stakeholders.

Learning Objectives:

- Review assets and barriers that influence the experiences of men of color on the health professions pathway.
- Identify key environmental and systemic factors that influence the learning experiences of men of color.
- Delineate the role that race and gender socialization have on the learning experiences of men of color in the health professions.

Speakers:

- Presenter: Sonya Smith, Ed.D., J.D. - American Dental Education Association

1:30 PM - 1:50 PM

Google Sheets: Innovative Teaching and Assessment Tool for Clinical Treatment Planning (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: We designed a Google Sheet with data validation formulas that contain all Dental Procedures and Nomenclature codes used in predoctoral clinic. This tool includes a dynamic search function with a drop-down menu that allows students to quickly find procedure codes. Students were given this tool with a complete dental case (medical history, chart, pictures, radiographs) to practice comprehensive treatment planning by identifying a sequence of procedure codes. Instructors can extract data from this tool to assess students' ability to diagnose and prescribe treatments, and to easily grade complex treatment plans as if they were short-answer exam questions.

Learning Objectives:

- Create and use Google Sheets to make custom tools for assessing students' thought process and ability in clinical treatment planning.

- Use simple innovative methods, (e.g. Google Sheets), as a tool to allow students to practice clinical treatment planning and decision making.
- Aggregate data into data visualization and analysis tools, (e.g. Excel Pivot Tables, SPSS, or Tableau) to probe students' knowledge, ability and areas of weakness in clinical treatment planning.

Speakers:

- Presenter: Zaher Jabbour, D.M.D. - University of California, Los Angeles, School of Dentistry
- Presenter: Justin Carreon - University of California, Los Angeles, School of Dentistry
- Presenter: Minh Tran, Ph.D. - University of California, Los Angeles, School of Dentistry

2:00 PM - 3:00 PM

Aligning EPA and RIME Assessments to “Lift” Your Learners

Room: 115AB (100 Level)

CE Credits: 1

Abstract: Effective assessment and feedback (A&F) can propel our learners from novice students to trustworthy clinicians and eventually to expert educators. Competency-based frameworks provide a means to enhance learner-focused A&F. Entrustable Professional Activities (EPA) and Reporter / Interpreter / Manager / Educator (RIME) are complementary assessment frameworks that use a synergistic approach to synthesize multiple domains of competence into discreet clinical tasks. They also utilize intuitive and reliable scales that facilitate A&F. This presentation will discuss how to align these frameworks to optimize assessment and feedback to lift your learners to their next stage of development.

Learning Objectives:

- Summarize the benefits of using EPA and RIME in learner development.
- Construct an EPA applicable to an educational dental clinic setting.
- Perform assessment and provide feedback using EPA and RIME.

Speakers:

- Presenter: James Hawkins, D.D.S., M.S. - Uniformed Services University of the Health Sciences Postgraduate Dental College
- Presenter: Caitlin Darcey, D.M.D., M.S. - Uniformed Services University Postgraduate Dental College

Integrating a Social Worker in Predoctoral Clinic for Student-Patient Success

Room: 126A (100 Level)

CE Credits: 1

Abstract:

Dental students require patient experiences to reach competency for practice. Patients must be able to access and receive dental treatment. Barriers exist that negatively impact care progress and student experiences. Identifying and reducing barriers enables critical clinical skills and receipt of dental treatment.

Social Workers (SW) have unique skills to reduce barriers. In one year, a North American dental school's social worker involvement, led to 41% of patient referrals proceeding with dental treatment. This interactive seminar will present evidence-based patient barriers, reduction strategies, and strategies to facilitate student clinical progress through integration of a social worker on the clinic team.

Learning Objectives:

- Identify and describe common patient barriers to receiving care in a predoctoral patient clinic.
- Describe and discuss strategies for integrating a Social Worker to the clinical dental faculty team.
- Outline strategies to reducing patient barriers and facilitating patient care through integration of a Social Worker on the clinic team.

Speakers:

- Presenter: Melanie Mayberry, DDS, MS-HCM - University of Detroit Mercy School of Dentistry
- Presenter: Candace Ziglor, LMSW - University of Detroit Mercy School of Dentistry

ADEA Reference Committee on Association Policy Hearing

Room: 126B (100 Level)

Cracking the Gen Z Code: Teaching Dentistry in Twenty-first Century

Room: 119B (100 Level)

CE Credits: 1

Abstract: Generation Z, a cohort after the millennials, has grown up with unparalleled technological influences like smartphones and social media. Traditional teaching tools such as classroom lectures and textbooks do not appeal to them. As we rise from the COVID-19 pandemic towards the future, we need to foster new ways to teach a new cohort of students entering dental schools. Two speakers will discuss strategies and course design of two independent courses using a hybrid course format. They will discuss ways to follow a more “learner-centric” model, which will help to cultivate equity and inclusiveness in the Generation Z classroom.

Learning Objectives:

- Identify modern tools to enhance the education of students in both didactic and clinical settings in the post-COVID era.
- Outline the various successes and failures in designing coursework to teach the Generation Z students.
- Discuss the use of several techniques to make the learning environment inclusive and equitable focused on the Generation Z learner.

Speakers:

- Presenter: Sonali Rathore, D.D.S., M.S. - James B Edwards College of Dental Medicine, MUSC
- Presenter: Shravan Kumar Renapurkar, D.M.D. - Virginia Commonwealth University School of Dentistry

Creating an Inclusive and Culturally Sensitive Classroom Environment

Room: 113B (100 Level)

CE Credits: 1

Abstract: Dental schools have developed diversity, equity, and inclusion initiatives that demand plans for addressing curricular changes. How can we create an inclusive course climate in our in-person classrooms, during our virtual class sessions, and on our course sites? This presentation will discuss practical strategies to foster an inclusive learning environment. How can we implement inclusive and culturally sensitive pedagogical practices in syllabus construction? A focus of this

presentation will be the impact of syllabus diversity statements and how to construct them. Diversity statements are used to set expectations for civil discourse, encourage varying opinions, and establish standards of behavior.

Learning Objectives:

- Define diversity, equity and inclusion in education.
- Reflect on inclusive teaching practices.
- Discuss how to use syllabi to frame and support inclusive teaching.

Speakers:

- Presenter: Youjin Natalie Jeong, D.M.D., M.A. - Tufts University School of Dental Medicine

Self-assessment Strategies and Clinical Competence in Dental Hygiene Education

Room: 113A (100 Level)

CE Credits: 1

Abstract: Self-assessment is inherent within life-long learning for dental health care professionals. It is imperative for dental health education to foster self-assessment skills throughout the curriculum as students move from novice to clinical competence. These strategies allow for best practices for engaging students in the learning process and developing the ability to critically evaluate their performance. Participants will learn about techniques for incorporating self-assessment into the curriculum and the effects of self-assessment strategies on clinical competence in technical skill development in accordance with accreditation standards. The use of technology to further enhance self-assessment for tech-savvy students will be detailed.

Learning Objectives:

- Describe the Commission on Dental Accreditation standard on self-assessment skills required for dental hygiene graduates to enter the profession.
- Identify ways to implement student self-assessment strategies in fostering clinical competence in their curriculum.
- Discuss ideas on using technology with student self-assessment measures.

Speakers:

- Presenter: Cristina Casa-Levine, RDH - Farmingdale State College
- Presenter: Luisa Nappo-Dattoma, RDH, RD, Ed.D. - Farmingdale State College

Using Instagram to Enhance Learning in Dental School

Room: 113C (100 Level)

CE Credits: 1

Abstract: Since 2010, Instagram is one of the most popular social media platform for posting images and video content. Its built-in features allow users to interact with their audience through quizzes/ polls and/or via live-stream video. In education, Instagram can be used as a supplemental tool to engage students with course material outside of class and an way for faculty to connect with current generation of learners. Participants will learn important features of Instagram for a classroom setting and strategies to best engage students. Lessons learned will be shared by faculty from two different dental institutions about students' perspectives using Instagram.

Learning Objectives:

- Describe the background, usage and features of Instagram that can be integrated in a classroom setting.
- Discuss strategies on how to increase student engagement of course content via Instagram.

- Apply lessons learned from data presented on faculty and students' perspectives of integrating Instagram in dental education.

Speakers:

- Presenter: Vuvi Nguyen, M.S., Ph.D - University of Texas School of Dentistry at Houston
- Presenter: Shayla Yoachim, Ph.D - University of Nebraska Medical Center College of Dentistry

Rising Above the Opioid Prescribing Crisis in Dentistry

Room: 109B (100 Level)

CE Credits: 1

Abstract: Analysis of opioid prescribing in dental schools and state regulations provides each speaker the opportunity to contribute pertinent information regarding how their institutions are addressing the opioid crisis in the United States. Although there are many efforts to decrease opioid prescribing among dentists, the morbidity and mortality from opioid misuse, abuse and overdose continues to rise, creating a health care crisis. These short presentations will empower dental educators to analyze diversified routes of education in opioid safety and pain management, provide collaboration, and lift ethical prescription projects among dental institutions.

Learning Objectives:

- Describe current opioid prescribing methods among different dental institutions.
- Recognize obstacles encountered while developing an opioid prescribing protocol.
- Outline management options for operative and postoperative pain.

Speakers:

- Presenter: Leticia Guajardo-Morales, D.D.S. - University of Texas School of Dentistry at Houston
- Presenter: Edmund Braly, DDs FACS - University of Oklahoma - College of Dentistry
- Presenter: Rachel Uppgaard, D.D.S. - Clinical Associate Professor University of Minnesota
- Presenter: Joli Chou - Thomas Jefferson University - Sidney Kimmel College of Medicine
- Presenter: Richard D'Innocenzo, D.M.D., M.D. - Boston University Henry M. Goldman School of Dental Medicine
- Presenter: Vincent Chee, D.D.S. - Loma Linda University School of Dentistry
- Presenter: Ana Cristina Andrada, D.D.S., D.M.Sc. - Virginia Commonwealth University School of Dentistry
- Presenter: Sanjay Chand, M.D. - University of Detroit Mercy School of Dentistry
- Presenter: Kerin Burdette, D.D.S., M.P.H., FAAPD - Texas A&M University School of Dentistry

Keep it Interesting: Applying Forensic Odontology in Dental Education

Room: 117 (100 Level)

CE Credits: 1

Abstract: Student engagement is an essential tool for the retention of learning objectives within integrated dental curricula. This seminar will demonstrate the application of forensics to the basic sciences such as anatomy, pathology, and clinical dentistry. The aim is to encourage faculty to use forensic science to demonstrate the importance of human variation in the realm of medicolegal applications of comprehensive dentistry. This seminar will aid faculty in raising awareness amongst students to legal and ethical ramifications to expect in their dental careers, specifically with

identification of human remains, aspects of crime scene investigation, and the practice of documentation in patient records.

Learning Objectives:

- Provide tools and techniques to faculty in the education of modern and new dental providers.
- Identify the basics and fundamentals of forensic dentistry and disaster preparedness.
- Adopt and apply scientific along with ethical principles and legal requirements with personal and professional integrity.

Speakers:

- Presenter: Shirley Lewis, B.D.S., M.S.D., CAGS - Texas A&M University School of Dentistry
- Presenter: Matthew Kesterke, Ph.D. - Texas A&M College of Dentistry

Rising En Masse: Lifting Colleagues by Cultivating Academic Support Systems

Room: 119A (100 Level)

CE Credits: 1

Abstract: Transitioning into academics following a career in private practice or immediately following graduation from a dental or residency program can be daunting. Transitioning between institutions poses another level of challenge. Developing a supportive group of colleagues who assists in viewing all aspects of a transition is key to a successful career, even without transition.

This program will provide testimony of colleagues who have recently transitioned after several years in academics and how their support system assisted their transition, facilitated conception of all features of a transition, and helped them recognize their own talents. Mutual support benefits all levels of experience.

Learning Objectives:

- Identify resources in cultivating a well-rounded academic support group.
- Recognize when transition is necessary and how to maintain a positive self value during the process.
- Develop a set of queries for use during evaluation of a transition and identify positive affirmations of decisions.

Speakers:

- Presenter: Kimberly Patterson, D.D.S. - Virginia Commonwealth University School of Dentistry
- Presenter: Abimbola Adewumi, B.D.S., FDSRCS - University of Florida College of Dentistry
- Presenter: Thomas Tanbonliong, D.D.S. - University of California, San Francisco, School of Dentistry
- Presenter: Priyanshi Ritwik, B.D.S., M.S. - University of Texas School of Dentistry at Houston

2:30 PM - 2:50 PM

Keeping it REAL: Beyond the Curriculum Vitae for Faculty Evaluations (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: 1

Abstract: In any crisis, organizational efforts are typically focused on operations, while faculty development efforts are negatively affected. This particularly impacts junior faculty who require these experiences to advance their careers. Further, the added burden of managing changes in household labor effort, childcare responsibilities, and caring for elders in the family, affect female

faculty the most. This session will describe an approach to provide holistic yet empathetic faculty evaluations during any crisis, that is referred to as the REAL approach: Recognize impact, Educate committees, Ask specific questions/document, Leverage resources. The approach lifts as we rise together and promotes overall wellness.

Learning Objectives:

- Explain the impact of the COVID-19 pandemic on academic productivity.
- Describe the REAL approach, proposed as a holistic and faculty-centric approach to evaluations.
- Formulate strategies to use the REAL approach for faculty evaluations and help faculty maintain productivity levels during crisis situations.

Speakers:

- Presenter: Anita Joy-Thomas, B.D.S., Ph.D. - UTHealth Houston School of Dentistry
- Presenter: Maria Loza, D.M.D. - University of Texas School of Dentistry at Houston
- Presenter: Lisa Cain, Ph.D. - UTHealth Houston School of Dentistry
- Presenter: Ariadne Letra, D.D.S., M.S., Ph.D. - University of Texas School of Dentistry at Houston

3:00 PM - 4:00 PM

ADEA Reference Committee on Association Policy—Report Writing (Closed)

Room: 126B (100 Level)

ADEA CAAPID User Networking

Room: 307A (300 Level)

3:15 PM - 4:00 PM

Preparing Residents-as-teachers: Design and Evaluation of a Resident Workshop (Limited to 10 attendees)

Room: 100B (100 Level)

CE Credits: .75

Abstract: Residents function as critical educators in classroom and clinic-based environments; however, they often have limited training in evidence-based educational practices. Resident-as-teacher programs in other health professions have been developed to prepare residents to be more effective educators. Our seminar will describe a resident-as-teacher workshop developed for first-year residents at the University of North Carolina. Through the workshop, you will learn about the strategies that can be taught to residents and techniques to evaluate the impact of such programs. You will leave the session prepared to implement resident-as-teacher programs at your institution.

Learning Objectives:

- Describe evidence of how resident-as-teacher programs prepare residents to be more effective educators.
- Identify strategies that can be shared with residents to improve their classroom and clinic-based instruction.
- Develop a plan to implement and evaluate a resident-as-teacher program at your institution.

Speakers:

- Presenter: Michael Wolcott, Pharm.D, Ph.D. - High Point University School of Dental Medicine and Oral Health

- Presenter: Jennifer Brame, Ed.D., M.S., RDH - University of North Carolina at Chapel Hill
Adams School of Dentistry

3:30 PM - 5:30 PM

ADEA Summer Program for Emerging Academic Leaders Fellows' Symposium

Room: 117 (100 Level)

CE Credits: 2

Abstract: This session will showcase the efforts of Fellows from the 2018 ADEA Summer Program for Emerging Academic Leaders. Each 15-minute presentation within the symposium represents collaborative research conducted by the Fellows during their time within the year-long program. The overall goal of this session is to highlight emerging trends and initiatives within academic dentistry, the profession, and at ADEA member institutions. Topics will address professional development, curriculum and leadership endeavors.

Learning Objectives:

- -Outline current trends impacting dental education.
- -Describe faculty lead initiatives (professional development, curriculum and leadership) occurring at ADEA member institutions.
- - Observe the impact that Fellows from the ADEA Summer Program for Emerging Academic Leaders have within academic dentistry.

Speakers:

- Presenter: Felicia Tucker-Lively, Ph.D. - AAL

4:00 PM - 5:00 PM

The Integration of Case-based Instruction and Assessments: An INBDE Expedition

Room: 113C (100 Level)

CE Credits: 1

Abstract: The transition from the National Board Dental Examinations to the Integrated National Board Dental Examination (INBDE), prompted at our institution a thorough curriculum review to determine the extent to which the basic sciences were integrated into the curriculum and the modification of the instruction and assessment methods to include case-based educational approaches. Among the academic initiatives implemented was the development by faculty members of a case-based test-item bank using test-item specifications. This presentation will provide participants information about the process for developing case-based items and evaluating the psychometric properties of the items.

Learning Objectives:

- Describe the process of constructing an enhanced curriculum map that connects the following key components of a predoctoral academic program—competencies, foundation knowledge statements and program assessments.
- Discuss the process of case-based test item construction using test-item specifications. Given a test item evaluation rubric, evaluate the quality of a given set of case-based test items.
- Recommend improvements to the test items that you evaluate. Discuss the importance of pilot testing test items and interpret key psychometric properties.

Speakers:

- Presenter: Elaine Lara, D.D.S. - Nova Southeastern University College of Dental Medicine

- Presenter: Liliana Mosquera, D.D.S, M.S., M.B.A. - Nova Southeastern University College of Dental Medicine
- Presenter: John Antonelli, D.D.S., M.S., FAAHD, DABSCD - Nova Southeastern University College of Dental Medicine

Advancing Minority Dental Alumni Engagement Among Predoctoral Training Programs

Room: 126A (100 Level)

CE Credits: 1

Abstract: With increasing costs of dental education, underrepresented dental students are faced with financial constraints. Scholarships designated for minority students are limited and the financial student debt can be astronomically excessive. In addition to costs, there remains a paucity of underrepresented minority dental faculty to serve as mentors and leaders in the pre-doctoral clinical and teaching settings. Therefore, we examined minority dental alumni engagement and strategies to address these challenges. This seminar will explore barriers and facilitators among minority dental alumni engagement for the purpose of advancing scholarship development and prioritizing solutions for the educational training of minority pre-doctoral dental students.

Learning Objectives:

- Describe the process of designing and implementing an exploratory research study of minority dental alumni engagement among predoctoral dental training programs
- Identify common barriers and facilitators to minority dental alumni engagement among predoctoral dental training programs in the U.S.
- Outline purposeful and culturally appropriate strategies that can elevate dental alumni engagement among predoctoral dental training programs.

Speakers:

- Presenter: Deirdre Williams, D.D.S. - Medical University of South Carolina James B. Edwards College of Dental Medicine
- Presenter: Joni Nelson, Ph.D. - Medical University of South Carolina James B. Edwards College of Dental Medicine

Humanities, Social and Behavioral Science in Dental Education: Short Talks

Room: 119A (100 Level)

CE Credits: 1

Abstract: This exploration of humanities, social and behavioral science in dental education provides each speaker five minutes to summarize an element of these topics at their institutions; such as teaching and assessment of communication skills, empathy, cultural awareness, professionalism, emotional intelligence, social emotional learning, mindfulness. These are important to dentistry because successful practice and dental treatment is dependent on attitudes and behaviors of patients and providers, and their communications and other interactions. These short presentations will enable participants to share ideas and innovations, foster collaboration and encourage joint projects among institutions for advancing holistic, compassionate, person-centered care.

Learning Objectives:

- Identify the role of humanities, social and behavioral science in dental education.
- Describe ways humanities, social and behavioral science are taught and integrated into dental education.
- Find collaboration partners for future educational/research initiatives.

Speakers:

- Presenter: Yun Saksena, D.M.D. - University of Nebraska Medical Center College of Dentistry
- Presenter: Brenda Bradshaw, M.S.D.H. - Old Dominion University
- Presenter: Colin Haley, D.D.S., M.Ed. - University of Illinois Chicago College of Dentistry
- Presenter: Tiffany Wilson, D.D.S., M.P.H. - Meharry Medical College School of Dentistry
- Presenter: Janine Fredericks-Younger, D.M.D. - Rutgers School of Dental Medicine
- Presenter: Delyse Leadbeatter, B.D.S., Ph.D - University of Sydney School of Dentistry
- Presenter: Patricia Johnson, RDH, B.S.D.H., M.S., Ed.D. - Tunxis Community College
- Presenter: Rachell Green, RDH, B.A., M.Ed. - Tunxis Community College
- Presenter: Anissa Yafai, RDH, MSHCM - Pacific University – School of Dental Hygiene Studies
- Presenter: Kristen Moses, RDH, EPDH, DT(c), M.S.Ed. - Pacific University
- Presenter: Nick Forooghi, J.D. - University of the Pacific- Arthur A. Dugoni School of Dentistry

Raising the Bar of Assessing Students—The OSCE Way!

Room: 119B (100 Level)

CE Credits: 1

Abstract: According to the Commission on Dental Accreditation standard 2-23, graduates must be competent in problem-solving strategies related to comprehensive patient care and management of patients. The United States dental hygiene boards utilize the Objective Structured Clinical Examination (OSCE) to test if the students possess the skills to practice entry-level dental hygiene care safely. Educators are expected to promote critical thinking strategies in their teaching, but many lack pedagogical and teaching experience. This interactive workshop will provide tools, strategies, and direction for the educators to apply the OSCE to the dental hygiene institution to evaluate student's learning outcomes.

Learning Objectives:

- Describe the role of critical thinking and problem-solving skills in dental hygiene education.
- Discuss how to incorporate the OSCE to evaluate critical thinking skills.
- Demonstrate practical ways to facilitate and evaluate the OSCE in the clinical settings.

Speakers:

- Presenter: Khairunisa Hashmani, RDH, MA, Ed.D. - University of Texas School of Dentistry at Houston
- Presenter: Holly Erenfeld, RDH, EPDH, M.D.H. - Pacific University in Hillsboro Oregon

Returning to the Classroom (or not...) Following COVID-19—Short Talks

Room: 115AB (100 Level)

CE Credits: 1

Abstract: During the COVID-19 pandemic, dental schools were forced to move many of their didactic courses to online platforms. As COVID-19 vaccinations become more widely available and gathering and capacity restrictions are lifted, dental educators must decide if they will retain an online format, return to in person teaching or adapt a hybrid delivery system. In this series of short talks, you will learn how faculty are using lessons learned during the pandemic to enhance in person learning and assessment and discuss the reasons some courses, activities and assessments may remain equally, or more, effective in an online setting.

Learning Objectives:

- Evaluate and compare plans for teaching (in-person, remote or hybrid), learning and assessment methods as COVID-19 restrictions relax.
- Implement strategies to lift student achievement following the COVID-19 pandemic.
- Apply lessons learned during the shift to online learning during COVID-19 to supplement teaching, learning and assessment strategies remotely or in person as opportunities as on campus learning returns.

Speakers:

- Presenter: David Fischer, Ph.D. - University of Detroit Mercy School of Dentistry
- Presenter: Amandeep Gupta, M.D. - University of Detroit Mercy School of Dentistry
- Presenter: Hanan Omar, B.D.S., M.Sc., Ph.D. - A.T. Still University Missouri School of Dentistry & Oral Health
- Presenter: Graziela Batista, DDS, MSC, PHD - A.T. Still University Missouri School of Dentistry & Oral Health
- Presenter: Bruce Gitter, Ph.D. - University of North Carolina at Chapel Hill Adams School of Dentistry
- Presenter: Liliana Mosquera, D.D.S, M.S., M.B.A. - Nova Southeastern University College of Dental Medicine
- Presenter: Claudia Freitas, Ph.D - Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah
- Presenter: David Ojeda, D.D.S. - UT Health San Antonio School of Dentistry

Know the DRILS! Dentally Relevant Integrated Learning Series

Room: 113B (100 Level)

CE Credits: 1

Abstract: The focus of this session is integrating dental content into biomedical sciences. The purpose is to describe the curriculum integration process and share experiences of using the Dentally Relevant Integrated Learning Series (DRILS) at the University of New England College of Dental Medicine to better prepare students to apply biomedical science knowledge in clinical contexts. The seminar will describe the benefits and the process of integrating dental content into the biomedical curriculum, share examples of the DRILS, and discuss the challenges faced during the integration process. Attendees will be able to share and apply the concepts in their curriculum.

Learning Objectives:

- Describe the process and the benefits of integrating biomedical science concepts in the context of dentally relevant scenarios.
- Apply the concepts of the Dentally Relevant Integrated Learning Series (DRILS) to reinforce biomedical science content.
- Discuss the challenges of curriculum integration.

Speakers:

- Presenter: Anuja Doshi, D.D.S. - University of New England College of Dental Medicine
- Presenter: Tessie Stansbury, D.M.D. - University of New England College of Dental Medicine
- Presenter: Mohamed ElSalhy, BMS, BDM, MSc, MPH, PhD, FRCD(C), Diplomate ABDPH - University of New England College of Dental Medicine

Lifting Up Alumni Engagement: Creative Virtual Strategies

Room: 113A (100 Level)

CE Credits: 1

Abstract: As the world slowly returns to normal events, and in-person alumni engagement will prove to be a challenge, but not one that we can't overcome with creative solutions. Join us to talk about creative digital strategies we've used over the last year to reimagine signature programs, expand alumni audiences, and how we're adapting alumni engagement for the year to come.

Learning Objectives:

- Design meaningful, digital experiences for alumni across the alumni lifecycle.
- Create a framework for best practices surrounding virtual events, and be able to more easily transition events to a virtual or hybrid model.
- Creatively approach events and alumni engagement.

Speakers:

- Presenter: Connor Lillis - NYU College of Dentistry
- Presenter: Daisy Lee, B.A. - NYU College of Dentistry

Faculty Development Marketplace: A Forum for Collaboration (Short Talks)

Room: 109B (100 Level)

CE Credits: 1

Abstract: This exploration of faculty development provides each speaker 5 minutes to summarize the role and purpose of faculty development at their institution; what programs are offered and how they are assessed. While there are various faculty development efforts going on across North American dental schools, the work of faculty developers is not well disseminated and best practices need to be developed. These short presentations will enable participants to explore various faculty development pathways, emerging new needs, spread ideas, provide updates about exciting developments, establish and foster collaboration and trigger joined projects among institutions.

Learning Objectives:

- Identify the role and the purpose of faculty development.
- Find collaboration partners among other faculty developers.
- Differentiate how institutions evaluate effectiveness of faculty development initiatives.

Speakers:

- Presenter: Zsuzsa Horvath, Ph.D. - University of Pittsburgh School of Dental Medicine
- Presenter: Laura Dempster, B.Sc.D., M.Sc., Ph.D. - University of Toronto Faculty of Dentistry
- Presenter: Bradley Roberts, D.D.S - Midwestern University College of Dental Medicine- Arizona
- Presenter: Lorie Holt, RDH, Ph.D. - University of Missouri - Kansas City School of Dentistry
- Presenter: Christine Blue, D.H.Sc. M.S. - University of Minnesota School of Dentistry
- Presenter: Moshtag Farokhi, DDS, MPH, MAGD, FICD, FPFA - UT Health San Antonio School of Dentistry
- Presenter: Diane Hoelscher, D.D.S., M.S. - University of Michigan School of Dentistry
- Presenter: Donald Lapine, D.M.D. - Rutgers, The State University of New Jersey School of Dental Medicine
- Presenter: Eileen Hoskin, D.M.D. MA - Rutgers School of Dental Medicine

4:30 PM - 5:30 PM

ADEA Reference Committee on Administrative Affairs

Room: 126B (100 Level)

5:30 PM - 6:30 PM

Academic Dental Careers Fellowship Program Reception and Certificate Presentation

Room: Franklin 4 (Marriott Level 4)

5:30 PM - 6:30 PM

ADEA Reference Committee on Administrative Affairs Report Writing (Closed Meeting)

Room: 126B (100 Level)

5:30 PM - 7:00 PM

ADEA Leadership Institute Class of 2023 Welcome Reception

Room: Independence Ballroom (Marriott Headhouse Tower Level 3)

Presenter: Eric Lund, M.A. - American Dental Education Association

Monday, March 21, 2022

8:30 AM - 9:45 AM

Monday Plenary—ADEA Tapestry Table: Undaunted Trailblazer

Room: Ballroom AB (300 Level)

CE Credits: 1.75

Abstract: The 2022 ADEA Tapestry Table™ (Tapestry Table), an educational series focusing on diversity, equity, inclusion and belonging in dental and health professions education, builds upon the release of the book, *Undaunted Trailblazers: Minority Women Leaders for Oral Health*. This year, Tapestry Table celebrates the legacy of these outstanding women of color and undaunted women trailblazers who have inspired us. We welcome Cookie Johnson, who is a devoted philanthropist, spokesperson for women's health, an HIV/AIDS advocate, and the wife of 30 years to the legendary basketball player Earvin "Magic" Johnson. Cookie Johnson has a magic all her own.

No matter her role as an author, philanthropists and entrepreneur, Cookie embodies the spirit of undaunted women of color blazing new trails and building powerful legacies of transformative change. She is a proud advocate for the LGBTQIA+ community, using her voice and platform, through speaking engagements and supporting organizations that relate to that community.

Equally of importance is the open transparency of Magic, Ryan White and others in sharing their HIV statuses. Their courage helped bring the HIV/AIDS conversation out of the shadows, moving it beyond the unjust stereotype as a "gay man's disease" and into the mainstream, which helped advance research funding for HIV vaccines and therapies. Believing in Magic, Mrs. Johnson's powerful and inspiring memoir, which she wrote as she felt compelled by God's blessing to inspire and empower others who find themselves in similar situations, will engage the audience and they will learn from her personal experience.

As part of this year's Tapestry Table plenary, we ask that everyone attending wear something with purple, symbolizing royalty, or lilac, the color of dentistry, in honor of the undaunted women of color

in oral health and the unshakable, undaunted women trailblazers who have helped shape who you are personally or professionally.

Learning Objectives:

- Identify key personal and professional leadership challenges facing women in dental education and in our communities and the interplay of intersectionality.
- Describe some of the strategies for addressing the challenges, stereotypes and biases experienced by women, particularly women of color, in dental education and other leadership positions.
- Summarize the impact of early HIV/AIDS early research on the development of the contemporary COVID-19 vaccines.

Speakers:

- Presenter: Cookie Johnson - Health Advocate, Philanthropist, Businesswoman and Author
- Moderator: Sonya Smith, Ed.D., J.D. - American Dental Education Association

10:15 AM - 10:35 AM

Student Perceptions of Remote Virtual Examinations and Academic Integrity (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: Along with the urgency to implement a virtual, remote curriculum due to the COVID-19 pandemic in early 2020, dental schools also needed virtual examination tools. Secure testing browsers and camera monitoring were utilized during remote virtual examinations (RVEs) to ensure academic integrity. While these tools provided means to ensure academic honesty, little was known about how the end-user, students, felt about these tools and how it impacted their testing experience. Participants will learn about students' perceptions of RVEs with secure testing browsers and camera monitoring, the tools' impact on academic integrity, and how these tools may have impacted students' experiences.

Learning Objectives:

- Recognize students' perceptions of RVEs and academic integrity monitoring tools such as secure testing browsers and camera monitoring.
- Describe students' perceptions of academic integrity with RVEs.
- Synthesize ways to optimize the student experience with RVEs in future dental education.

Speakers:

- Presenter: Kristie Kaczmarek - Harvard School of Dental Medicine
- Presenter: Hiroe Ohyama, D.D.S., M.M.Sc, Ph.D, D.M.D - Harvard School of Dental Medicine

10:30 AM - 11:30 AM

Mastering the Steps for Effective Test Item Writing

Room: 117 (100 Level)

CE Credits: 1

Abstract: Successfully preparing students for the INBDE requires faculty to not only deliver curricular content but also effectively assess student knowledge and understanding. Consistently introducing integrated case-based questions within formative and summative assessments is a proven method to familiarize students with the INBDE format. This session will provide an overview of the principles behind creating integrated and content-appropriate test items. This highly interactive

workshop will focus on common item writing flaws and will include Patient Box writing activities that can easily be used in your own courses.

Learning Objectives:

- Describe the various components that make up a good test item.
- Identify common flaws as it relates question/test writing skills.
- Construct Patient Box(es) and formulate relevant integrated questions.

Speakers:

- Presenter: Jolene Riordan, M.L.S. - American Dental Association
- Presenter: Naama Sleiman, Ph.D. - University of Detroit Mercy School of Dentistry
- Presenter: Cristine Smoczer, M.D., Ph.D. - University of Detroit Mercy School of Dentistry

Curriculum Mapping Made Easy: Guiding Your Interdisciplinary Curriculum Through Data

Room: 119A (100 Level)

CE Credits: 1

Abstract: For dental education administrators and course directors, systematically tracking standards and content is critical to delivering integrated, interdisciplinary and data-driven learning experiences. When executed consistently and regularly, program-wide curriculum mapping can holistically inform ongoing curriculum reviews, transitions and student performance. In looking towards dental education's future, systematic mapping as a programmatic tool can help leaders swiftly identify opportunities for thoughtful integration of new or revised instructional areas. Participants will learn about curriculum mapping practices through one dental school's swift implementation and data integration process, strategize mapping implementation opportunities and barriers unique to their curricula, and identify current mapping software options.

Learning Objectives:

- Correlate the purpose and practice of curriculum mapping to participants' own dental education curricula.
- Develop strategies for swift curriculum mapping implementation and data integration.
- Collaborate on identifying shared best practices, opportunities and barriers of curriculum mapping.

Speakers:

- Presenter: Annie Han, M.Ed. - University of the Pacific, Arthur A. Dugoni School of Dentistry
- Presenter: Parvati Iyer, D.D.S. - University of the Pacific, Arthur A. Dugoni School of Dentistry
- Presenter: Lory Laughter, RDH - Pacific University

Modernizing Dental Licensure—Pandemic Changes and the Future

Room: 109B (100 Level)

CE Credits: 1

Abstract: Session Description: The pandemic forced a number of changes in the initial dental and dental hygiene licensure processes. A panel of members of the Coalition for Modernizing Dental Licensure will review the implications of these changes and future efforts to continue increasing portability of licensure and eliminating the requirement of patient based, single encounter exams. Licensure is a significant concern of graduating students and advocacy for change is important.

Learning Objectives:

- Describe key elements in modernizing dental licensure at the state and national level.

- Identify pathways to licensure that eliminate the patient based, single encounter examination requirement and promote portability across the United States.
- Recognize methods to advocate for change in dental and dental hygiene licensure.

Speakers:

- Presenter: Cecile Feldman, D.M.D. - Rutgers, The State University of New Jersey, School of Dental Medicine
- Presenter: Steven Lepowsky, D.D.S. - University of Connecticut School of Dental Medicine
- Presenter: Janet Guthmiller, D.D.S., Ph.D. - University of North Carolina Adams School of Dentistry
- Presenter: Brian Howe, D.M.D., M.S., FICD - University of Iowa College of Dentistry and Dental Clinics

Update on Graduate Medical Education Payments and Reimbursements

Room: 119B (100 Level)

CE Credits: 1

Abstract: Since 1965, there has been federal financial support for the graduate-level training of the nation's physicians. Few people realize that two federal programs: Medicare and Medicaid, distribute an estimated \$12 - 14 billion each year to support teaching hospitals and other training sites that provide graduate medical education (GME). This session will summarize the current state of dental GME and federal proposals that may impact dental residency programs in non-hospital settings.

Learning Objectives:

- Identify relevant graduate medical education payment and reimbursement issues.
- Describe federal rules and their impact on dental residency programs.
- Analyze the future of dental graduate medical education funding

Speakers:

- Moderator: Tim Leeth, CPA - American Dental Education Association
- Presenter: Allison Cohen, J.D. - Shareholder; Baker, Donelson, Bearman, Caldwell & Berkowitz, PC

L.A.C.E.: Teaching Post-COVID With Love, Authenticity, Courage and Empathy

Room: 113B (100 Level)

CE Credits: 1

Abstract: L.A.C.E., an attitude of love, authenticity, courage, and empathy may be the key to promote the return of positive learning environments in clinical dental education. Research has proven that negativity stops learning. This session describes the neuroscience of transitioning from the emotions of survival, to "thrival", to thriving post-COVID. The presentation focuses on the components of L.A.C.E. and how to develop skills to motivate empathy for improved patient-student-faculty relationships. Further, we will explore how in this relationship we can co-create interpersonal discovery, curiosity, and awareness. These uplifting concepts can be implemented into clinical as well as didactic curricula.

Learning Objectives:

- Explain the neuroscience of fear and anxiety's negative impact on learning.
- Discover how L.A.C.E. can motivate empathy and promote the return of positive learning environments.

- Develop strategies for using L.A.C.E. in clinical dental education for improved patient-student-faculty relationships, post-COVID.

Speakers:

- Presenter: Eugenia Roberts, D.D.S. - Midwestern University College of Dental Medicine-Arizona
- Presenter: Bradley Roberts, D.D.S - Midwestern University College of Dental Medicine-Arizona
- Presenter: Denise Mills, D.D.S., M.H.A., Ed.D. - Midwestern University College of Dental Medicine-Arizona

Lifting Educators As We Rise: Best Practices in Effective Presentations

Room: 115AB (100 Level)

CE Credits: 1

Abstract: Higher education curates content experts who may or may not have formal training in education. While newer teaching methodologies are coming into play, a significant amount of teaching still involves large group presentations with the use of a slide deck. Presentations at national meetings also rely heavily on slide decks. In this session, we will distill the evidence about neurobiology of learning and instructional design to provide best practices for designing effective presentations, including presentation style, elocution, slide design, and presentation structure. Collectively, we will lift our colleagues by sharing the expertise that we have gained over the years.

Learning Objectives:

- Describe best practices for presentation structure and slide design.
- Explain the impact of presentation style, including verbal and non-verbal communication, on the audience.
- Self-assess one's own presentations and identify ways to improve.

Speakers:

- Presenter: Sophia Saeed, D.MD - UConn Health | School of Dental Medicine
- Presenter: Thaisa Bordin, D.D.S., M.Sc., Ph.D. - Tufts University School of Dental Medicine

Strategies to Enhance Existing Dental Education Curriculum Using Distance Learning

Room: 113C (100 Level)

CE Credits: 1

Abstract: The addition of the online classroom in dental education, has many opportunities. Now that many dental schools can return to a more normal method of instruction, dental educators might have some choices for their classroom structure. The authors hope that faculty can utilize any of the new adjuncts or skills acclimated during the pandemic, such as distance learning, to compliment their existing dental education curriculum. This workshop will provide dental educators strategies to implement distance learning in one or more of their courses, thus adding variety and value. A refreshing tool that can support adult learning theory in dental education.

Learning Objectives:

- Recognize beneficial uses for implementation of distance learning.
- Identify a course, or section of a course, that supports successful implementation of distance education.
- Develop a course outline for use that assimilates distance learning into an existing dental educational curriculum.

Speakers:

- Presenter: Michele White, D.D.S. - University of Texas School of Dentistry at Houston
- Presenter: Dina Shokralla, D.M.D. - University of Texas School of Dentistry at Houston
- Presenter: Ezzine Ogbureke, D.M.D. - University of Texas School of Dentistry at Houston

Being Imperfect in the Culture of Perfection

Room: 113A (100 Level)

CE Credits: 1

Abstract: In a culture of perfection in colleges and universities, students often have trouble seeking help. When they do end up in being crises or having a breakdown in a faculty's office, the faculty member may not know what to say to the student. In this session, I will go over some helpful languages faculty members can use to address students in crisis. After attending the session, faculty members should have the basic tools in their toolbox to comfort students until they can seek professional help.

Learning Objectives:

- Normalize the process of seeking help for students who are in crises.
- Identify the basic tools helpful in addressing students in crises until students are able to seek professional assistance.
- Recognize the common stressors in students' lives.

Speakers:

- Presenter: Margaret Yang, M.Ed. - University of Pennsylvania School of Dental Medicine

Congrats! You're Department Chair. Now What?

Room: 126B (100 Level)

CE Credits: 1

Abstract:

Dental education continues to grapple with an aging and diminishing faculty. The call to serve in leadership capacity has never been louder. Many educators are asked to assume leadership positions in earlier phases of their careers. New Department Chairs and Program Directors face budget, faculty recruitment and retention, and staff management issues, but are we prepared to lead? Building a toolbox that deals with issues of servant leadership, emotional intelligence and practical matters such as understanding budgets, best practices in finding mentors, and conflict resolution is key to lifting as we rise.

Learning Objectives:

- Self-assess leadership style through the lens of emotional intelligence and understand the concept of servant leadership.
- Develop strategies for budget and conflict resolution.
- Recognize the importance of mentors to early career administrators and know how to seek out such support networks.

Speakers:

- Presenter: Jeffrey Johnson, D.M.D., M.P.H. - Virginia Commonwealth University School of Dentistry

Diversity, Equity and Inclusion: Change Begins With You**Room:** 126A (100 Level)**CE Credits:** 1

Abstract: Diversity in dental hygiene education remains low. Racism in education requires substantial systemic changes in pedagogy to change the culture of racism and the experiences of racial microaggressions for students in the classroom. Change must also occur on the personal level with introspective analysis on the part of educators to examine personal feelings of racism and bias. Participants will learn about the subcategories of racial microaggressions in the form of microinsults, microinvalidations, and microassaults. Participants will learn methods to confront racism and microaggressions when they occur in their classroom.

Learning Objectives:

- Define racial microaggressions in higher education.
- Self-assess personal bias related to race.
- Identify methods to deconstruct racial microaggressions in the classroom.

Speakers:

- Presenter: Marija Cahoon, RDH - NYU College of Dentistry

10:30 AM - 12:00 PM**Chair of the ADEA Board of Directors' Symposium—Lifting as We Rise: Shaping Future Educators****Room:** 118ABC (100 Level)**CE Credits:** 1.5

Abstract: For today's future dental educator, the journey from student to faculty member include experiences to which current dental educators cannot relate. Products of social media and the 21st century digital age, future educators prefer digital methods for delivering or receiving information that are just short of alien to many current educators. In an instant, the COVID-19 pandemic changed everything. Disruption forced the adoption of innovation. As the delivery of dental education thrust decades-old modalities from a generational preference into the mainstream of dental education, institutions learned that many aspects of dental education can be delivered successfully via nontraditional and innovative methods. It is clear we must keep pace with these changes and support the ways rising dental educators receive and deliver educational content. With a view to the future of dental education, this session's speakers will share their stories, painting a picture of the paradigm shifts that must be addressed in developing student interest in becoming dental educators. Speakers include student participants actively pursuing careers in dental education and faculty who are trailblazers in the arena.

Learning Objectives:

- Describe how traditional educational methodologies can effectively delivered in ways preferred by today's future educators.
- List examples of innovative trends in dental education that your institution could implement that would better appeal to today's future educators.
- Recommend ways to implement similar activities and programs at their home institution.

Speakers:

- Moderator: Hubert Chan, D.D.S. - Western University of Health Sciences College of Dental Medicine
- Presenter: Lorel Burns, D.D.S, M.S. - NYU College of Dentistry

- Presenter: Abrielle Lamphere, RDH - University of Michigan School of Dentistry
- Presenter: Jessica Lettelleir, B.S. - University of Minnesota School of Dentistry
- Presenter: Neha Sethi, D.D.S. - University of Minnesota School of Dentistry
- Presenter: Christine Wankiiri-Hale, D.M.D. - University of Pittsburgh School of Dental Medicine

ADEA PASS® Advisory Group Meeting (By Invitation Only)

Room: 307A (300 Level)

Speakers:

- Presenter: Yolanda Jones - American Dental Education Association

10:45 AM - 11:05 AM

Virtual Didactic Learning Models: Pandemic and Beyond (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: For over a year, COVID-19 necessitated the closure of traditional in-person didactic dental education. Dental schools around the country turned to virtual learning platforms, which posed unique challenges and benefits to preclinical education. Through surveys, we assessed dental students' and faculty's perceptions of virtual learning. We will discuss what class formats and policies are perceived to be most effective and why, what challenges and benefits were collectively faced, and how students and faculty believe virtual education should be utilized post-pandemic. After this session, you will be equipped with insight about effective learning tools for future virtual learning experiences.

Learning Objectives:

- Describe the faculty and student perceptions of how virtual didactic education has impacted students' engagement, burnout and retention of class materials.
- List the specific class formats and policies—including participation, attendance and webcam policies—that students and faculty prefer in a virtual education setting.
- Delineate how students and faculty believe virtual education should be utilized post-pandemic and compare this to participant's own ideas about the future virtual education.

Speakers:

- Presenter: Susanna Yeh, D.M.D. - Harvard School of Dental Medicine
- Presenter: Alice Li - Harvard School of Dental Medicine
- Presenter: Kristie Kaczmarek - Harvard School of Dental Medicine
- Presenter: Hiroe Ohyama, D.D.S., M.M.Sc, Ph.D, D.M.D - Harvard School of Dental Medicine

11:00 AM - 1:00 PM

ADEA Academic Dental Careers Fellowship Program Poster Session

Room: Hall C (200 Level)

12:00 PM - 1:00 PM

New Thinking for the New Century Steering Committee Meeting

Room: 307B (300 Level)

Speakers:

- Presenter: Jeffery Stewart, D.D.S., M.S. - American Dental Education Association

12:00 PM - 1:30 PM

Past Presidents and Past Chairs of the ADEA Board of Directors Luncheon (By Invitation Only)

Room: 113C (100 Level)

12:55 PM - 1:15 PM

Creating Faculty and Student Experience Maps for Quality Improvement Initiatives (NEW IDEA SESSION)

Room: Hall C (200 Level)

CE Credits: .25

Abstract: To improve classroom and clinic learning environments, it is critical to have a comprehensive understanding of the experience. Creating a map of these experiences from the student, faculty, and/or staff perspective can assist the identification of critical inefficiencies as well as areas for improvement. In this session, we will describe the experience mapping process and show how it has been used in quality improvement initiatives at the University of North Carolina. The mapping process has been used to understand classroom and clinic experiences from multiple perspectives and has informed the redesign to create more efficient and effective learning environments.

Learning Objectives:

- Describe the utility and process of creating a user experience map.
- Evaluate how student and faculty experience maps have been used for quality improvement initiatives in clinic and classroom experiences.
- Reflect on how experience maps could be used in quality improvement initiatives at your school.

Speakers:

- Presenter: Michael Wolcott, Pharm.D, Ph.D. - High Point University School of Dental Medicine and Oral Health

1:00 PM - 2:00 PM

Teller Verification - Voting for Chair-Elect of the ADEA Board of Directors

Room: 310 (300 Level)

1:30 PM - 2:30 PM

Social Work in Dental Education—Developing an Interprofessional Framework

Room: 109B (100 Level)

CE Credits: 1

Abstract:

Social workers are valuable members of interdisciplinary health teams as they employ a biopsychosocial approach to delivering quality patient-centered care and promoting health equity. While social workers have been part of health teams since the early 20th century, the dental field has been slow to adopt social workers into their practice. Social workers have begun expanding into dental education, however the role and impact of social workers in dental education settings remain underexplored. Through this educational session we aim to explore and validate the unique role and impact of social work in dental education, dental practice, and dental research.

Learning Objectives:

- Identify the various roles of social work in dental education.
- Describe the value of social work in dental education settings.
- Recognize social work's role and impact in dental education.

Speakers:

- Presenter: Melanie Morris, M.S.W. - Boston University School of Social Work
- Presenter: Elisabeth Purkis, M.S.W. - University of Illinois at Chicago College of Dentistry
- Presenter: Jill DelVecchio, LMSW - Eastman Institute for Oral Health - University of Rochester Medical Center
- Presenter: Shelby Funk, LSW - Indiana University School of Dentistry
- Presenter: Kristen Flick, M.S.W. - The University of Iowa College of Dentistry & Dental Clinics
- Presenter: Candace Ziglor, LMSW - University of Detroit Mercy School of Dentistry
- Presenter: Jamie Burgess-Flowers, M.S.W., LCSW - University of North Carolina at Chapel Hill Adams School of Dentistry

Overview of the ADEA Historically Underrepresented Racial and Ethnic Report

Room: 115AB (100 Level)

CE Credits: 1

Abstract: Session Description: An overview of the report on the representation of historically underrepresented racial and ethnic students in dental education. Attendees will learn what defines an HURE and why this subject is important today. Information will be shared on the trend in HURE applicant numbers to dental school and contemporary issues of HURE in dental education. An exploration of the impacts on the academic preparation and admission of HURE into our dental education programs will be discussed. Finally, reviewing information on best practices for academic preparation and implementation of a holistic admission process to support the enrollment and successful graduation of HUREs.

Learning Objectives:

- Upon completion participants will have an increased understanding of the current state of HURE applicants and enrollees in dental education.
- Upon completion participants will have a greater awareness of the need for HURE students in dental education.
- Upon completion participants will have knowledge of best practices to mitigate the lack of HURE students in dental education.

Speakers:

- Presenter: Carolyn Booker, Ph.D. - American Dental Education Association

Title IX: The Landscape Continues to Change

Room: 117 (100 Level)

CE Credits: 1

Abstract: Recent changes to Title IX regulations continue the push for dialogue regarding fair and equitable policies that support all parties in the adjudication process. Title IX is a United States federal regulation that bans discrimination based on sex in educational settings. This session will provide a general overview of Title IX and a high-level review of the real-world impact caused by changes to Title IX. Although Canada does not have an equivalent federal law, this presentation will also discuss current Canadian controversies surrounding this topic.

Learning Objectives:

- Review the previous presidential administration's 2020 changes to Title IX policies and identify critical changes to Title IX.
- Describe the implications and impact these critical changes to Title IX have had on dental education.

Speakers:

- Presenter: Sara Gordon, D.D.S, M.S., FRCDC, DABOMP, FDS-RCSEd - University of Washington School of Dentistry
- Presenter: Pamela Zarkowski, M.P.H., J.D. - University of Detroit Mercy

What Drives Curricular Innovation and Implementation? A Facilitated Conversation With Several Dental School Deans

Room: 113A (100 Level)

CE Credits: 1

Abstract: Elevating and disseminating educational research is the core work of the Journal of Dental Education (JDE). Scholarly publishing often is an expectation for faculty career advancement at research universities, but is educational scholarship a priority within the academic dental community? Does published educational research drive curricular improvement, or are there other influences (i.e., CODA Standards)? How do different schools incentivize curricular innovation? What are barriers to curricular innovation and implementation? Join us for a facilitated discussion among several Deans and leaders in dental education.

Learning Objectives:

- Describe how curricular change happens in dental school settings.
- List the barriers to curricular change.

Speakers:

- Presenter: Michael Reddy, D.M.D., D.M.Sc. - University of California, San Francisco, School of Dentistry
- Presenter: Romesh Nalliah, D.D.S., M.H.C.M. - University of Michigan School of Dentistry

Teaching the Management of Dental/Medical Emergencies: A Collaborative Approach

Room: 119A (100 Level)

CE Credits: 1

Abstract: As 'integration' and 'interprofessional' have become buzz words in dental education, we would like to draw your attention to a Dental Emergency course, which brings together a basic scientist, an oral surgeon, a paramedic and a SimMan in the delivery of a truly integrated course. This course promotes an integrated approach to student learning, using high fidelity mock emergency scenarios, to encourage the development of practitioners who can think quickly, critically and analytically. Using this as a model, the presenters will take the audience on an engaging journey on how to effectively implement collaborative teaching.

Learning Objectives:

- Outline practical ideas for building an integrated lesson.
- Identify gaps and opportunities in their own context to improve collaboration at their home institutions.
- Develop strategies to build positive collaborative teaching partnerships.

Speakers:

- Presenter: Kamal Busaidy, B.D.S., FDSRCS - University of Texas School of Dentistry at Houston
- Presenter: Douglas Chappell, LP, RDA, ACLS-I, ITLS-I - University of Texas School of Dentistry at Houston

Lifting As We Rise: Faculty Development in Underserved Dentistry

Room: 126B (100 Level)

CE Credits: 1

Abstract: Since 2013, we have offered a national faculty development program in underserved dentistry, taught in three one-week sessions over the course of a year. This program, aimed at general, pediatric and public health dental faculty, seeks to create a national community of scholars passionate about underserved dentistry. It teaches the skills necessary to establish effective community partnerships, develop curricula and programs addressing the oral health needs of the underserved, enhance academic advancement, and provide professional renewal. This seminar describes the program, presents results examining its short- and long-term impact, and details experiences of its participants.

Learning Objectives:

- Identify the content of the faculty development program and the skills addressed.
- Summarize the short- and long-term impacts of participating in this faculty development program.
- Describe some of the personal experiences that participants reported.

Speakers:

- Presenter: Donna Kritz-Silverstein, Ph.D. - University of California, San Diego School of Medicine
- Presenter: Ellen Beck, M.D. - University of California, San Diego School of Medicine
- Presenter: Irvin silverstein, D.D.S. M.S.Ed - University of California San Diego

George Floyd: The Grassroots Response of a Dental School

Room: 126A (100 Level)

CE Credits: 1

Abstract: The unrests that followed the killing of George Floyd extended to a dental school and brought demands for change including in the curriculum, and challenged the culture. The response was a bottoms-up engagement of students, faculty, and staff in the work of diversity and inclusion in the life and work of the school. In this session, you will list strategies and identify challenges to promote equity and inclusion from participating dental schools. You will also evaluate a grassroots strategy to develop a sustainable culture of diversity, equity and inclusion and make adaptations for your school.

Learning Objectives:

- List and describe approaches to promote diversity, equity and inclusion in participating dental schools and describe challenges they face.
- Develop strategies to engage and mobilize students, faculty and staff to build an inclusive school culture.
- Identify opportunities for leadership development, cultural competence and social responsibility in responding to social and racial events.

Speakers:

- Presenter: Naty Lopez, Ph.D. - University of Minnesota School of Dentistry
- Presenter: Drew Christianson, M.D.T. - University of Minnesota School of Dentistry
- Presenter: Angela Hastings, D.M.D. - University of Minnesota School of Dentistry
- Presenter: Arpun Johal - University of Minnesota School of Dentistry

1:30 PM - 3:00 PM

Chair of the ADEA Board of Director's Symposium—Colloquium on Student and Provider Well-being

Room: 118ABC (100 Level)

CE Credits: 1.5

Abstract: The high level of stress and anxiety that can exist within dental education is well known. Prior to the COVID-19 pandemic, an increased emphasis was placed on student well-being and the importance of managing the educational environment to promote it. The pandemic has further highlighted the imperative need for support of student and provider well-being. The intent of this session is to engage in conversation about student well-being in dental education. Join us as we explore the mosaic of perspectives from diverse panelists, including dental student depression and managing provider wellness in large health-systems, with special attention to resilience and the critical role of integrating wellness policies at the institutional level. The audience will obtain translational knowledge that will provide the ability to envision and implement preventive self-care and well-being programs within their dental education programs to better support the well-being of students, staff and faculty.

Learning Objectives:

- List the challenges to student and provider well-being.
- Identify and list key contributors and barriers to resilience.
- Describe the importance of organizational policies in creating a culture of well-being for students and providers.

Speakers:

- Moderator: Keith Mays, D.D.S. MS Ph.D - University of Minnesota School of Dentistry
- Presenter: Joyce Hudson, RDH, M.S., Ph.D. - Ivy Tech Community College
- Presenter: Avigael Rebecca Lerman, D.D.S. - University of California, San Francisco, School of Dentistry
- Presenter: Carlos Smith, D.D.S., M.Div., FACD - Virginia Commonwealth University School of Dentistry
- Presenter: Krisa Haggins - American Dental Education Association

1:45 PM - 2:30 PM

Educating Dental Students on Confronting Biases in Clinical Settings (Limited to 10 attendees)

Room: 100B (100 Level)

CE Credits: .75

Abstract: Given recent sociopolitical events, educating students on being socially conscious and aware of implicit biases has to be at the forefront of dental education. Training faculty on how to recognize these biases within themselves begins the process of addressing this nuance. Discussions on self-improvement, and a focus on how educating students on recognizing and removing biases regarding patient care can make for a more equitable treatment setting. Our “true self” exercise will

begin the sensitive topic regarding misconceptions and approach this issue through the lens of our own preconceived notions.

Learning Objectives:

- Facilitate dialogue with students regarding addressing biases which may be restrictive in providing oral health care.
- Identify many commonly held biases which may promote health care inequity.
- Address biases in order to promote best practices in a clinical dental education setting.

Speakers:

- Presenter: Fabiola Milord, D.D.S., MPH - NYU College of Dentistry
- Presenter: Andre Ritter, D.D.S., M.S., M.B.A., Ph.D. - NYU College of Dentistry

2:00 PM - 3:00 PM

Lifting Students: Professional Growth and Development Through Strength-based Teaching/Mentoring

Room: 113B (100 Level)

CE Credits: 1

Abstract: Students greatest path to success is when they identify their talents and develop them into strengths. This workshop will provide educators with effective teaching strategies to positively mentor students in a clinical setting utilizing strengths-based teaching. Transforming the way students experience their education is key to creating a strengths-based culture that fosters growth from student to a licensed professional. You will learn how faculty awareness of student's strengths will provides guidance for clinical teaching centered on what is strong versus what is wrong. Additional benefits of strength-based education are an increased respect between classmates and instructors, resulting in collegial connectedness.

Learning Objectives:

- Identify how to use a strength-based approach in clinical teaching and mentoring students.
- Create a customized strength-based template.
- Describe the value of using a strengths-based approach in an educational setting.

Speakers:

- Presenter: Rachelle Williams, RDH - Idaho State University Department of Dental Hygiene
- Presenter: JoAnn Gurenlian, RDH MS PhD - American Dental Hygienists' Association

To Calibrate and How to Calibrate, That is the Question!

Room: 113C (100 Level)

CE Credits: 1

Abstract: Calibration has been defined as: "standardize (something) by determining the deviation from a standard so as to ascertain the proper correction factors". In dental education, calibration means to encourage a fair and equitable learning environment, to promote uniformity in instruction, and to reduce inconsistencies. But are we there yet? This workshop will cover the expectations of faculty and learners, as well as the processes involved with calibration. Participants will learn about the impact of calibration on performance in the teaching and the learning arenas and the influence of calibration on lifting dental education to a higher level.

Learning Objectives:

- Describe different aspects of calibration in dental education.
- Identify different options for faculty calibration.

- Describe the influence that faculty calibration has on the student learning experience.

Speakers:

- Presenter: Rebeca Weisleder Urow, D.D.S., M.Ed. - University of Missouri - Kansas City School of Dentistry
- Presenter: Ava Pournajad - Herman Ostrow School of Dentistry of USC

3:00 PM - 4:00 PM

ADEA Board of Directors—Session II (By Invitation Only)

Room: 309 (300 Level)

3:30 PM - 4:30 PM

Implementation of an Independence Scale for Daily Clinical Assessment

Room: 119B (100 Level)

CE Credits: 1

Abstract: Dental education presents unique assessment challenges when attempting to measure the outcome of students' daily clinical activity. Inspired by an emerging trend in graduate medical education focused on entrustable professional activities (EPAs), an Independence Scale for daily formative assessment was adapted and implemented at two US dental schools. The Independence Scale measures how much guidance a student received from their instructor during each dental procedure. These assessments are captured directly in the Electronic Health Record management system at the end of each patient encounter and can be used to make better entrustment decisions related to dental students' clinical competence.

Learning Objectives:

- Define and contrast Competencies and Entrustable Professional Activities (EPAs).
- Demonstrate the use of an Independence Scale for daily formative clinical assessment in dental education.
- Describe how assessing procedure independence over time can lead to better entrustment decisions.

Speakers:

- Presenter: Timothy Treat, D.D.S. - Indiana University School of Dentistry
- Presenter: Courtney Schapira, D.D.S. - University of New England College of Dental Medicine
- Presenter: Meera Patel - Indiana University School of Dentistry

Elevating Dentistry Through Mentorship

Room: 113B (100 Level)

CE Credits: 1

Abstract:

As dentistry continues to elevate with advanced techniques, technology and business practices, it is vital that we learn from each other. This discussion will evaluate ways that dental professionals can share knowledge and skill to effectively maintain excellence in our industry through world class patient care.

Learning Objectives:

- Consider the benefits of mentorship, why to look for a mentor and possible candidates to support you.
- Understand how you can in turn mentor others to give back as we grow together.

- Create personal and professional goals that feeds your passion and will help you to inspire others

Speakers:

- Presenter: Leonard Badger, D.D.S., FAGD - Heartland Dental
- Presenter: Janoa Hayes, LDH - Heartland Dental

The Future of Dentistry: Artificial Intelligence and Its Applications

Room: 126A (100 Level)

CE Credits: 1

Abstract: In this session, participants will learn about the most current applications of Artificial Intelligence (AI) in the vast field of Dentistry. Clinicians will learn how AI has been transformative in enhancing patient care, time management, and streamlining health care delivery at lower costs. Concepts related to AI including machine learning, deep learning and disruptive innovations will also be discussed. In addition, educators will learn how to introduce and incorporate AI in their dental curriculum.

Learning Objectives:

- Describe the latest innovative applications of AI in Dentistry.
- Define the key concepts of machine learning, deep learning and disruptive innovations as it relates to Artificial Intelligence
- Incorporate AI in the dental curriculum at one's respective institution.

Speakers:

- Presenter: Gargi Mukherji, D.D.S. - University of Texas School of Dentistry at Houston
- Presenter: Vinu Sista, DDS - University of Texas School of Dentistry at Houston
- Presenter: Meera Subramaniam, D.M.D. - University of Texas School of Dentistry at Houston

Career Development through the ADEA Micro-credentialing Program

Room: 126B (100 Level)

CE Credits: 1

Abstract: Micro-credentials are an emerging field that offer individuals flexible opportunities to pursue self-directed learning and career development. Led by the Council of Sections, ADEA is launching a Micro-credentialing Program to help dental educators verify and be recognized for their individual skills. Join members of the Micro-credentialing Program Oversight Workgroup as they provide background into this program, its structure, and ways that micro-credentials may assist with your professional growth.

Learning Objectives:

- Describe the structure and goals of the ADEA Micro-credentialing Program
- Evaluate how ADEA Micro-credentials may fit into individual career development
- Discuss individual opportunities to participate as a developer or peer-reviewer in ADEA Micro-credentials

Speakers:

- Presenter: Ben Yzaguirre, M.Ed. - American Dental Education Association
- Presenter: Alison Doubleday, Ph.D. - University of Illinois Chicago College of Dentistry
- Presenter: James Harrison, D.M.D. - University of Louisville School of Dentistry
- Presenter: Matthew Mara, D.M.D., Ed.D. - Boston University Henry M. Goldman School of Dental Medicine

- Presenter: Dharini van der Hoeven, Ph.D., M.Sc. - University of Texas School of Dentistry at Houston
- Presenter: Meixun Sinky Zheng, Ph.D. - University of the Pacific, Arthur A. Dugoni School of Dentistry

Dentists of Tomorrow 2021—Dental Students: Recruitment to Graduation

Room: 115AB (100 Level)

CE Credits: 1

Abstract: <https://www.adea.org/Seniors2021/>

Learning Objectives:

- Explain the main trends in graduating dental students' experience before, during and after dental school.
- Recognize the factors influencing entry into dentistry, choice of dental school and plans after graduation.
- Learn how to use the ADEA Senior Student Dashboard and ways to employ the data and the visuals in their work.

Speakers:

- Presenter: Emilia Istrate, Ph.D., M.A.I.S. - American Dental Education Association

Strategies for Student Engagement in Hybrid Teaching

Room: 109B (100 Level)

CE Credits: 1

Abstract: In typical classrooms, learners fall within five levels of engagement described in the literature, including rebellion/disruptive, retreatism/checked-out, ritual/passively compliant, strategically compliant, and fully engaged. The pandemic encouraged educators to rethink strategies used in traditional classrooms to enhance student engagement. In this educational session, educators from across the biomedical and clinical sciences will present innovative student engagement activities used in virtual and hybrid learning models. Special focus will be placed on the challenges faced, lessons learned, and future opportunities to inform the audience, as dental schools rethink content delivery to substantially increase virtual and hybrid teaching/learning platforms.

Learning Objectives:

- Define student engagement and describe effective strategies to improve student engagement.
- Practice at least four different engagement activities and learn how to incorporate similar strategies in their own courses/lectures.
- Describe challenges and opportunities involved with enhancing student engagement.

Speakers:

- Presenter: Rachel Novak, Ph.D., M.S. - Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah
- Presenter: Michael Schmidt, Ph.D. - Medical University of South Carolina James B. Edwards College of Dental Medicine
- Presenter: Anita Joy-Thomas, B.D.S., Ph.D. - UTHealth Houston School of Dentistry

The Student Has Become the Teacher

Room: 119A (100 Level)

CE Credits: 1

Abstract: Faculty members gain insight from their students on a daily basis, but arguably even more can be learned from mentoring an aspiring dental educator. These young leaders have their eyes set on influencing future oral healthcare professionals and are hungry for opportunities to inspire the next generation. They also have their finger on the pulse of what pedagogical techniques resonate with current students. This session consists of mini-presentations from four aspiring educators. Over the past year, they have been mentored by experienced presenters to develop a topic of their choice related to educating the next generation of oral health professionals.

Learning Objectives:

- Provide training and mentorship to aspiring educators in design and delivery of an educational session.
- Identify appropriate pedagogy for guiding the current generation of students.
- Implement innovative methods of teaching from the graduate student/resident perspective.

Speakers:

- Presenter: Ashley Hobbs, RDH, BSDH, MS - The University of Missouri Kansas City School of Dentistry
- Presenter: Peggy Lelesi, RDH, B.S. - Idaho State University Department of Dental Hygiene
- Presenter: Ahlam Joufi, RDH, M.S. - Old Dominion University
- Presenter: Jiean Heifetz-Li, D.M.D., M.P.H. - Temple University

Working Together: An Interactive Exercise to Improve Interprofessional Collaboration

Room: 113C (100 Level)

CE Credits: 1

Abstract: Interprofessional education and practice is often more theoretical than practical in dental education (dental school/residency). In this workshop, participants will be assigned roles on an interprofessional team and will discuss the management and care of a mock patient who presents for dental treatment in a dental school clinic/hospital dental clinic. Participants will work in small groups and learn how to best engage and interact with other members on an interprofessional team in a fun and dynamic way. This exercise can be emulated in a variety of dental education environments to better teach students/residents about interprofessional collaboration.

Learning Objectives:

- Explain the roles and responsibilities of the interprofessional team (including physician, social worker, CDHC, RDH, pharmacist, nutritionist, family member) and how the team provides care and promotes health.
- Analyze when the expertise of a particular health care professional would be helpful in the care of patients.
- Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health and health care needs of patients.

Speakers:

- Presenter: Nadia Laniado, D.D.S., M.P.H., M.Sc. - Jacobi Medical Center
- Presenter: Megan Cloidt, D.D.S., M.P.H. - Jacobi Medical Center

Educating Dental Educators about Treating Pediatric Patients from LGBTQ+ Backgrounds

Room: 118ABC (100 Level)

CE Credits: 1

Abstract: A survey with 374 AAPD members conducted in 2020 showed that 86.8% had patients from LGB backgrounds, 65.8% had trans patients and 23.9% had patients on puberty blockers. The objectives of this workshop are to inform participants about the use of puberty blockers, special risk factors for poor oral health among this population and to discuss best practices when treating patients from these backgrounds. The participants will be actively engaged (a) in assessing the degree to which their workplace is affirmative for this patient population and (b) in exploring constructive changes that can contribute to providing optimal patient care.

Learning Objectives:

- Describe the likelihood to encounter pediatric patients from LGBTQ+ backgrounds and/or on puberty blockers in their own workplaces.
- Define what additional information should be collected from pediatric patients from LGBTQ+ backgrounds and/or on puberty blockers and their parents/guardians.
- List special accommodations for patients from LGBTQ+ backgrounds and/or on puberty blockers that will allow creating an affirmative climate for providing the best possible care for these patients.

Speakers:

- Presenter: Marita Inglehart, Ph.D. - University of Michigan School of Dentistry
- Presenter: Scott Schwartz, D.D.S., M.P.H. - Cincinnati Children's Hospital

EBD: Do You Practice What You Preach? Are We There?

Room: 113A (100 Level)

CE Credits: 1

Abstract: Since evidence-based practice was introduced, its clinical relevance has been debated. Evidence-based dentistry (EBD) is an essential component of dental practice as reflected by accreditation requirements. How do we ensure that EBD is applied to clinical decision making and patient care? As with other topics, a disconnect between didactic education and clinical practice exists – how do we incorporate evidence into clinical instruction? And keep faculty up to date? These presentations will share strategies to incorporate EBD into clinical practice at different schools and in practice. Examples of training and mentoring dental students to further EBD skills will be discussed.

Learning Objectives:

- Identify activities to integrate EBD into student clinic experiences.
- Explain both opportunities and challenges to incorporating EBD into clinic experiences and practice.
- Define strategies to both mentor students and model EBD behaviors.

Speakers:

- Presenter: Teresa Marshall, Ph.D. - The University of Iowa College of Dentistry & Dental Clinics
- Presenter: Analia Veitz- Keenan, D.D.S. - NYU College of Dentistry
- Presenter: Jaana Gold, D.D.S. - University of Florida College of Dentistry

Using Periodontal Surgical Models for Student Education and Faculty Calibration**Room:** 117 (100 Level)**CE Credits:** 1

Abstract: Most dental students have minimal exposure to surgical periodontics while in school. This program focuses on the use of surgical models in student education and faculty calibration for advanced periodontal treatment modalities. Dental students are trained to competency in managing periodontal disease non-surgically, but often have limited experience with periodontal surgery. Simulated instruction using surgical models can improve the understanding of surgical principles, enhance communication with patients, increase exposure to the scope of periodontal treatment, and allow for collaboration between general dentists and periodontists. It is also a useful tool for faculty calibration when dealing with the periodontal-restorative interface.

Learning Objectives:

- Describe the value of a model-based periodontal surgical experience.
- Reflect on students' perceptions of this model-based surgical experience.
- Determine how using a surgical simulation model can offer calibration interdisciplinary faculty calibration.

Speakers:

- Presenter: Sangeetha Chandrasekaran, B.D.S., M.S., M.S. - University of Colorado School of Dental Medicine
- Presenter: Robert Bitter, D.M.D. - Southern Illinois University School of Dental Medicine

5:00 PM - 6:00 PM**ADEAGies Foundation Board of Trustees Reception (By Invitation Only)****Room:** Liberty Ballroom (Marriott Headhouse Tower Level 3)**6:00 PM - 8:00 PM****2022 ADEAGies Awards Cocktail Celebration and Watch Party****Room:** Liberty Ballroom (Marriott Headhouse Tower Level 3)**Speakers:**

- Presenter: Karen West, D.M.D., M.P.H. - American Dental Education Association
- Presenter: Patrick Ferrillo, Jr., D.D.S. - ADEAGies Foundation
- Presenter: Marsha Pyle, D.D.S., M.Ed. - American Dental Education Association

Tuesday, March 22, 2022**8:00 AM - 9:00 AM****ADEA Council of Allied Dental Program Directors Second Business Meeting****Room:** 113B (100 Level)

Presenter: Rebecca Stolberg, RDH, M.S.D.H. - American Dental Education Association

8:30 AM - 9:30 AM**Assessment Strategies For an Integrated Problem-based Learning Course****Room:** 126B (100 Level)**CE Credits:** 1

Abstract: Now that INBDE is a reality, dental institutions must intentionally integrate biomedical sciences and clinical sciences. As part of that process, it is important to align assessments to check the effectiveness of teaching integrated content. At the University of The Pacific, small group discussions using a PBL format that build on knowledge acquisition, application, and critical thinking was launched to prepare the students for INBDE and to become life-long learners. The presenters will discuss the types of assessments that were used and how they enhanced teaching and learning. Analytics on the assessments will be shared with the participants and appraised.

Learning Objectives:

- Differentiate between Formative and Summative Assessments.
- Develop Formative and Summative Assessments that evaluate recollection of knowledge, application and critical thinking for an integrated PBL course.
- Appraise assessment analytics.

Speakers:

- Presenter: Parvati Iyer, D.D.S. - University of the Pacific, Arthur A. Dugoni School of Dentistry
- Presenter: Terry Hoover, D.D.S. - University of the Pacific, Arthur A. Dugoni School of Dentistry
- Presenter: Paul Subar, D.D.S., Ed.D., FACD - University of the Pacific, Arthur A. Dugoni School of Dentistry

Applying Medical Education's Six-step Approach to Curriculum Development to Dentistry

Room: 119B (100 Level)

CE Credits: 1

Abstract: Many dental educators desire a framework for curriculum development. Kern, Thomas and colleagues developed the Six-Step Approach for curriculum development for medical education in order to provide "a practical, theoretically-sound approach to developing, implementing, evaluating and continually improving educational experiences in medicine." Designed for health educators, this approach provides a framework for dental faculty seeking advanced training in education. This session will introduce dental educators to the benefits of this systematic and evidence-based method for conducting curriculum development and revision. During the workshop, faculty will apply the Six-Step Approach to their curriculum and will have the opportunity to receive feedback.

Learning Objectives:

- Identify the Six-step Approach as a curriculum development and revision tool for health educators.
- Apply the Six-step Approach to a curriculum development or revision initiative.
- Critique curriculum development or revision initiatives.

Speakers:

- Presenter: Lauren Feldman, D.M.D. - NYU College of Dentistry
- Presenter: Lisa Lian, D.M.D. - New York University College of Dentistry

Paving a Path to the Future with Teledentistry

Room: 119A (100 Level)

CE Credits: 1

Abstract: The way society seeks healthcare has dramatically evolved through the use of technology, improving patient experience, connection to care and outcomes. Teledentistry experienced rapid adoption and the ease of use and convenience continues to drive use in every corner of North

America. Educational programs are implementing teledentistry as part of didactic, clinical and outreach efforts to ensure enhanced patient care while supporting a curriculum that prepares students for the future. Bringing adaptive technology into an ever-changing dental atmosphere ensures students are rising to become an effective part of dental teams. Speaker will discuss how dental programs are successfully implementing teledentistry.

Learning Objectives:

- Discuss the tools, technology and concept of teledentistry, including trends and statistics
- Identify how dental programs have successfully integrated teledentistry in education
- Discuss the methods to implement teledentistry into clinical efforts, outreach, and community health settings.

Presenter: Jamie Collins, RDH-EA, B.S. - Mouthwatch

Breaking Barriers: Creating a Cross-institutional, National Specialty Seminar Series

Room: 126A (100 Level)

CE Credits: 1

Abstract: COVID-19 created an opportunity to reevaluate curricula. As remote learning became commonplace we found ourselves needing to fill a void left by lost learning opportunities due to clinic closures. Pediatric dentistry residencies combined resources to create an online seminar series. As clinical care resumed, we created a longer-lasting seminar series which has evolved into an ongoing learning platform for pediatric dentistry residents. In this seminar, you will learn how we created a cross-institutional educational program, see examples of challenges with cross-institution teaching, brainstorm ways to create similar programming in your area, and interact with presenters in a Q&A session.

Learning Objectives:

- Evaluate how cross-institutional seminars can help to augment existing educational programming and discuss ways to start and sustain a seminar series across different institutions.
- Summarize the challenges of cross-institutional learning and ways to overcome these challenges.
- Identify areas in their programs that would benefit from cross-institutional collaboration and apply ways to begin and maintain a seminar series in their area of expertise.

Speakers:

- Presenter: Daniel Claman, D.D.S. - The Ohio State University College of Dentistry
- Presenter: Francisco Ramos-Gomez, D.D.S., M.S., M.P.H. - University of California, Los Angeles, School of Dentistry
- Presenter: Bina Katechia, B.D.S., M.Sc. - University of Connecticut School of Dental Medicine
- Presenter: Leola Royston, M.P.H. - American Academy of Pediatric Dentistry

Course Design: A Flipped Approach

Room: 113C (100 Level)

CE Credits: 1

Abstract: Each presenter attended a “Course Design Fellowship” provided by the University of South Dakota. Through this fellowship, each instructor utilized the information learned in order to “flip” their classroom. Each of these instructors now teach flipped classrooms. Students in these courses

were surveyed anonymously to collect data on the implementation and success of their courses. In the Fall of 2020, COVID-19 questions were added. The surveys show that most students agree or strongly agree with each of the questions asked. This presentation will include student responses to survey questions in each course and discuss the outcomes of their course redesign.

Learning Objectives:

- Recognize and discuss best practices in significant/active learning.
- Formulate significant techniques to best utilize your time with students in an online or face to face setting.
- Discuss successes and failures with flipped classrooms and active learning pedagogies.

Presenter: Katie Williams, RDH, M.S.D.H - University of South Dakota

Empowering the Student Learner: Faculty Short Talks

Room: 109B (100 Level)

CE Credits: 1

Abstract: The purpose of these 5-minute short talks is to share various approaches that support and empower students to rise above personal and academic challenges, and promote success using the Self- Determination theory (SDT) as a framework. The 3 core principles of SDT theory are autonomy, competence and relatedness. We will provide examples of: (1) giving learners choices on how to engage with the material including gaming and spaced repetition (autonomy), (2) incorporating peer feedback in didactic and clinical settings (competence), (3) creating a learning community through case-based pedagogy (relatedness), and (4) fostering a sense of belonging among students (relatedness).

Learning Objectives:

- Describe various ideas or techniques designed to empower students to achieve academic, professional and/or personal success.
- Utilize and/or apply information presented in the session to a course or curriculum.
- Collaborate and communicate with peers to share best practices.

Speakers:

- Presenter: Theodora Danciu, D.M.D., D.M.Sc. - University of Michigan School of Dentistry
- Presenter: Vidya Ramaswamy, Ph.D. - University of Michigan School of Dentistry
- Presenter: Rashidah Wiley, D.D.S. - California Northstate University College of Dental Medicine
- Presenter: Margarita Katser, D.D.S. - Icahn School of Medicine at Mount Sinai
- Presenter: Anupama Grandhi, B.D.S., D.D.S. - Loma Linda University School of Dentistry
- Presenter: Junu Ojha, B.D.S., M.S. - University of Detroit Mercy School of Dentistry
- Presenter: Joanne Prasad, D.D.S., M.P.H. - University of Pittsburgh School of Dental Medicine
- Presenter: Reshma Menon, B.D.S., D.M.Sc. - Harvard School of Dental Medicine
- Presenter: Leticia Ferreira Cabido, D.D.S., M.S. - University of the Pacific, Arthur A. Dugoni School of Dentistry
- Presenter: Brandon Veremis, D.D.S. - Icahn School of Medicine at Mount Sinai

Unpacking the Black Box of Treatment Planning Using Case-based Learning

Room: 113A (100 Level)

CE Credits: 1

Abstract: Studies suggest case-based learning promotes deeper understanding and better retention of material. COVID-19 required creative solutions to help students attain clinical skills, such as diagnosis and treatment planning, with decreased patient contact. You will learn about a combination of synchronous and asynchronous approaches used to help students unpack the decisions made within the black box of the seasoned practitioner's brain. Evidence-based practices about case-based learning will be discussed. You will see examples of incorporating clinical cases into the curriculum, brainstorm ways to integrate cases at your institutions, and interact with presenters in a question and answer session.

Learning Objectives:

- Discuss the literature and evidence surrounding case-based learning.
- Compare the use of synchronous and asynchronous options for case-based learning.
- Develop and incorporate case-based learning into courses.

Presenter: Allison Scully, D.D.S. - Indiana University School of Dentistry

Professionalism: Lessons from the Mirror, Probe and Explorer

Room: 115AB (100 Level)

CE Credits: 1

Abstract: Disruptive behavior, a style of interaction that interferes with professional relationships, patient safety, and educational outcomes, is an increasing challenge in the academic environment. Consequences include anxiety, errors in patient care, apathy, and low morale. Understanding how disruptive behaviors undermine a culture of respect and safety is critical to creating a humanistic environment infused with values that model professionalism. The themes highlighted include bullying, stereotypes, and hierarchical privilege. Participants will discuss cases through the lens of those impacted: patients, faculty, staff and students. Strategies to address the behaviors will be integrated into the presentation and applied by participants to cases.

Learning Objectives:

- Describe examples of disruptive behavior in the academic and clinical setting.
- List the consequences of disruptive behavior in the workplace, clinical setting and educational environment.
- Utilize strategies to address negative behaviors to enhance the learning and the workplace environment.

Presenter: Pamela Zarkowski, M.P.H., J.D. - University of Detroit Mercy

Mentees: What Should You Bring To The Table?

Room: 117 (100 Level)

CE Credits: 1

Abstract: The focus of the seminar is to highlight the roles and responsibilities of the mentee in a mentorship. The purpose is to bring awareness of the best practices regarding the roles and responsibilities of the mentee and place a high emphasis on the role of a mentee instead of the mentor. General content will include an overview of best practices for the mentee and practical and realistic ways to implement best practices to strengthen current and future mentorships. Outcomes for the session include participants reflecting on their personal/ professional mentee experiences and developing short terms goals as the mentee.

Learning Objectives:

- Describe the impact of the mentee's role in the mentorship.

- Develop three mentee short-term goals that are clear, measurable and achievable.
- Apply the "best practices" roles and responsibilities of the mentee in the mentee-mentor relationship.

Speakers:

- Presenter: Brandy Cowen, RDH - Texas Woman's University
- Presenter: Michelle Hart, RDH, M.D.H. - Texas Woman's University
- Presenter: Natalie Osborne, RDH - Dallas College El Centro Campus

Lifting Women and BIPOC As We Rise

Room: 118ABC (100 Level)

CE Credits: 1

Abstract: Dental education struggles with recruiting and retaining black, indigenous, and people of color (BIPOC) students, residents, and faculty; women are also significantly underrepresented among leadership positions. As a field, we have discussed diversity, however we have struggled to address the deeper structural issues that prevent minoritized individuals from feeling included and supported so that they can thrive. Racism and sexism are known issues in dental education. In this session, we take a deeper dive into the steps that each of us- and particularly those in leadership positions- must take in order to lift women and BIPOC individuals as we rise.

Learning Objectives:

- Explain structural barriers that prevent women and BIPOC students, residents and faculty from thriving.
- Discuss the importance of challenging our own biases.
- Describe strategies that we as individuals and organizations can take to help drive positive change in dental education.

Speakers:

- Presenter: Sophia Saeed, D.MD - UConn Health | School of Dental Medicine
- Presenter: Carlos Smith, D.D.S., M.Div., FACD - Virginia Commonwealth University School of Dentistry
- Presenter: Kelton Stewart, D.D.S., M.S. - Indiana University School of Dentistry

10:00 AM - 11:15 AM

Tuesday Plenary—Burnout: The Secret to Unlocking the Stress Cycle

Room: Ballroom AB (300 Level)

CE Credits: 1.15

Abstract: Stress. Burnout. Exhaustion. Three inescapable byproducts of life. Two years into the unprecedented COVID-19 pandemic, the world struggles with the realization that it must embrace a new normal. The uncertainty and stress quickly lead to burnout. While the link between stress and wellness are well known, very little is known about the “stress cycle.” After a stress-induced medical scare landed her in the hospital, Dr. Amelia Nagoski began a journey to better understand stress, burnout and why self-care alone is not the cure.

Dr. Nagoski has a Doctorate of Musical Arts in conducting from the University of Connecticut. An Assistant Professor and Coordinator of music at Western New England University, she regularly presents educational sessions discussing application of communications science and psychological research for audiences of other professional musicians, including “Beyond Burnout Prevention: Embodied Wellness for Conductors.” Dr. Nagoski is coauthor, with her sister Dr. Emily Nagoski, of the

New York Times bestseller *Burnout: The Secret to Unlocking the Stress Cycle*. Don't miss this opportunity to learn how to handle stress before it turns into burnout.

Learning Objectives:

- Explain the difference between processing stress and dealing with stressors.
- Identify at least three evidence-based strategies for completing stress cycle.
- Name the cure for burnout.

Speakers:

- Presenter: Amelia Nagoski, D.M.A.

11:30 AM - 12:30 PM

ADEA Council of Advanced Education Programs Caucus

Room: 126B (100 Level)

Presenter: Russ Bergman, D.M.D. - Newark Beth Israel Medical Center

ADEA Council of Sections Caucus

Room: 126A (100 Level)

Presenter: Ben Yzaguirre, M.Ed. - American Dental Education Association

11:30 AM - 1:00 PM

ADEA Council of Allied Dental Program Directors Administrative Board Second Meeting

Room: 307A (300 Level)

Presenter: Rebecca Stolberg, RDH, M.S.D.H. - American Dental Education Association

ADEA Council of Deans' Business Meeting 2 (By Invitation Only)

Room: 119B (100 Level)

11:30 AM - 2:00 PM

ADEA Council of Faculties Caucus Meeting

Room: 113A (100 Level)

Presenter: Jeffery Stewart, D.D.S., M.S. - American Dental Education Association

11:45 AM - 12:45 PM

Promoting Equity Through Learner Assessment: Redesigning Summative Assessments

Room: 115AB (100 Level)

CE Credits: .25

Abstract: This interactive educational session will explore how to create a more equitable summative assessment program. When high-stakes assessments are done in the patient care setting, it is impossible to make sure that every learner gets equivalent cases. How we measure learner's competence has been evolving throughout dental education's history, and there are many current and upcoming changes to consider, including the Integrated National Board Dental Exam, Entrustable Professional Activities and how Covid-19 has influenced licensure exams. You will learn about the benefits of creating more standardized and equitable education experience through the lens of the summative assessment program.

Learning Objectives:

- Identify barriers to equity in current summative assessment program.

- Modify an existing summative assessment to be more equitable and standardized for all learners.
- Correlate updates to your summative assessment program to changes occurring in dental education.

Speakers:

- Presenter: Natalie Hohensee, D.D.S., M.A.C.M. - Loma Linda University School of Dentistry

Do Black Lives Matter? Black Faculty Experiences and Academic Pathways

Room: 118ABC (100 Level)

CE Credits: 1

Abstract: Racism as a public health issue has come into an indisputable view. In 2021, the ADA released data showing growth in dental graduate demographics among all historically underrepresented and minoritized groups except African Americans. The profession has not attracted African Americans in academic careers. This session will explore the challenges and opportunities for dental education to rise to its ethical promise of optimal oral healthcare for all. In light of numerous minority faculty development programs, this session offers insight uniquely identified by four African American faculty, the very epitome of decades long dental education efforts.

Learning Objectives:

- Explain the effects of systemic racism in oral health and academic dentistry, specifically the challenges to African American dentists.
- Identify the barriers that inhibit the recruitment and retention of African American dentists into academic careers as well as explore opportunities to create pathways to academic dental careers.
- Define “racial battle fatigue” and identify ways that institutional practices and cultural norms can facilitate the success of Black academicians.

Speakers:

- Presenter: Carlos Smith, D.D.S., M.Div., FACD - Virginia Commonwealth University School of Dentistry
- Presenter: Eleanor Fleming, PhD, D.D.S., M.P.H., FICD - University of Maryland School of Dentistry
- Presenter: Nicholas Gordon, D.M.D., M.P.H. - Tufts University School of Dental Medicine
- Presenter: Tawana Lee-Ware, D.D.S., M.S. - Indiana University School of Dentistry

The State of Dental Student Recruiting in the US

Room: 119A (100 Level)

CE Credits: 1

Abstract: Job selection and offer negotiation are stressful and difficult challenges for graduating dental students who have more options and opportunities than ever before. You will learn about the needs and wants of dental students entering the work force, as well as the expectations held by hiring practice owners. Details will include students' expected and desired earnings, support, working conditions, and goals. Further, students' primary reasons for accepting (or rejecting) offers will be discussed, as well as what dental schools can do to better prepare students for joining the contemporary dental profession.

Learning Objectives:

- Upon completion, participant will be able to better understand the mindset of the job-seeking dental student, with regards to personal, professional, and financial needs and expectations.
- Upon completion, participant will be able to understand the needs and expectations of hiring decision makers.
- Upon completion, participant will be able to guide and assist graduating dental students in understanding and weighing their options.

Presenter: Joel Lowsky, Ed.D. - Aspen Dental Management Inc

The Impact of Recent Changes to Medicaid on Dentistry and Dental Education

Room: 117 (100 Level)

CE Credits: 1

Abstract: Enrollment in Medicaid and the Children's Health Insurance Program (CHIP) increased significantly during the past year. Data released by the Centers for Medicare & Medicaid Services (CMS) show that over 80 million people - a record high - received their health insurance coverage through Medicaid and CHIP. The 13.9% enrollment increase resulted from the coronavirus-driven economic downturn and federal and state efforts to expand health insurance coverage. To help stay current on recent changes, we invite you to join us for a discussion featuring expert insight on the impact Medicaid expansion, as well as the expansion of dental benefits for adults, has had and will have on access to oral health care.

Learning Objectives:

- Summarize recent changes to Medicaid enacted by federal and state governments.
- Analyze how changes in federal administrative policy and federal legislation impacts access to Medicaid.
- Recognize how state-level Medicaid policies impact academic dentistry.

Speakers:

- Moderator: Philip Mauller, MPS - American Dental Education Association
- Presenter: Natalia Chalmers, DDS, MHSc, PhD - Centers for Medicare and Medicaid Services
- Presenter: Hawazin Elani, BDS, MSc, MMSc, PhD - Harvard School of Dental Medicine
- Presenter: Madeline Pucciarello, MPH - Center for Health care Strategies

Interprofessional Collaboration and Team Communication Based on TeamSTEPPS®

Room: 113C (100 Level)

CE Credits: 1

Abstract: This session will focus on interprofessional collaboration through an evidence-based healthcare team communication tool. The Department of Defense (DoD) and the Agency for Healthcare Research and Quality (AHRQ) developed TeamSTEPPS® to improve the quality and safety of healthcare with a shared goal of achieving optimal outcomes for all patients/clients. TeamSTEPPS® will be used to help participants apply effective communication principles on given clinical scenarios. Effective communication breaks down the barriers and creates an atmosphere of mutual respect and trust among interprofessional healthcare providers. Group discussions will allow for application of leadership skills, situation monitoring, and team support.

Learning Objectives:

- Apply teamwork, leadership, mutual support, communication and situation monitoring skills to the clinical setting.

- Design a TeamSTEPPS® Intervention.
- Develop communication skills and quality assurance relating to patient/client safety.

Speakers:

- Presenter: Claudia Turcotte, CDA, RDH, M.S.D.H., M.S.O.S.H. - Tunxis Community College
- Presenter: Kelly Anderson, RDH, M.H.S. - Wichita State University

Rising to Meet Emergent Legal and Ethical Challenges

Room: 109B (100 Level)

CE Credits: 1

Abstract: There are a myriad of legal and ethical challenges facing providers of oral health care. New providers need to be prepared to rise to these challenges especially those surrounding emerging issues. With a packed curriculum it is difficult to find space where these topics can be brought to student/resident attention and appropriate resources referenced. Participants will explore “hot topics” related to legal and ethical challenges in dental practice and develop a list of strategies of how to address and integrate discussion of them into the curriculum for dental hygiene students, dental students and residents.

Learning Objectives:

- Identify significant topical legal and ethical challenges in dental practice.
- Strategize integration of these challenges in student/resident curriculum.
- Recommend appropriate reference sources to address topical legal and ethical issues.

Speakers:

- Presenter: Pamela Jones, Ph.D. - University at Buffalo School of Dental Medicine
- Presenter: Pamela Zarkowski, M.P.H., J.D. - University of Detroit Mercy
- Presenter: Toni Roucka, RN, D.D.S., M.A. - University of Illinois at Chicago College of Dentistry
- Presenter: Preetha Kanjirath, B.D.S., M.D.S., M.S., FICD, FACD - Midwestern University College of Dental Medicine-Illinois

Lifting Through Community: A Peer Review of Online Teaching Cooperative

Room: 113B (100 Level)

CE Credits: 1

Abstract: The COVID-19 pandemic plunged dental educators into a trial by fire in online teaching. This pivot to online teaching frequently required both new technical skills and innovative teaching strategies, creating a significant opportunity to create community around this critical need in faculty development. Participants will explore best practices and resources that assist in creating a humanistic peer review process that can be used to improve online teaching and learning, build a community of practice, provide faculty development and support promotion and tenure efforts.

Learning Objectives:

- Identify the need for an effective and fair evaluation of online teaching.
- Recognize best practices in a peer review of online teaching process.
- Assess barriers or gaps in online teaching support and discuss ideas for implementing a peer review of online teaching community of practice at their own institution.

Speakers:

- Presenter: Danielle Rulli, D.H.Sc., M.S., RDH - University of Michigan School of Dentistry
- Presenter: Diane Hoelscher, D.D.S., M.S. - University of Michigan School of Dentistry

- Presenter: Vidya Ramaswamy, Ph.D. - University of Michigan School of Dentistry

12:45 PM - 1:45 PM

ADEA Council of Sections Administrative Second Board Meeting

Room: 307B (300 Level)

Presenter: Ben Yzaguirre, M.Ed. - American Dental Education Association

2:30 PM - 3:30 PM

ADEA Board of Directors—Session III (By Invitation Only)

Room: 309 (300 Level)

Presenter: Linda Mabrey - American Dental Education Association

3:30 PM - 4:30 PM

ADEA House of Delegates Closing Session

Room: Ballroom AB (300 Level)

4:45 PM - 5:45 PM

ADEA Board of Directors—Session IV (By Invitation Only)

Room: 309 (300 Level)