

IGNITING MINDS UNLOCKING POTENTIAL

2015 ADEA ANNUAL SESSION & EXHIBITION
MARCH 7–10, 2015 | BOSTON, MA

In conjunction with the Association of Canadian Faculties of Dentistry/
L'Association des facultés dentaires du Canada

adea.org/2015

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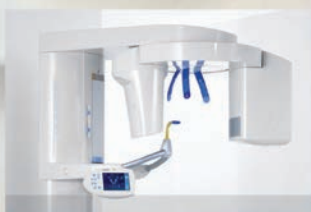
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For more information on educational sessions, please refer to the online planner, or download the 2015 ADEA mobile app from the App Store or Google Play.

PROGRAM KEY

CC	Hynes Convention Center		New Idea Sessions are presented by the ADEA Emerging Academic Leaders
SH	Sheraton Hotel Boston	(E)	Educational Research
	Ticketed Event	(N)	New Programs
SoTL	ADEA Scholarship of Teaching and Learning (SoTL)	(W)	Works in Progress
CCI	ADEA Commission on Change and Innovation in Dental Education (ADEA CCI)	(A)	2014 ADEAGies/AADR Fellows
LIAA	ADEA Leadership Institute Alumni Association (ADEA LIAA)		ADEA Corporate Council members
FDW	ADEA Faculty Development Workshops (ADEA FDW)		New Exhibitor

Dear ADEA Members, Colleagues and Friends:

On behalf of the American Dental Education Association (ADEA) Board of Directors, welcome to Boston for the 2015 ADEA Annual Session & Exhibition. We are thrilled you are joining us for this unparalleled opportunity to learn, educate and network with the dental education community.

Each year, the ADEA Annual Session & Exhibition provides ADEA members, other professional colleagues and industry experts this unique forum to collectively share knowledge. This year's theme, Igniting Minds and Unlocking Potential, indicates a sharp focus on how dental educators can do just that—ignite the minds and unlock the potential in their students, guiding them and preparing them for the rewards and challenges of the caring profession of dentistry.

We invite you to take full advantage of this year's array of excellent educational programming and exciting speakers. Our plenary sessions feature experts from outside of academic dentistry, from whose experiences we can all draw inspiration and lessons. Linda Cohn, ESPN SportsCenter anchor, offers the perspective of a woman in a male-dominated field and will discuss how women can overcome common obstacles in the workplace. Rocket scientist (literally) Adam Steltzner will reveal how audacious goals, unbridled thinking and breakthrough innovation can make the impossible, possible; he will also share his observations about the power of human curiosity and how it can change our world. Political Spotlight speaker Gloria Borger, CNN's chief political analyst, will predict how the new Congress is likely to function after the latest mid-term election and what key issues it will address, especially the all-important appropriations. And at our closing plenary, cultural historian Sarah Lewis will provide a thought-provoking presentation on transformational change and how creativity can be achieved through a process that includes failure.

Over the course of the next few days, this amazing event will energize us, provide new avenues of thought and approaches



to education and research, and open up doors both professionally and personally. We will also honor significant achievements among our colleagues during various awards presentations and at the William J. Gies Awards for Vision, Innovation and Achievement.

As we convene for our annual gathering, we commit to working as a profession to instill in our students a passion for dentistry and caring for patients. The dental educators gathered here provide the guidance and support that will help generations of students transform dentistry and health care. I so look forward to seeing what we can accomplish together.

Lily T. Garcia, D.D.S., M.S.

Lily T. Garcia, D.D.S., M.S., FACP
Chair of the ADEA Board of Directors

Dear ADEA Members and Friends:

On behalf of the ADEA Annual Session Program Committee, I am honored to join Lily Garcia, Chair of the ADEA Board of Directors, in welcoming you to the 2015 ADEA Annual Session & Exhibition hosted in Boston.

With this year's theme focused on Igniting Minds and Unlocking Potential, the information that follows will give you a sense of the wonderful scope and variety of this year's ADEA educational programming. While it is always difficult to choose among the vast selection of sessions, events, member forums and speakers, we hope this Annual Session & Exhibition will make 2015 both informative and enjoyable.

This year we are again including the popular 20-minute New Idea Sessions to increase the number of opportunities for learning. The educational session programming shares immediate relevance to dental education and research, health professions and patient care while challenging us to ignite the minds of our future dentists and allied dental practitioners.

Exhibit Hall dates are Sunday and Monday, March 8–9, with dedicated hours on both days. Programming is limited during those times so you can take advantage of the Exhibit Hall offerings, including a "Recharge" area to take a break and recharge your electronics, a dedicated coffee break and lunches for attendees and exhibitors, and a raffle on both days. Please be sure to visit the more than 90 exhibitor booths (including the ADEA booth) and the ADEA TechExpo and poster presentations by both faculty and students. The 2015 ADEA Annual Session & Exhibition will end with the closing of the ADEA House of Delegates at 4:30 p.m. on Tuesday, March 10.



I know that you will enjoy your time in Boston and the ADEA Annual Session Program Committee looks forward to welcoming you. I also encourage you to find the time to attend governance activities such as the meetings of ADEA Councils and the ADEA House of Delegates. I hope this year's ADEA Annual Session & Exhibition will help you stay connected with your peers and provide you with new information to ignite the minds and unlock the potential of your students!

Sharon C. Siegel

Sharon C. Siegel, D.D.S., M.S.

*Chair of the ADEA Annual Session
Program Committee*

WELCOME



CITY OF BOSTON • MASSACHUSETTS

OFFICE OF THE MAYOR
MARTIN J. WALSH

January 21, 2015

Dear Friends,

On behalf of the City of Boston, it is my pleasure to extend a warm welcome to you as you gather for the 2015 American Dental Education Association Convention at the Hynes Convention Center.

The association has been a respected organization that encourages research and collaboration in the dental profession. As a supporter of excellence in dental education, research and patient care, the American Dental Education Association has strived to develop the professional skills of its members and promote oral health and hygiene in the community.

By serving as a resource to dental professionals and contributing to the health of the community, ADEA has demonstrated a commitment to education and public service.

I want to sincerely thank the association for its many years of service and advocacy. I send you all my best regards and I hope you enjoy this year's convention.

Sincerely,

Martin J. Walsh
Mayor of Boston



ADEA Board of Directors

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Acknowledgments

The American Dental Education Association (ADEA) deeply appreciates the tremendous work and leadership of the ADEA Annual Session Program Committee (ASPC) and thanks the committee members for their service.

The 2014–15 ADEA ASPC consists of the following members:

Dr. Sharon Siegel, Chair of the ADEA ASPC, Nova Southeastern University College of Dental Medicine; Dr. Diane Hoelscher, University of Detroit Mercy School of Dentistry; Dr. Lily Garcia, University of Iowa College of Dentistry & Dental Clinics; Dr. Huw Thomas, Tufts University School of Dental Medicine; Dr. Mert Aksu, University of Detroit Mercy School of Dentistry; Ms. Carlie Mae Brown, University of Oklahoma College of Dentistry; Dr. Cherae Farmer-Dixon, Meharry Medical College School of Dentistry; Dr. Vickie Kimbrough-Walls, Southwestern College; Dr. Keith Mays, University of Minnesota School of Dentistry; Dr. David Paquette, Stony Brook University School of Dental Medicine; Dr. Michael Ragan, Fortress Insurance Company; Dr. Harinder Sandhu, Western University Schulich School of Medicine and Dentistry; Dr. Robert Spears, The University of Texas School of Dentistry at Houston.

ADEA thanks the many individuals who contributed to planning and supporting the activities of the 2015 ADEA Annual Session & Exhibition. We would like to acknowledge Professor Gail Childs, University of Florida College of Dentistry, coordinator of the educational research poster presentation abstract review process, and Dr. Muhammed Walji, The University of Texas School of Dentistry at Houston, coordinator of the ADEA TechExpo.

The ASPC also thanks the following people who assisted in peer review of submissions for the 2015 ADEA Annual Session & Exhibition, the ADEA Poster Presentations and the ADEA TechExpo. We thank them for their efforts to create educational programming that meets the needs of ADEA members and the dental education community.

ADEA and the ASPC welcomes peer reviewers to assist in providing robust and relevant content.

Serving as a reviewer provides valuable insight into how the proposal process functions and allows reviewers to develop an understanding of what defines a successful proposal. In addition, reviewers are exposed to the latest and best ideas emerging in dental education. The Call for Reviewers for the 2016 ADEA Annual Session & Exhibition opens March 6, 2015, on adea.org.

Those reviewers included:

Dr. Amit Acharya, Marshfield Clinic Research Foundation; Dr. Praveen Arany, Harvard School of Dental Medicine; Dr. Leon Assael, University of Minnesota School of Dentistry; Ms. Mary Baechle, Virginia Commonwealth University School of Dentistry; Dr. Richard Ballard, Louisiana State University Health New Orleans School of Dentistry; Dr. Jeffrey Bennett, Indiana University School of Dentistry; Dr. LynnAnn Bergstrom Bryan, Marquette University School of Dentistry; Dr. Philip Buchanan, University of the Pacific, Arthur A. Dugoni School of Dentistry; Dr. Rosa Chaviano-Moran, Rutgers, The State University of New Jersey, School of Dental Medicine; Ms. Wanda Cloet, Central Community College; Dr. David Cohen, University of Missouri - Kansas City School of Dentistry; Dr. Sandra D'Amato-Palumbo, University of New Haven; Dr. Donna Eastabrooks, Manor College; Dr. Diana Jane Esshaki, Tufts University School of Dental Medicine; Dr. Sridhar Eswaran, The University of Texas School of Dentistry at Houston; Dr. Gilda Ferguson, Midwestern University College of Dental Medicine-Arizona; Dr. Laurie Fleisher, New York University College of Dentistry; Dr. Monica Franklin, Florida State College at Jacksonville; Dr. Mary Lynn Froeschle, University of Nebraska Medical Center College of Dentistry; Dr. Manju Gerber, New York University College of Dentistry; Dr. Laurie Gordon-Brown, Nova Southeastern University College of Dental Medicine; Dr. Lindsey Hamil, Medical University of South Carolina James B. Edwards College of Dental Medicine; Dr. Joyce Hudson, Ivy Tech Community College; Dr. Anita Joy, Southern Illinois University School

of Dental Medicine; Dr. Zina Kaleinikova, Case Western Reserve University School of Dental Medicine; Dr. Nahid Kashani, University of Detroit Mercy School of Dentistry; Dr. Ragbir Kaur, Mt. Sinai Medical Center; Dr. John Killip, University of Missouri - Kansas City School of Dentistry; Ms. Sri Koduri, University of Utah School of Dentistry; Dr. Esther Kuyinu, New York University College of Dentistry; Dr. William Leavitt, University of Nevada, Las Vegas, School of Dental Medicine; Dr. Laura MacDonald, University of Manitoba Faculty of Dentistry; Dr. Melanie Mayberry, University of Detroit Mercy School of Dentistry; Dr. Khyati Mehta, Rutgers, The State University of New Jersey, School of Dental Medicine; Dr. Dalia Meisha, Virginia Commonwealth University School of Dentistry; Dr. Denise Mills, Northwestern University College of Dental Medicine-Arizona; Dr. Lisa Mruz, University at Buffalo School of Dental Medicine; Marianella Natera, Rutgers, The State University of New Jersey, School of Dental Medicine; Dr. Vijay Parashar, Northwestern

University College of Dental Medicine-Arizona; Dr. Jeffrey Perry, Northwestern University College of Dental Medicine-Arizona; Dr. Teresa Pulido, Northwestern University College of Dental Medicine-Arizona; Dr. Daniel Reed, The Ohio State University College of Dentistry; Dr. Silvia Spivakovsky, New York University College of Dentistry; Dr. Cortino Sukotjo, University of Illinois at Chicago College of Dentistry; Dr. Aditya Tadinada, University of Connecticut School of Dental Medicine; Dr. Melanie Taverna, University of Texas Health Science Center at San Antonio School of Dentistry; Dr. Linda Wells, University of Missouri - Kansas City School of Dentistry; Dr. Geraldine Weinstein, University of Florida College of Dentistry; Dr. Michelle Wheeler, University of Detroit Mercy School of Dentistry; Dr. Austin Willcox, Northwestern University College of Dental Medicine-Arizona; Dr. Wendy Woodall, University of Nevada, Las Vegas, School of Dental Medicine; Ms. Manliu Yang, University of California, San Francisco, School of Dentistry.

Thanks also to:

2015 ADEA SoTLfest Planning Committee

ADEA Council of Faculties Administrative

Board: Dr. R. Todd Watkins, East Carolina University School of Dental Medicine; Dr. Ryan Quock, The University of Texas School of Dentistry at Houston; Dr. Wendy Sue Woodall, University of Nevada, Las Vegas, School of Dental Medicine; Dr. Valerie Murrah, University of North Carolina at Chapel Hill; Yun Saksena, Tufts University School of Dental Medicine

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ADEA Commission on Change and Innovation in Dental Education Oversight Committee and Liaisons

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DISCOURSE AND DESSERT

- March 7, 6:30 – 8:30 p.m., I-252
SH, Grand Ballroom, 2nd Level. See page 23.



Linda Cohn is a pioneer for women sportscasters and is a true American icon. She has graced television sets for over 21 years as one of the first full-time female sports anchors and is recognized as one of America's most successful female sports commentators. A constant mainstay on

ESPN's *SportsCenter*, Ms. Cohn's straightforward style and natural humor has created an easy rapport with viewers. In addition to her anchor duties, she has her own podcast entitled "*Listen Closely to Linda Cohn*." Ms. Cohn is the author of *Cohn-Head: A No-Holds-Barred Account of Breaking into the Boys' Club*, which details her rise to the top of the male-dominated sports casting world.

OPENING PLENARY

- March 8, 8:30 – 10:00 a.m., I-306
CC, Ballroom ABC, 3rd Level. See page 24.
Sponsored by the ADEA Corporate Council



Adam Steltzner, Ph.D., was just another wannabe rock star kicking around small clubs in San Francisco at age 20. By 35, he was a Ph.D. engineer at the famed Jet Propulsion Laboratory. In 2012, he made history as the Landing Phase Lead Engineer and

Development Manager for the Entry, Descent and Landing phase of the Mars rover *Curiosity* — he led the breakthrough team of engineers who invented the pioneering landing system that spectacularly placed the *Curiosity* rover on the Martian surface. In his keynote speeches, he brings a rock star's presence and a storyteller's

gift to the stage. He reveals how audacious goals, unbridled thinking and breakthrough innovation can make the impossible possible; he also shares his observations about the power of human curiosity and how it can change our world. He is currently working on a new book, *The Right Kind of Crazy: The Science of Executing Transformative Ideas*.

POLITICAL SPOTLIGHT

- March 9, 8:30 – 9:45 a.m., I-315
CC, Ballroom ABC, 3rd Level. See page 38.



Gloria Borger is CNN's Chief Political Analyst, appearing regularly on *The Situation Room* with Wolf Blitzer and *The Lead* with Jake Tapper. Ms. Borger plays an instrumental role in the network's daily coverage while reporting on a variety of political and

breaking news stories. Ms. Borger has distinguished herself at CNN through a variety of in-depth interviews and profiles. She was a prominent analyst during the network's America's Choice 2012 election season, and was pivotal to CNN's Emmy award-winning election night coverage. Before joining CNN in 2007, Ms. Borger was CBS News' national political correspondent and a contributor to CBS's *Face the Nation*, *60 Minutes II* and the network's special events coverage. Ms. Borger began her professional career as a reporter at the *Washington Star*, where she covered politics and co-authored a daily serial, published as a book, called *Federal Triangle*, a parody of political life in Washington, D.C. She was a political columnist for *U.S. News & World Report* and chief congressional correspondent for *Newsweek*. Early in her career, Ms. Borger was awarded the Watson Traveling Fellowship to study the British press.

CLOSING PLENARY

- March 10, 10:00 – 11:15 a.m., I-316
CC, Ballroom ABC, 3rd Level. See page 56.
Sponsored by DENTSPLY, International Inc.



Sarah Lewis, Ph.D., is a cultural historian and a W. E. B. Du Bois Research Institute Fellow at Harvard University. Her book, *The Rise: Creativity, the Gift of Failure, and the Search for Mastery*, is a layered, story-driven investigation of how innovation, success and new concepts can be

found in the most unlikely and improbable of places. Dr. Lewis has served on President Obama's National Arts Policy Committee and as a trustee of Creative Time; The Graduate Center, CUNY; the Brearley School; and the Andy Warhol Foundation of the Visual Arts. She also has held positions at the Yale School of Art, the Museum of Modern Art and the Tate Modern. Her essays on race, contemporary art and culture have been published in many journals as well as *The New Yorker*, *Artforum*, *Art in America* and in publications for the Smithsonian, the Museum of Modern Art and Rizzoli. Copies of *The Rise* will be available for purchase immediately after the plenary session. Dr. Lewis will also be available for a limited time to sign books.



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Chair of the ADEA Board of Directors Symposia

The 2015 ADEA Annual Session & Exhibition brings together experts from all points of view. Attendees will explore how dental educators ignite the minds and unlock the potential in students. This year's Chair Symposia is a series of three sessions providing attendees with insight into how educators can guide and prepare students for rewarding careers in the caring profession of dentistry. Contributors from inside and outside of academic dentistry will share a myriad of perspectives and approaches to instilling a passion for dentistry in students and a sense of caring for patients.

MARCH 8

□ 4:00 – 5:30 p.m.

L-010 The Chair of the ADEA Board of Directors Symposium—Unlocking Potential Through Collaboration: A Shared Model for Faculty Mentoring **CCI**

CC, Room 304, 3rd Level

Presenters: Karen Novak, D.D.S., M.S., Ph.D., The University of Texas School of Dentistry at Houston; Janet Guthmiller, D.D.S., M.S.W., University of Nebraska Medical Center College of Dentistry; Rebecca Wilder, B.S.D.H., M.S., University of North Carolina at Chapel Hill School of Dentistry; Zsuzsa Horvath, Ph.D., University of Pittsburgh School of Dental Medicine

Faculty mentoring programs are one proven strategy to address faculty recruitment and retention issues. Yet schools often struggle to develop and maintain active mentoring programs. In this session, a collaborative effort among three dental schools, focused on a shared faculty mentoring model, will be presented. Speakers will discuss the importance of the collaborative effort, adaptation of one school's mentoring blueprint to meet the needs of the other schools and the use of common training and assessment tools in all programs. Participants will engage in discussions about the power of collaboration in unlocking the potential for multi-school recruitment and retention strategies.

CE Credits: 1.5, 90 Minute Seminar

MARCH 9

□ 1:30 – 3:00 p.m.

TLCD-084 The Chair of the ADEA Board of Directors Symposium—Igniting Minds Through Student Self-directed Group Learning: Integrated Problem Sessions **CCI** **SoTL**

CC, Room 306, 3rd Level

Presenters: Cataldo Leone, D.M.D., D.Med.Sc., Boston University Henry M. Goldman School of Dental Medicine; Carol Walsh, M.A., Ph.D.; Monica Pessina, Ph.D., M.Ed., OTR/L; Carmen Sarita-Reyes, M.D. | Boston University School of Medicine

Dental educators and administrators are keenly interested in andragogy that fosters meaningful student learning. The benchmark characteristic of adult education teaching strategy is active, self-directed learning. This approach often requires some degree of teacher guidance so that the learning process is variably autonomous. As a best practice technique, Integrated Problems Sessions (IPS) represents a flexible construct for active learning that includes case- and problem-based scenarios, audience response technology and critical literature review. IPS challenges students to discover, interpret and apply new knowledge while concomitantly instilling a passion for dentistry and preparing students for professional lifelong learning. Discussion will include outcomes to date.

CE Credits: 1.5, 90 Minute Seminar

MARCH 10

8:00 – 9:30 a.m.

TLCD-004 The Chair of the ADEA Board of Directors Symposium—Financing the Future of Dental Education

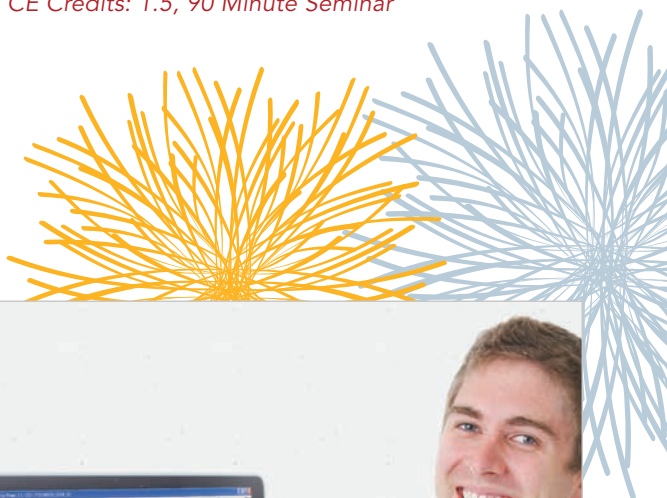
CC, Room 313, 3rd Level

Presenters: Nader Nadershahi, D.D.S., MBA, Ed.D., University of the Pacific, Arthur A. Dugoni School of Dentistry; Cecile Feldman, D.M.D., MBA, Rutgers, The State University of New Jersey, School of Dental Medicine; Michael C. Alfano, D.M.D., Ph.D., New York University College of Dentistry

The cost of higher education is on the rise and the popular media as well as professional organizations are focused on this challenge. Academic dental organizations are an important component of this higher education system and have not been immune to such challenges. This

symposium will focus on financial management in academic dentistry. There will be a discussion of the macro- and micro-environmental forces experienced by schools and colleges of dentistry as well as some current challenges and opportunities faced by our organizations. Participants will also have an opportunity to engage with the panel during an open discussion.

CE Credits: 1.5, 90 Minute Seminar



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2015 ADEA ANNUAL SESSION & EXHIBITION



Convention Center Information

The 2015 ADEA Annual Session & Exhibition is being held at the John B. Hynes Veterans Memorial Convention Center:

**900 Boylston Street
Boston, MA 02215
617-954-2000**

The John B. Hynes Veterans Memorial Convention Center is located in the heart of the Back Bay in Boston, just 15 minutes or 7 miles from Boston Logan International Airport.

Transportation for Offsite Tours

Complimentary transportation for tours of Boston University Henry M. Goldman School of Dental Medicine, Tufts University School of Dental Medicine and Harvard School of Dental Medicine will be provided.

Transportation to **Boston University Henry M. Goldman School of Dental Medicine** will depart promptly on Saturday, March 7 at 9:00 a.m. from the Hynes Convention Center, at the Boylston Street entrance. Buses will depart from the school at noon returning to the Hynes Convention Center at 12:30 p.m.

Transportation to **Tufts University School of Dental Medicine** will depart promptly on Saturday, March 7 at 9:30 a.m. from the Hynes Convention Center, at the Boylston Street entrance. Buses will depart from the school at 12:30 p.m. returning to the Hynes Convention Center at 1:00 p.m.

Transportation to **Harvard School of Dental Medicine** will depart promptly on Saturday, March 7 at 9:30 a.m. from the Hynes Convention Center, at the Boylston Street entrance. Buses will depart from the school at 12:30 p.m. returning to the Hynes Convention Center at 1:00 p.m.

Wireless Internet Access

Through the Link@Sheraton experienced with Microsoft®, guests may browse the Internet on PC workstations. In addition, complimentary wi-fi is offered on the first floor (see the Concierge for network information). The Sheraton Hotel Boston also offers wireless and wired Internet for a fee in guest rooms. Guests can connect up to three devices for the cost of \$9.95 for 24 hours.

The Hynes Convention Center provides free wireless Internet throughout the facility. To access the wi-fi, choose the ADEA network and enter the password adea2015.

Complementary Educational Session Resources

Attendees will be able to download many educational session presentation materials via the mobile app or at adea.org/2015.

Education Session Evaluations and Continuing Education (CE) Credits

ADEA is an ADA CERP Recognized Provider. ADA CERP is a service of the American Dental Association to assist professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry. ADEA designates individual educational sessions for various continuing education credits. Please refer to individual education session descriptions for detailed information.

Continuing education credits (CE) are earned by attending educational sessions in their entirety and by completing the evaluation process for those sessions. To evaluate educational sessions attended and obtain a CE Verification Form, ADEA Annual Session & Exhibition registered attendees may visit adea.org/2015/CE and complete the online process. The deadline to complete the evaluation process and print a PDF of your CE Verification Form is Thursday, April 30, 2015. The evaluation process is electronic only. CE Verification Forms cannot be reproduced by ADEA after the deadline.

Questions concerning completing the evaluation process or printing and saving a CE Verification Form or ADEA SoTLfest Certificate may be directed to the ADEA Registrar at adearegistration@jspargo.com or 703-449-6418 from 8:30 a.m. to 5:00 p.m. Eastern Time, Monday through Friday.

All speakers agree that neither they nor members of their immediate family have any financial relationships with commercial entities that may be relevant to their presentations.

AMERICAN DENTAL EDUCATION ASSOCIATION

CALL FOR PROGRAMS



Share your best techniques on how you teach students effectively.

Submit abstracts for educational programming for the 2016 ADEA Annual Session & Exhibition.

Each educational session will be placed in one of the following learning focus areas:

- Admissions and Operations
- Advocacy and Public Policy
- Leadership and Career Development
- Research and Trends
- Teaching, Learning and Curriculum Development
- Technological Innovations

Don't miss your opportunity to engage in the rich programming and a myriad of networking opportunities. Begin planning your submission for the 2016 ADEA Annual Session & Exhibition today.

**The deadline to submit is
June 1, 2015**

For a full description of the 2016 Annual Session & Exhibition theme and complete instructions on submitting a program proposal, visit:

adea.org/2016/Submit

"Change is the law of life. And those who look only to the past or present are certain to miss the future."

—JOHN F. KENNEDY

ADEA SoTLfest

The ADEA Scholarship of Teaching and Learning (ADEA SoTLfest) related sessions examine how teaching is valued, assessed and rewarded, and how it contributes overall to the learning experience of students and educators. You can be recognized for your participation in the ADEA SoTLfest. To be eligible for an ADEA SoTLfest Certificate of Recognition, you must participate in a minimum of three ADEA SoTLfest designated sessions plus at least one Chair of the ADEA Board of Directors Symposium and complete the online evaluation process associated with those sessions.

Exhibit Hall

Join the more than 70 commercial and educational exhibitors in this year's Exhibit Hall, located on the Concourse Level of the Hynes Convention Center. The Exhibit Hall will be open on Sunday and Monday, March 8–9, with dedicated hours on both days.

Take advantage of the Exhibit Hall offerings and scheduled networking opportunities, including the Connect & Collaborate Lounge, a dedicated coffee break and complimentary lunches.

The daily Exhibit Hall Raffle boasts a variety of great prizes generously donated by exhibitors and sponsors. The raffle takes place at 1:30 p.m. on Sunday and at 1:00 p.m. on Monday. (Winners must be present to claim prize.)

Be sure to stop by the ADEA Showcase to explore some of the unique faculty development and student enrichment resources provided by ADEA. Demonstrations, videos, tutorials and how-to sessions will be available during the Exhibit Hall hours, and will include the following displays:

- Membership and Publications
- Curriculum Resource Center (CRC)
- MedEdPORTAL
- ADEA GoDental
- Virtual Fair

At the ADEA TechExpo, see the latest technology applications developed specifically for dental education by your colleagues. It's a close-up, hands-on experience. Walk around and interact with new technology, share ideas and discuss exciting innovations with the presenters. The ADEA TechExpo is interesting whether you're on

the cutting edge or catching up with technology. Peruse showcased Poster Presentations on Sunday, March 8, from 1:00 to 3:00 p.m., and Monday, March 9, from 10:00 a.m. to noon. See page 76 for a complete list of poster presentations each day.

Registration, Information and House of Delegates Booths

The registration booth is located in Prefunction Hall C of the John B. Hynes Veterans Memorial Convention Center. Along with registration information, attendees will find ADEA staff who can help with ADEA membership inquiries and general Association information.

The registration and information booths will be open:

Friday, March 6	11:00 a.m. – 6:00 p.m.
Saturday, March 7	7:00 a.m. – 6:30 p.m.
Sunday, March 8	7:00 a.m. – 5:00 p.m.
Monday, March 9	7:00 a.m. – 5:00 p.m.
Tuesday, March 10	8:00 a.m. – 2:00 p.m.

The ADEA House of Delegates (HOD) booth will be open:

Friday, March 6	11:00 a.m. – 6:00 p.m.
Saturday, March 7	7:00 a.m. – 6:30 p.m.
Sunday, March 8	7:00 a.m. – 5:00 p.m.
Monday, March 9	7:00 a.m. – 5:00 p.m.
Tuesday, March 10	8:00 a.m. – 4:30 p.m.

Social Media

Follow ADEA on Twitter (twitter.com/adeaweb) and Facebook for the latest news about dental education and updates from Annual Session. We want to hear from you! Use the Twitter hashtag #adea2015 to tell everyone about an event or session, or to connect with like-minded colleagues.

WHILE ATTENDING THE **2015 ADEA**
ANNUAL SESSION & EXHIBITION
VISIT US ONLINE!



Check out the 2015 ADEA Annual Session & Exhibition website at adea.org/2015. It's your one-stop shop to evaluate educational sessions, learn about CE credits and access other electronic resources.

Download the 2015 ADEA Annual Session Mobile App to have everything you need in the palm of your hand, including the interactive show schedule, speaker bios and presentation materials, exhibitor listings and product searches, floor maps, session and event schedules, CE evaluations, show alerts, in-app messaging, photo sharing and social media.



Access the Online Program Planner to browse the schedule or find presentations and sessions by subject, title, name, date or time.

Follow @adeaweb on Twitter and use the hashtag **#adea2015** to keep up with the latest ADEA Annual Session Twitter chatter.



"Like" ADEA on Facebook.com/adeaweb to view event news, videos, photos and recaps.

Find out more about next year's **ADEA Annual Session & Exhibition**, scheduled for **March 12–15, at adea.org/2016**.



Special Events

Unless otherwise indicated, these special events are open to all attendees. Some events require tickets or are by invitation only.

- Friday, March 7 | 6:00 – 9:00 p.m.
ADEA Leadership Institute Class of 2015 Reception and Commencement Dinner (By invitation only)
I-101
SH, Room Constitution A, 2nd Level
- Saturday, March 7 | 8:00 – 11:00 a.m.
ADEA Signature Series: Leading Faculty —It's Not Just About Promotion! 
I-012
SH, Grand Ballroom, 2nd Level
- Saturday, March 7 | 10:00 a.m. – 4:00 p.m.
ADEA GoDental Workshop and Recruitment Fair for Predental Students and Advisors (Registration required)
Sponsored by Aspen Dental Management, Inc., Liaison International, Inc., Pacific Dental Services, Inc. and The Procter & Gamble Company.
I-122
CC, Hall D, 2nd Level
- Saturday, March 7 | 4:30 – 5:30 p.m.
Opening Session of the ADEA House of Delegates
I-308
CC, Ballroom ABC, 3rd Level
- Saturday, March 7 | 5:30 – 6:30 p.m.
ADEA Welcome Reception
I-251
CC, Boylston Hallway, 3rd Level
- Sunday, March 8 | 1:30 – 2:30 p.m.
ADEA Reference Committee on Association Policy Hearing
I-311
CC, Room 204, 2nd Level
- Sunday, March 8 | 3:30 – 4:30 p.m.
ADEA Reference Committee on Administrative Affairs Hearing
I-312
CC, Room 204, 2nd Level
- Sunday, March 8 | 5:30 – 7:00 p.m.
ADEA Leadership Institute Class of 2016 Welcome Reception (By invitation only)
I-105
SH, Independence West, 2nd Level
- Monday, March 9 | 6:00 – 9:00 p.m.
2015 William J. Gies Awards for Vision, Innovation and Achievement Gala 
I-317
SH, Grand Ballroom Complex, 2nd Level

The William J. Gies Awards for Vision, Innovation and Achievement (The Gies Awards) are the preeminent recognition of exceptional contributions to and support of dental education. The Gies Awards are an annual program of the ADEAGies Foundation. Tickets for the event are available at registration.
- Tuesday, March 10 | 3:30 – 4:30 p.m.
Closing Session of the ADEA House of Delegates
I-309
CC, Ballroom ABC, 3rd Level

**What will
I owe** each
month after I
graduate?

Can I really
afford to borrow
more?



Find answers with the AAMC/ADEA
Dental Loan Organizer and Calculator.

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Free to use

Models loan repayment amounts based
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Securely tracks and keeps data for seven years

ADEA | THE VOICE OF
DENTAL EDUCATION

American Dental Education Association


AAMC

Tomorrow's Doctors, Tomorrow's Cures®

American Association of Medical Colleges

Complete 2015 ADEA Annual Session & Exhibition Schedule by Day and Time

Programs are listed chronologically by day. ADEA Governance and Affiliated Organizations meetings are not included; these are listed separately on page 60. For full session information, please visit adea.org/2015/planner or the mobile app.

DESIGNATIONS

ADEA SoTL The SoTLfest at the ADEA Annual Session & Exhibition gathers a community of scholars, teachers and learners who want to discuss ideas, share knowledge and stimulate thinking.

ADEA CCI Each ADEA CCI program addresses one of the following eight core principles: critical thinking, life-long and self-directed learning, humanistic environment, scientific discovery and the integration of knowledge, evidence-based oral health care, assessment, faculty development or the health care team.

ADEA LIAA All ADEA LIAA endorsed sessions help to further the leadership and personal development of future leaders in dental and higher education.

ADEA FDW In these active learning environments, participants learn more effective assessment tools, enhance the scholarship of teaching and learning, investigate new strategies for professional development, explore change and innovation, develop new curricular strategies or develop collaborative research models.

03/06
FRIDAY

□ 4:30 – 6:00 p.m.

I-001B Access, Diversity and Equity: The Role of Dental Education

CC, Room 202, 2nd Level

Presenter(s): Kim D'Abreu, M.P.H., ADEA; Paul Glassman, D.D.S., M.A., MBA, University of the Pacific, Arthur A. Dugoni School of Dentistry

The session will include examples of ways dental schools are making a difference in oral health access, diversity and equity. The focus of the session will be a facilitated discussion about the formation of a special interest group within ADEA on oral health access, diversity and equity. While there are other sections and special interest groups within ADEA that touch on some of these topics, it has been determined that there is not currently a group focused on the broad role dental education institutions can play in improving the oral health of underserved populations.

CE Credits: 0, 90 Minute Workshop

2015 ADEA DENTAL STUDENT VIRTUAL FAIR

Live. Free. Online.

APRIL 2, 2015 | 4:00 - 10:00 P.M. EASTERN TIME

Learn more at adea.org/DSVF15

Jumpstart your career planning now and prepare for your transition into the real world. Pajamas are welcome!

FIVE REASONS YOU SHOULD REGISTER:

- 1. Chat live with residency program directors.** Representatives from all dental specialties and general dentistry are exhibiting at the event.
- 2. Learn about ADEA PASS.** Find out how the residency application process works and how to craft a winning application.
- 3. Network with exhibitors.** Familiarize yourself with exhibitor products and services and build relationships that will carry into your professional career.
- 4. Get advice on loan repayment strategies.** ADEA Senior Advisor for Student Financial Services will answer your questions about loan repayment after graduation.
- 5. Discover how to succeed.** ADEA Chair of the Board, Dr. Lily Garcia, will share how she transformed from dental student to dental education leader in her keynote address.

"In my opinion, this is a really easy way to get valuable information without traveling or spending any extra money. I can't wait to participate next year."



THE VOICE OF
DENTAL EDUCATION

adea.org/DSVF15

□ 8:00 – 11:00 a.m.

**I-012 ADEA Signature Series:
Leading Faculty—It's Not Just
About Promotion!** **LIAA**

SH, Grand Ballroom, 2nd Level

Presenter(s): Kiernan Mathews, Ed.D., Harvard Graduate School of Education; Judith Jones, D.D.S., M.P.H., D.Sc.D., Boston University Henry M. Goldman School of Dental Medicine; Maureen McAndrew, D.D.S., M.S.Ed., New York University College of Dentistry

Leading Faculty will look at methodologies for evaluating the climate at an institution and how that can impact an individual's sense of "fit" in an organization. The process of creating and sustaining faculty development programs at institutions will be discussed. Programs that are in place as well as those being created and enhanced will be presented. A question and answer period will allow participants to interact on the concept of leading faculty and creating a supportive climate.

CE Credits: 3, 3 Hour Workshop

□ 11:00 a.m. – noon

L-018 Exploring the Link Between Emotional Intelligence and Cross-cultural Leadership Effectiveness **CCI** **LIAA**

CC, Room 206, 2nd Level

Presenter(s): Isabel Rambob, D.D.S., University of Maryland School of Dentistry

The United States is undergoing major demographic changes with large increases in populations from Latin America and Asia. Organizations become more effective when they are able to identify and foster the appropriate leader behaviors for the relevant cultural situation. The strength of the emotional qualities of the leader, the ability to communicate and to establish interpersonal relationships, and the ability to create a friendly, motivating environment are traits that distinguish leaders with outstanding performance from leaders with mediocre results. Leaders in dental education must have a clear understanding of how cultural competence and emotional intelligence have an impact on their ability to lead effectively.

CE Credits: 1, 60 Minute Seminar

□ 11:00 a.m. – noon

TLCD-037 We Rest Our Case: Integrated Case-based Learning in Dental Education

CC, Room 210, 2nd Level

Presenter(s): Abhinav Wadkar, B.D.S., M.P.H., MBA, Ph.D., M.D.S.; Ival McDermott, D.D.S. | Rutgers, The State University of New Jersey, School of Dental Medicine

Case-based learning experiences for preclinical dental students are meaningful, realistic, challenging and more fun than typodonts! They give students opportunities to role-play diagnostic fact-finding and evaluation of alternative modalities in patient care. This is especially important for D1 and D2 students in preparation for real-life situations they will soon face in actual patient care. The purpose of this workshop is to present a quick, realistic way for busy faculty to create case-based preclinical materials for use in didactic teaching and testing. Digital handout materials will include three patient cases, each with an associated 100 question machine-scored written exam.

CE Credits: 1, 60 Minute Workshop

□ 11:00 a.m. – 12:30 p.m.

AP-002 Influence of Quality Improvement on Oral Healthcare and Dental Education

CC, Room 207, 2nd Level

Presenter(s): Ronald Hunt, D.D.S., M.S., Midwestern University College of Dental Medicine-Arizona; Diptee Ojha, B.D.S., M.P.H., MBA, Ph.D., American Dental Association

Accountability through quality improvement and measurement is expanding throughout health care and beginning to appear in dentistry and dental education. This workshop will feature two 20-minute presentations and two 20-minute small group discussions. Presentation 1 will address: What is quality, the quality movement in health care and the Dental Quality Alliance (DQA)? Discussion 1 will address: How does quality improvement in oral health care affect dental education? Presentation 2 will address: What are the measure activities of the DQA and how does it select and test measures? Discussion 2 will address: How can measures be used in dental education, research or patient care?

CE Credits: 1.5, 90 Minute Workshop

□ 11:00 a.m. – 12:30 p.m.

L-001 Turbocharge Your Communication Skills in the Classroom and Clinic

CC, Room 300, 3rd Level

Presenter(s): John Williams, D.M.D., MBA; Sally Morgan, B.A. | Indiana University School of Dentistry

New educators! Empower your teaching potential by enhancing your ability to present content with authority and charisma. The majority (93%) of communication has nothing to do with the words you say. The way one speaks accounts for only 38% of communication. Body language and facial expression account for 55% of how your message is received. Join this richly interactive workshop characterized by modeling, coaching and feedback on the non-verbal 93% of communication. You'll explore the impact that body language and tone of voice have on the words you say and learn simple, easy-to-implement techniques to ignite communication skills in the classroom.

CE Credits: 1.5, 90 Minute Seminar

□ 11:00 a.m. – 12:30 p.m.

L-003 Faculty Development Marketplace: A Forum for Collaboration

CC, Room 310, 3rd Level

Presenter(s): Zsuzsa Horvath, Ph.D., University of Pittsburgh School of Dental Medicine

This exploration of faculty development provides each speaker five minutes to summarize the role and purpose of faculty development at his or her institution, what programs are offered and how they are assessed. While there are various faculty development efforts going on at dental schools across North America, the work of faculty developers is poorly understood and best practices have not yet emerged. These short presentations will enable participants to spread ideas, provide updates about exciting developments, establish and foster collaboration, and trigger joined projects among institutions.

CE Credits: 1.5, 90 Minute Seminar

□ 11:00 a.m. – 12:30 p.m.

TI-004 Unlocking the Potential of Digital Dental Impressions

CC, Room 208, 2nd Level

Presenter(s): Geraldine Weinstein, D.D.S., University of Florida College of Dentistry; Stephanie Seitz, D.D.S.; Richard Zimmerman, D.D.S. | University of Texas Health Science Center at San Antonio School of Dentistry

The program's goal is to provide the audience with a basic understanding of current technology related to chairside digital impressions in patient treatment. The presenters will elucidate the various pathways possible once a digital impression is acquired to fabricate the final fixed restoration. Faculty from different schools will share their experiences in various commercial digital impression systems, Computer Aided design (CAD) software and Computer Aided millers (CAM). The discussion will include how such technologies are integrated into the predoctoral clinical environment and how digital impressions can be used to self-assess competency of a dental practitioner.

CE Credits: 1.5, 90 Minute Workshop

□ 11:00 a.m. – 12:30 p.m.

TLCD-001 Alternate Testing Modes for Dental Students

CC, Room 313, 3rd Level

Presenter(s): Robert Glickman, D.M.D., Cert. Oral Surgery; Andrew Spielman, D.M.D., Ph.D., Cert. Oral Surgery | New York University College of Dentistry; Nader Nadershahi, D.D.S., MBA, Ed.D., University of the Pacific, Arthur A. Dugoni School of Dentistry; Robert Trombly, D.D.S., J.D., University of Detroit Mercy School of Dentistry

Multiple choice testing is the standard in dental school didactic curricula. This session will explore alternate testing models currently used or in development in dental schools across the U.S. and Specialty Boards in the U.S. and Ireland. The session will look from two perspectives—learning environment and secure testing.

CE Credits: 1.5, 90 Minute Seminar

- 11:00 a.m. – 12:30 p.m.

TLCD-013 Igniting Community-based IPE and Unlocking Potential to Meet CODA Standards **CCI**

CC, Room 202, 2nd Level

Presenter(s): Marsha Ford-Cunningham, RDH, M.S., The University of Iowa College of Dentistry & Dental Clinics; Val Spolsky, D.M.D., M.P.H., University of California, Los Angeles, School of Dentistry; Ana Karina Mascarenhas, B.D.S., M.P.H., Dr.P.H., Nova Southeastern University College of Dental Medicine; Kim McFarland, D.D.S., M.H.S.A., University of Nebraska Medical Center College of Dentistry

Interprofessional education (IPE) and community-based dental education are required in the current predoctoral Commission on Dental Accreditation (CODA) education standards. This program will highlight innovative examples of existing curricular methods to address these specific CODA standards in predoctoral dental and dental hygiene curricula. The Clinical Prevention and Population Health Curriculum Framework, a product of the Healthy People Curriculum Task Force, will provide the introduction to this program. The Dental Public Health Curriculum modules will identify specific competencies. The Service Learning IPE Dental Project will describe a telehealth network for community-based education. Overall assessment strategies will round out the program.

CE Credits: 1.5, 90 Minute Seminar

- 11:00 a.m. – 12:30 p.m.

TLCD-123 Increasing Competency of Graduates to Address Seniors' Oral Health

CC, Room 203, 2nd Level

Presenter(s): Sharon Compton, Ph.D., RDH, M.A.; Minn Yoon, Ph.D.; Arlynn Brodie, RDH, M.H.S. | University of Alberta School of Dentistry; Mary Bertone, RDH, B.Sc. (DH), University of Manitoba Faculty of Dentistry

It is well documented that many seniors residing in residential care facilities (RCF) have poor oral health and are not receiving adequate dental care. To address this disparity, dental hygiene and dentistry students require adequate preparation in their educational training to develop comfort and competency in providing dental care to seniors. Educators from two Canadian universities will provide a framework for developing and implementing a geriatrics curriculum in RCF. Content will include preparing

students for practicums in RCFs, developing and implementing oral health assessment forms, delivering staff education sessions, developing relationships and gaining access to RCFs and onsite dental hygiene treatment.

CE Credits: 1.5, 90 Minute Seminar

- 1:00 – 2:00 p.m.

TLCD-002 A Computer-based Treatment Planning OSCE: Concept to Completion

CC, Room 313, 3rd Level

Presenter(s): Harvey Quinton, D.D.S., Nova Southeastern University College of Dental Medicine

In the current academic climate of comprehensive student assessments, a Treatment Planning Objective Structured Clinical Examinations is an excellent tool in evaluating dental knowledge in multiple disciplines. OSCE may be presented in many forms. Unfortunately many dental schools do not have the resources to conduct live patient-based testing. Participants will be shown how to construct, administer and score a computer-based OSCE exam that evaluates many of the same competences that can be measured in a patient-based exam.

CE Credits: 1, 60 Minute Seminar

- 1:00 – 2:00 p.m.

TLCD-015 Incorporating Dental Education for Primary Care Through Interprofessional Collaborative Practice **CCI**

CC, Room 206, 2nd Level

Presenter(s): Timothy Martinez, D.M.D.; Jenny Tjahjono, D.M.D. | Western University of Health Sciences College of Dental Medicine

The health care delivery model has a paradigm shift toward team-based, patient-centered interprofessional care. Evidence has shown the impact of one's oral health on overall health. Therefore, it is essential to incorporate dental education into other health professions education. In this session, you will learn how to effectively compose a curriculum to incorporate oral health education into primary care provider programs. You will also learn to implement and evaluate this hands-on, evidence-based interprofessional collaborative practice. Lastly, the session will discuss the impact on the expansion of scope of practice in each profession and on the quality of care in the community.

CE Credits: 1, 60 Minute Seminar

□ 1:00 – 2:00 p.m.

TLCD-022 Quality Assurance Assessment and Calibration of Student Fabricated Laboratory Cases

CC, Room 208, 2nd Level

Presenter(s): Michael Metz, D.M.D., M.S., MBA, M.S.D.; Cynthia Miller, Ph.D., M.S.; Wei-Shao Lin, D.D.S. | University of Louisville School of Dentistry

The session will provide dental educators with the nuances of implementing and monitoring a quality assurance program for student-fabricated laboratory cases. Of importance will be to discuss calibration of both faculty and students to preclinical techniques on clinical cases. An all-inclusive description of a novel laboratory quality assurance program will be presented with interactive case presentations. Quality standards for both acceptable and unacceptable cases will be discussed, with emphasis on remediation techniques and collegial interactions. An interactive calibration session using think-pair-share methodology will be included for all attendees. Success rates of our program will be discussed, as well as lessons learned.

CE Credits: 1, 60 Minute Workshop

□ 1:00 – 2:00 p.m.

TLCD-127 Interprofessional Education for Pain Management

CC, Room 309, 3rd Level

Presenter(s): Jeffry Shaefer, D.D.S., M.S., M.P.H., Harvard School of Dental Medicine; Antje Barreveld, M.D., M.S., Newton Wellesley Hospital

This session will highlight the need for interprofessional pain management education in predoctoral dental curricula. The presenter will illustrate how Harvard School of Dental Medicine has partnered with Boston-area medical, nursing, pharmacy and psychology institutions as part of a National Institutes of Health (NIH)-designated Center of Excellence in Pain Education. Together they have developed and implemented an innovative, interdisciplinary curricula. The curricula will enhance the knowledge, skills and confidence of dental students treating pain and promote interprofessional collaboration in pain management.

CE Credits: 1, 60 Minute Seminar

□ 6:30 – 8:30 p.m.

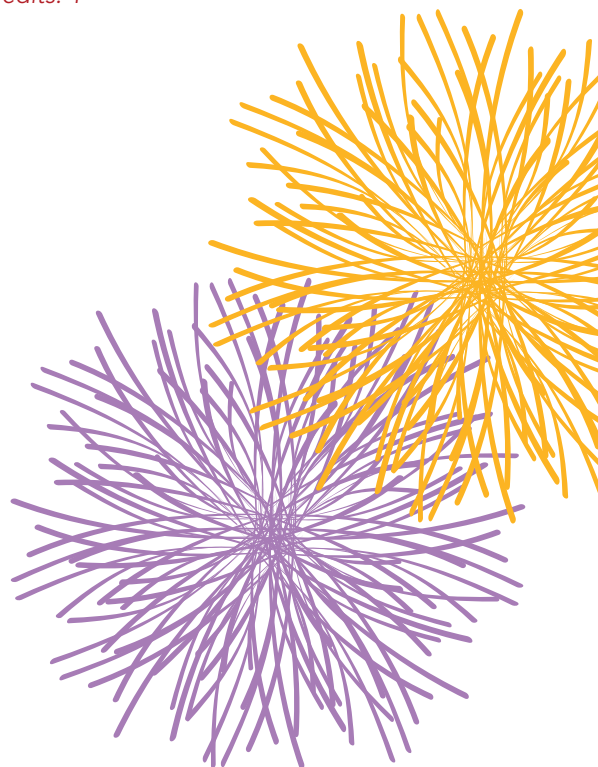
I-252 An Evening Plenary on Gender Issues—Discourse and Dessert

SH, Room Grand Ballroom, 2nd Level

Presenter(s): Linda Cohn

Linda Cohn is a pioneer for women sportscasters and is a true American icon. She has graced television sets for over 21 years as one of the first full-time female sports anchors and is recognized as one of America's most successful female sports commentators. A constant mainstay on ESPN's *SportsCenter*, Ms. Cohn's straightforward style and natural humor has created an easy rapport with viewers. In addition to her anchor duties, she has her own podcast entitled *Listen Closely to Linda Cohn*. Ms. Cohn is the author of *Cohn-Head: A No-Holds-Barred Account of Breaking into the Boys' Club*, which details her rise to the top of the male-dominated sports casting world.

CE Credits: 1



□ 8:30 – 10:00 a.m.

**I-306 Opening Plenary—
How Curiosity Changed My Life**

*CC, Ballroom ABC, 3rd Level
Sponsored by ADEA Corporate Council.*

Presenter(s): Adam Steltzner, Ph.D.

Dr. Steltzner was just another wannabe rock star kicking around small clubs in San Francisco at age 20. By 35, he was a Ph.D. engineer and rocket scientist at the famed Jet Propulsion Laboratories. In 2012, he made history as the Chief Landing Phase Engineer and Development Manager for the entry, descent and landing phase of the Mars rover *Curiosity* — he led the breakthrough team of engineers who invented the pioneering landing system that spectacularly placed the *Curiosity* rover on the Martian surface. In his keynote speeches, he brings a rock star's presence and a storyteller's gift to the stage. He reveals how audacious goals, unbridled thinking and breakthrough innovation can make the impossible, possible; he also shares his observations about the power of human curiosity and how it can change our world. He is currently working on a new book, *The Right Kind of Crazy: The Science of Executing Transformative Ideas*.

CE Credits: 1

□ 10:30 – 11:15 a.m.

**AP-003 Leading Patient-centered Care:
Igniting and Unlocking the Provider in
You (Limited to 10 participants)** **CCI**

CC, Room 308, 3rd Level

Presenter(s): Jennifer Barnes McCants, D.D.S., M.S.,
University of Louisville School of Dentistry

The Affordable Care Act has afforded millions of Americans the opportunity to obtain adequate health care. Americans that were uncovered or under-covered represent a diverse population. Academicians are charged to ensure that we are prepared to equip future dental professionals with tools to deliver patient-centered care. CODA mandates that dental institutions provide a learning environment that fosters a cultural climate conducive to a holistic educational experience for all. This program will provide insight on being leaders in incorporating patient-centered care principles into clinical teaching and practice, ensuring that the profession is prepared to meet the needs of our evolving society.

CE Credits: 0, 45 Minute Small Group Discussion

□ 10:30 – 11:30 a.m.

**AO-001 Piloting Three Templates to
Incorporate Competency Development
into Letters of Evaluation** **CCI**

CC, Room 206, 2nd Level

Presenter(s): Emil Chuck, Ph.D., Case Western
Reserve University School of Dental Medicine

Medical, dental and interprofessional education and training are increasingly competency-based. As a result, holistic admissions practices are beginning to adopt competency-based admissions practices in evaluating prospective students. We will present and seek feedback for three templates that provide standards for the documentation and evaluation of competencies achieved by medical and dental school applicants. Using student profiles, we will invite participants to discuss strengths and needed improvements in the instrument.

CE Credits: 1, 60 Minute Seminar

□ 10:30 – 11:30 a.m.

**RT-005 BigMouth: A Multi-institutional
Dental Data Repository** **CCI**

CC, Room 300, 3rd Level

Presenter(s): Rachel Ramoni, D.M.D., Sc.D.; Elsbeth
*Kalenderian, D.D.S., M.P.H., Ph.D. | Harvard School
of Dental Medicine; Muhammad Walji, Ph.D.; The
University of Texas School of Dentistry at Houston*

Given the monetary and time expense of clinical trials, it is prudent to use the informational by-products of health care to expand our knowledge and improve practice. However, few oral health databases are available for secondary data analysis. We have established the technical foundation and data governance framework for five dental schools to share data from their electronic health records (EHRs) into BigMouth, a centralized repository and have initiated de-identified data sharing. This seminar will cover how dental schools can use BigMouth as part of their research curriculum and explore ways for schools to contribute to BigMouth.

CE Credits: 1, 60 Minute Seminar

□ 10:30 – 11:30 a.m.

TLCD-108 Development and Implementation of a Customized Humanistic Environment Survey **CCI**

CC, Room 203, 2nd Level

Presenter(s): GERALYN Crain, D.D.S., Ph.D.; Margaret Wilson, D.D.S., MBA | East Carolina University School of Dental Medicine; William Hendricson, M.S., M.A., University of Texas Health Science Center at San Antonio School of Dentistry

Collaboration, mutual respect and open communication are characteristics of a desirable dental school environment but are often challenging to demonstrate as part of a school's commitment to a humanistic culture and learning environment that is regularly evaluated. East Carolina University School of Dental Medicine and University of Texas Health Science Center San Antonio School of Dentistry faculty will share experiences with organizational change and the associated uncertainty that impacts the environment; will discuss the systematic development and implementation of an evidence-based, customized humanistic environment survey; and will stimulate discussion about intentionally shaping and assessing the environment in one's own institution.

CE Credits: 1, 60 Minute Seminar

□ 10:30 – 11:30 a.m.

TLCD-148 Transforming the Classroom: Humanistic Engagement in Learning and Clinical Practice

CC, Room 311, 3rd Level

Presenter(s): Margaret Brommelsiek, Ph.D., M.S., B.A., University of Missouri - Kansas City School of Dentistry

Students often model their instructors' behaviors; therefore, faculty must be well-versed in humanism and exhibit these attributes in the classroom and during clinical practicum. Developing a transformative caring pedagogy calls for educators to be in touch with their own humanity and to encourage students to release the human spirit within them through a teaching-learning-caring process. This workshop provides methods for guiding students in becoming patient-centered, humanistic professionals by preparing faculty to focus on the art of caring and humanism in their classrooms. Humanities subjects will be used to enhance awareness and understanding of the human experience.

CE Credits: 1, 60 Minute Workshop

□ 10:30 a.m. – noon

I-020 Medicare Graduate Medical Education Update

CC, Room 204, 2nd Level

Presenter(s): Susan Banks, J.D., Health Practice Group, King & Spalding LLP

ADEA continues to monitor developments surrounding Medicare graduate medical education (GME) issues and advocate for changes that affect GME reimbursements to dental schools. Again this year, a recognized expert on the subject of dental GME will provide dental educators with an update on current GME issues and proposed federal rules and their impact on dental residency programs in non-hospital settings.

CE Credits: 1.5, 90 Minute Seminar

□ 10:30 a.m. – noon

TLCD-027 Teaching Reflective Practice in an Environment with Limited Resources **CCI**

CC, Room 310, 3rd Level

Presenter(s): Romesh Nalliah, D.D.S.; Peggy Timothé, D.D.S. | Harvard School of Dental Medicine; Risha De Leon, D.M.D., Tufts University School of Dental Medicine

This session will teach participants various aspects of reflective practice. Participants will be able to describe the goals of reflective practice, as well as the value of being an effective reflective practitioner. Participants will also understand the limitations of reflective practice among students, the barriers to implementing reflective activities for practicing dentists and ways to measure and improve these skills. The three presenters will engage the audience in group activity that helps to identify various institutional opportunities to teach and improve reflective practice in our dental students.

CE Credits: 1.5, 90 Minute Seminar

□ 10:30 a.m. – noon

I-005 Getting Your Work Published in the *JDE*

CC, Room 207, 2nd Level

Presenter(s): Nadeem Karimbux, D.M.D., M.M.Sc., Tufts University School of Dental Medicine; Marita Inglehart, Ph.D., University of Michigan School of Dentistry

This workshop is designed for dental educators who intend to submit a manuscript to the *Journal of Dental Education (JDE)*. The objectives are to inform the participants about the types of manuscripts published in the *JDE*, the research questions of interest to readers of the *JDE*, the methodological considerations related to data collection and analysis when designing a study, and how to best present the findings. For each objective, a short introduction will be given which will be illustrated with examples from articles published in the *JDE*. Participants will have opportunities to discuss these examples in small groups.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

I-008 Women's Health in Interprofessional Education

CC, Room 208, 2nd Level

Presenter(s): Jeanne Sinkford, D.D.S., Ph.D., ADEA; Marjorie Jenkins, M.D., Texas Tech University Health Sciences Center; Shareen El-Ibiary, Pharm.D., BCPS, FCCP, FCSHP, Midwestern University College of Pharmacy; Donna Grant-Mills, D.D.S., M.S., Howard University College of Dentistry

During the 2012 ADEA Annual Session & Exhibition, the ADEA Women's Affairs Advisory Committee sponsored a working group symposium. *The ADEA Survey on Women's Health in Dental School Curriculum, An Update 2012* was presented. Three working groups focused on: The Science of Women's Health Across a Lifespan, Women's Health Promotion, and Strategies for Implementation. The working group recommended that the conversation about women's health issues across the lifespan be extended across disciplines. This interprofessional symposium includes presentations from medicine, pharmacy and social work that will address women's health as a scientific discipline supported by gender-based research, public health concepts and social determinants of health.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

I-010 The Power of Reflection

CC, Room 309, 3rd Level

Presenter(s): Mark Fitzgerald, D.D.S., M.S.; Tracy de Peralta, D.M.D.; Emily Springfield, M.Ed. | University of Michigan School of Dentistry

The University of Michigan School of Dentistry encourages students to make connections between various courses and clinical experiences within the curriculum through targeted reflections. These reflections encourage students to think critically, develop action plans and assess their efficacy. This workshop will describe the theory, strategies and process behind these reflections. Participants will experience the reflective process by creating brief pre-reflection, post-reflection and meta-reflections based on the workshop designed to improve critical thinking and professional development. Participants will also learn how to identify strategies for optimizing student/faculty workload.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

L-004 Igniting Clinical Faculty: Engaging in Your Professional Development

CC, Room 312, 3rd Level

Presenter(s): Ryan Quock, D.D.S.; Harold Henson, RDH, M.Ed.; Karen Novak, D.D.S., M.S., Ph.D. | The University of Texas School of Dentistry at Houston

Dental clinicians often enter academia with limited training in faculty life. Faculty with a clinical focus guide students through patient management training, but often their academic experience ends here. Ignorance or reluctance can result in de-emphasizing other areas of academic life. Because scholarship defines university settings, faculty without roadmaps for scholarly engagement risk forfeiting promotion and tenure opportunities. Aiming to ignite advancement of clinical faculty, this session will review principles for shaping well-rounded faculty and provide for interactive small group reflection regarding participants' institutional contexts. Participants are encouraged to bring their curriculum vitae and school promotion/tenure guidelines to aid group interaction.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

TI-008 Moving to the Cloud? Tips for Successful Change Management

CC, Room 210, 2nd Level

Presenter(s): Heiko Spallek, D.M.D., Ph.D., MBA, University of Pittsburgh School of Dental Medicine; Khalil Yazdhi, Ph.D., Internet2 NET+ Services; David B. Rankin, M.S., PGCertIA, University of North Carolina at Chapel Hill School of Dentistry; Lynn Johnson, Ph.D., University of Michigan School of Dentistry

The next technological change, cloud computing, is impacting dental education and how it conducts its mission of teaching, research and patient care. At the center of this change is Internet2, a collaboration of over 220 universities and colleges. Participants of this interactive session will discuss the lessons three dental schools (Michigan, Pittsburgh and North Carolina) have learned as they have worked with Internet2 to move a subset of their operations to the cloud. Sufficient time will be allowed for participants to discuss the application of the lessons learned to their institutions.

CE Credits: 1.5, 90 Minute Workshop

□ 11:25 a.m. – 12:10 p.m.

L-012 How to Enhance Your Speaking Style and Captivate Any Audience (Limited to 10 participants)

CC, Room 308, 3rd Level

Presenter(s): Penni M. Ryan, BLS, CPP, The University of Iowa College of Dentistry & Dental Clinics; Noelle Santucci, D.D.S., M.A., University of the Pacific, Arthur A. Dugoni School of Dentistry

A dental academician trained in public speaking will guide you through presentation techniques that will help you excel in front of your students and other audiences. Learn how to improve your presentation skills, overcome your fear of speaking and enhance your credibility with your students by keeping them engaged throughout your presentation. This program will show you tips and techniques used by world class professional speakers so you and your audience can enjoy the benefits of public speaking.

CE Credits: 0, 45 Minute Small Group Discussion

□ 12:30 – 12:50 p.m.

TI-010 A New Mobile Platform to Monitor Infection Control Compliance CCI

CC, Exhibit Hall, 2nd Level

Presenter(s): Sorin Teich, D.M.D., MBA; Fady Faddoul, D.D.S., M.S. | Case Western Reserve University School of Dental Medicine

Infection control (IC) programs are intended to ensure safety of patients, clinicians and staff. Our experience shows that the management of a reliable IC system in large clinical environments is a daunting task that requires significant resource allocation. In response to these challenges, we developed an IC app for use on mobile platforms, which allows monitoring compliance, reporting and documenting corrective action on the clinic floor. The development and implementation process will be presented through the lens of a lean management philosophy. We will present results from the clinic and our vision to incorporate this app in the curriculum.

CE Credits: 0, 20 Minute New Idea

□ 12:55 – 1:15 p.m.

TI-019 Dental Avatars: The Key to Unlock the Future of Education? SoTL

CC, Exhibit Hall, 2nd Level

Presenter(s): Manju G. Gerber, D.D.S., M.S.; Vivek Prasad, B.A. | New York University College of Dentistry

The objective of this pilot study is to compare the learning effectiveness of a new web-based interactive virtual patient simulation platform with ongoing learning methods. Participating fourth-year dental students will be provided with various simulated case scenarios to medically and dentally manage the patient avatars. Through interdisciplinary and interprofessional education, students will diagnose and create treatment plans for patients who complain of pain from different origins. This new platform incorporates gaming technology that students find familiar and engaging, allowing for collaborative, self-directed learning using standardized cases with different levels of complexity that create a more effective learning environment.

CE Credits: 0, 20 Minute New Idea

□ 2:00 – 2:45 p.m.

L-013 Retaining New Dentists: The Dental School's Role (Limited to 10 participants)

CC, Room 308, 3rd Level

Presenter(s): Debra Hoyle, B.S.W., The University of Iowa College of Dentistry & Dental Clinics

Many states have an aging dental workforce. As dentists retire, smaller and rural communities risk losing easy access to dental care. Dental schools are in a unique position to help coordinate matching practice opportunities with dental students, residents and practice sites. Learn about how The University of Iowa College of Dentistry & Dental Clinics developed the Office of Iowa Practice Opportunities; how a private, public and nonprofit partnership has led to successful retention and recruitment of new dentists throughout the state; and how you can model this program in your institution.

CE Credits: 0, 45 Minute Small Group Discussion

□ 2:00 – 3:00 p.m.

TLCD-096 Web 2.0 and Mobile Learning Tools Integration in Predoctoral Dental Education

CC, Room 310, 3rd Level

Presenter(s): Meixun Zheng, Ph.D., M.A.; Daniel Bender, Ed.D., M.A.; Nader Nadershahi, D.D.S., MBA, Ed.D. | University of the Pacific, Arthur A. Dugoni School of Dentistry

Integrating emerging technologies to provide students with more meaningful learning experiences has been on ADEA's dental education reform agenda for quite some time. The purpose of this presentation is to share one dental school's experience in implementing two interactive Web 2.0 and mobile learning tools at the school level and the initial outcomes. You will learn the iterative process to scale up major technology-mediated instructional innovation at the school level and how to measure its impact, including students' uses, perceptions and learning outcomes using a mixed methods research design (e.g., survey, focus group, learning analytics and content test).

CE Credits: 1, 60 Minute Seminar

□ 2:00 – 3:00 p.m.

TLCD-144 The Flipped Anatomy Classroom: Starting with the End in Mind **CCI** **SoTL**

CC, Room 203, 2nd Level

Presenter(s): Rena D'Souza, D.D.S., Ph.D.; David Morton, Ph.D. | University of Utah School of Dentistry; Timothy Wilson, Ph.D., Western University Schulich School of Medicine & Dentistry

Traditional learning approaches use learning objectives followed by classroom lectures and assessments. Often synthesis of material occurs as students approach the assessment. This session will describe a method for students to synthesize material through a flipped classroom approach. Here, students are introduced to the pertinent anatomy via tutorials and workbooks prior to classroom sessions. During face-to-face encounters, faculty and students work through questions aimed at synthesizing learning objectives. The method involves teaching faculty support while students work through learning activities involved with higher order learning. Student feedback demonstrates a preference for this approach due to effective use of class time.

CE Credits: 1, 60 Minute Seminar

□ 2:00 – 3:00 p.m.

TLCD-147 Transforming Dental Hygiene Education: New Curricular Domains and Models **CCI**

CC, Room 206, 2nd Level

Presenter(s): Pamela Steinbach, M.S.; Ann Battrell, M.S.D.H. | American Dental Hygienists' Association; Rebecca Stolberg, RDH, MSDH, Eastern Washington University; Susan Kass, RDH, Ed.D., Miami Dade College

The American Dental Hygienists Association (ADHA) partnered with AAL to provide facilitation to a pilot group of dental hygiene education programs as they developed innovative curricula and learning domains. This session will focus on changes to the dental hygiene educational curricula based on recommendations made during the symposium.

CE Credits: 1, 60 Minute Seminar

□ 2:00 – 3:00 p.m.

L-009 Unlocking Leadership: Perspectives and Reflections of the ADEA Leadership Institute

Institute 

CC, Room 208, 2nd Level

Presenter(s): Mitchell Lipp, D.D.S., New York University College of Dentistry; Ana Neumann, D.D.S., M.P.H., Ph.D., The University of Texas School of Dentistry at Houston; Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy School of Dentistry

Dental education needs capable and adaptive leaders. What training, experiences and support is necessary to teach leadership? The ADEA Leadership Institute (ADEA LI) has been addressing this for 15 years. ADEA LI investigates leadership from various perspectives and incorporates role playing as fellows respond to challenges through projects, activities and case scenarios. This session features 2014 graduates and their team mentor sharing experiences and lessons learned. Participants, working in small groups, will engage in a case scenario activity, responding to leadership challenges. From this program, you will gain insights about the ADEA LI experience and techniques to unlock leadership potential.

CE Credits: 1, 60 Minute Workshop

□ 2:00 – 3:00 p.m.

RT-009 Using Focus Groups to Understand Patient Behaviors and Motivations

CC, Room 309, 3rd Level

Presenter(s): Kimberly Walker, Ph.D., Indiana University School of Dentistry

The use of focus groups in dentistry has increased dramatically over the last decade. The increase has occurred as notions of health have shifted to encompass socio-biological aspects of health, for which quantitative strategies are not always sufficient. Today, focus groups in dentistry are used to investigate issues that can improve patient outcomes by asking questions about patients' motivations for behavior. Consequently, they provide insight into understanding differences between what patients know and what they actually do for intervention purposes. This session will give novice learners experience in planning, conducting and moderating a focus group designed to understand patients' behavioral motivations.

CE Credits: 1, 60 Minute Workshop

□ 2:00 – 3:00 p.m.

TLCD-118 Igniting Dental Curriculum Change Through Assessment, Mapping and Evaluation

CC, Room 311, 3rd Level

Presenter(s): Gerald Davis, D.D.S.; Cherae Farmer-Dixon, D.D.S., M.S.P.H.; Jacinta Leavell, Ph.D., M.S. | Meharry Medical College School of Dentistry

Major curricula changes in dental education remained relatively unchanged for the past 50 years, until recently. However, studies have indicated that many of the concepts (evidence-based practice, critical thinking, self-assessment and lifelong learning) that are considered new today are actually quite seasoned and essential components of the curriculum. Identifying these concepts is essential for curriculum revision and curriculum mapping can assist with this process. This session aims to discuss practical steps in curriculum mapping and evaluation through the use of outcome measures, faculty feedback, academic performance and surveys such as the Dundee Ready Education Environment Measure (DREEM).

CE Credits: 1, 60 Minute Workshop

□ 2:00 – 3:30 p.m.

I-015 Implant Dentistry Predoctoral Program at UDM SOD

CC, Room 202, 2nd Level

Presenter(s): Dincer Gurun, D.M.D., M.S.D., D.D.S.; Walter Lim, D.M.D., M.S.D., D.D.S.; Ahmad Maalhagh-Fard, D.D.S., M.S.; Michael Linebaugh, D.D.S., M.S. | University of Detroit Mercy School of Dentistry

Implant dentistry continues to be a predictable treatment alternative for many patients. Therefore, implant dentistry education has steadily increased over the years, forming a larger portion of the dental schools' curriculum. Integration of implant dentistry in the curriculum along with providing adequate and meaningful experiences to students has been critical, yet challenging. In this seminar, the presenters will share their experience of how the University of Detroit Mercy successfully integrated an implant educational program

into the established curriculum and collected data over the years. The program was the recipient of the 2013 ADEA/Zimmer Dental Implant Education Teaching Award.

CE Credits: 1.5, 90 Minute Seminar

□ 2:00 – 3:30 p.m.

**L-006 Private Vice, Public Virtue:
Peer Assessment in Professional
Transformation** CCI SoTL

CC, Room 300, 3rd Level

Presenter(s): Mark Wolff, D.D.S., Ph.D.; Charles Bertolami, D.D.S., D.Med.Sc.; Victoria Raveis, Ph.D.; Billy Kwon | New York University College of Dentistry

Students commonly hide unprofessional behavior from faculty, but not from peers. Such behavior presumes a culture of corruption in which peers do not notice or do not care. Helping students understand how others view their behavior may help create a professional who is self-aware and a better community citizen. Utilizing the power of peer assessment helps develop a class of students that elevates the social norm and develops a culture of self-policing. This seminar describes a program to improve students' self-awareness of how others view them in a non-threatening constructive context. The session contains four subjects related to peer assessment: social underpinning of the value of peer assessment; role of professional socialization in the development of norms, values and expectations; construct of a four-year program in peer assessment; and student perspective on the role of peer assessment.

CE Credits: 1.5, 90 Minute Seminar

□ 2:00 – 3:30 p.m.

**I-001 Raising the Presentation Quality
of Your Manuscript**

CC, Room 207, 2nd Level

Presenter(s): Nadeem Karimbux, D.M.D., M.M.Sc., Tufts University School of Dental Medicine; Lynn Whittaker, M.A., University of Georgia

This professional development workshop will help authors raise the quality of their manuscripts submitted for publication, answering this question: after conducting my study and reporting its results, how else should I elevate my manuscript and demonstrate its scholarly value? Participants in the workshop will learn to (1) align a manuscript with a journal's sections and typical parts of

an article; (2) cite sources effectively; and (3) write a strong abstract. For each area, the presenters will discuss general guidelines and engage participants in hands-on exercises. This workshop complements the other JDE workshop, which focuses on research methodologies and reporting results.

CE Credits: 1.5, 90 Minute Workshop

□ 2:00 – 3:30 p.m.

**L-019 Igniting Minds and Unlocking Potential:
Encouraging Faculty** CCI

CC, Room 210, 2nd Level

Presenter(s): Dave Dunning, Ph.D., M.A.; Brian Lange, Ph.D., M.A.; Tim Durham, D.D.S. | University of Nebraska Medical Center College of Dentistry

Igniting the minds of students and unlocking their potential depend in part on faculty minds being ignited and the faculty potential being unleashed. You will learn in this workshop what motivates and encourages you as a faculty member, what obstacles/challenges need to be overcome (personal and organizational) and how to kindle your fire and unleash your potential. You will be actively engaging in the learning process throughout the workshop through self-assessment, small group discussion, large group interaction and personal planning aimed at identifying and implementing three to five goals/strategies to ignite your mind and unlock your potential.

CE Credits: 1.5, 90 Minute Workshop

□ 2:00 – 3:30 p.m.

**TLCD-006 Embracing EPortfolios to Tackle
the Challenges of Curricular Change**

FDW CCI SoTL

CC, Room 312, 3rd Level

Presenter(s): Becky Smith, D.D.S.; Cynthia Amyot, MSDH, Ed.D. | University of Missouri - Kansas City School of Dentistry; Vicki Hodge, B.A. and Masters Cert, Arizona School of Dentistry & Oral Health

Why portfolios? Commission on Dental Accreditation (CODA) standards require that graduates must be competent in critical thinking and problem-solving; students can document their self-assessment and reflect on their educational experiences in portfolios. Pass-fail national board scores make graduate school applications difficult; portfolios can demonstrate your students' competency. Live-patient exams may be disappearing; students can use

portfolios to exhibit their clinical experiences and competencies. Join experienced educators for a discussion of the ups and downs of portfolios, capped off by a facilitated round table discussion.

CE Credits: 1.5, 90 Minute Workshop

□ 2:35 p.m. – 2:55 p.m.

★ **L-029 The Trending of Faculty Versus the Cost of Dental Education**

CC, Exhibit Hall, 2nd Level

Presenter(s): Nancy Young, D.M.D., Georgia Regents University College of Dental Medicine; Nicole Holland, D.D.S., M.S.; Yumi Ogata, D.D.S., M.S. | Tufts University School of Dental Medicine; Michael Yacko, D.M.D., Meharry Medical College School of Dentistry; Neimar Sartori, D.D.S., Herman Ostrow School of Dentistry of University Southern California Dental Hygiene; Sang Lee, D.M.D., Harvard School of Dental Medicine; Jeffery C.B. Stewart, D.D.S., M.S., Oregon Health & Science University School of Dentistry

The shortage of dental school faculty is not a new dilemma. There have been various solutions to the problem ranging from establishing curriculum-based teaching electives to focusing on faculty development programs. With this in mind, we should investigate both what attracts someone to pursue an academic career and how schools are nurturing the desire for this career. Although recent surveys indicate a significant number of graduating students would consider teaching during their careers, the educational debt incurred has a large effect on when that will occur. Another consideration is what schools are doing to retain someone who has chosen this career track, including making it more affordable through loan repayment grants.

CE Credits: 0, 20 Minute New Idea

□ 2:55 – 3:40 p.m.

TLCD-009 Global Oral Health: Where in The World Is It Taught? (Limited to 10 participants)

CC, Room 308, 3rd Level

Presenter(s): Elizabeth Shick, D.D.S., M.P.H., The University of Colorado School of Dental Medicine

There is a trend in U.S. dental schools to include global oral health as part of the curriculum. This ranges from didactic courses to traveling abroad to provide dental care. The purpose of this seminar is to discuss the role of global health in the dental school curriculum and how it adds to cultural competency training. The advantages and disadvantages of various global oral health models will be discussed and current Commission on Dental Accreditation (CODA) guidelines and relevant literature will be reviewed. Additionally, this seminar will highlight U.S. dental schools that include global health in their curriculum.

CE Credits: 0, 45 Minute Small Group Discussion

□ 3:00 – 3:20 p.m.

★ **L-025 Overcoming Generational Differences in Dental Education: A Workshop**

CC, Exhibit Hall, 2nd Level

Presenter(s): Britta Magnuson, D.M.D.; Yong Hur, D.M.D. | Tufts University School of Dental Medicine; Debra Stewart, D.D.S., The University of Texas School of Dentistry at Houston; Lionel R. Vachon, D.D.S., University of New England College of Dental Medicine; Kelly Williams, RDH, M.S., Old Dominion University; Karl D. Self, D.D.S., University of Minnesota School of Dentistry

The dental school environment is a unique educational setting involving didactic, preclinical and clinical instruction. This workshop addresses the existing gap in dental education for generational training that affects educational outcomes, patient care and productivity. It is designed for easy and immediate implementation at your own institution.

CE Credits: 0, 20 Minute New Idea

□ 3:25 – 3:45 p.m.

★ **L-026 Empowering Academic Leadership: Mentoring Best Practices for Early Career Faculty**

CC, Exhibit Hall, 2nd Level

Presenter(s): Ellen Patterson, M.D., Tufts University School of Dental Medicine; Eric S. Krukoni, Ph.D., University of Michigan School of Dentistry; Carolyn P. Huynh, D.D.S., M.Ed., The University of Texas School of Dentistry at Houston; Aditya Tadinada, D.D.S., M.S., M.D., University of Connecticut School of Dental Medicine; Jay Beauchemin, D.D.S., FAGD, University of New England School of Dental Medicine; Rebecca Wilder, B.S.D.H., M.S., University of North Carolina at Chapel Hill School of Dentistry

Mentoring is an important factor in academic dental faculty recruitment and retention. Some studies have suggested that formal mentoring programs are best, but the most important features of successful mentoring are still emerging. Since new career dental faculty often have little or no formal training in dental education, it is critical to provide access to mentors experienced in both dentistry and dental education. Mentoring may also be more readily available for research-intensive faculty than for clinical and teaching faculty, a disparity that may negatively impact the career development of some faculty subgroups. For mentoring programs to succeed, mentors must receive acknowledgment for their efforts and adequate incentives to promote their mentoring activities.

CE Credits: 0, 20 Minute New Idea

□ 3:50 – 4:10 p.m.

★ **L-027 Transition from Preclinic to Clinic: Are We Bridging the Gaps?**

CC, Exhibit Hall, 2nd Level

Presenter(s): Nisha Ganesh, D.D.S., East Carolina University School of Dental Medicine; Mary Anne S. Melo, D.D.S., University of Maryland School of Dentistry; Shawn Adibi, D.D.S., The University of Texas School of Dentistry at Houston; Darren Drag, D.M.D., Tufts University School of Dental Medicine; Jon Ryder, D.D.S., University of New England College of Dental Medicine; Melanie Mayberry, D.D.S., University of Detroit Mercy School of Dentistry; Julie Gray, D.D.S., Meharry Medical College School of Dentistry

A challenge in dental education is how to establish a predictable evaluation to identify improvements in students' progress into the clinical setting. The purpose of this study was

to identify and review transition criteria used from six U.S. dental schools. Key components for achieving entry level were identified. Data collections were via a 12-item structured survey with dichotomous and filter questions about performed courses. Results revealed that simulation clinics were strongly enforced in all schools. There was a lack of congruence between clinic simulation performance and the limitation of clinical activities. Implementation of clinical activities also varied among clinics. However, the majority present challenges of providing students sufficient opportunity to prepare for clinic entry. Designating a second year course in the curriculum, such as simulation clinic, is essential in evaluating students' progress in psychomotor and critical thinking skills for clinic entry. Assessment of the best methodology is lacking and needs further investigation.

CE Credits: 0, 20 Minute New Idea

□ 4:00 – 4:45 p.m.

TLCD-020 Clinical Self-assessment: From Stress to Success (Limited to 10 participants) SoTL

CC, Room 308, 3rd Level

Presenter(s): Ruth Conn, RDH, B.S.D.H., The University of Texas School of Dentistry at Houston

Student clinical self-assessment has been shown to improve critical thinking skills, clinical competency and lifelong learning. However, novice students are unfamiliar and untrained in self-assessment and many times experience frustration and stress during the process. There are numerous methods and avenues to effectively incorporate clinical self-assessment into the dental education curriculum. In this small group discussion, you will hear how various dental education programs are currently using self-assessment in clinical teaching. You will share ideas with other participants for improving the self-assessment experience for both students and faculty.

CE Credits: 0, 45 Minute Small Group Discussion

□ 4:00 – 5:00 p.m.

TLCD-079 Designing Interprofessional Community Service-learning for Medical-Dental Collaborative Practice

CC, Room 203, 2nd Level

Presenter(s): Maria Dolce, Ph.D., RN, CNE, Northeastern University; Denise Rizzolo, Ph.D., PA-C | Seton Hall University; Melissa Ricker, M.S., PA-C, American Academy of Physician Assistants

The American Academy of Physician Assistants (AAPA) encourages physician assistants to take an active role in oral health screening, prevention interventions and referral of patients requiring dental treatment. The Physician Assistant Leadership Initiative in Oral Health is forging innovative medical-dental collaborations in interprofessional education and practice. Community service-learning experiences in oral health have been featured at annual AAPA conferences. This session will include an interprofessional panel discussion sharing a multi-organizational, community partnership approach to community service-learning for nursing, pharmacy and physician assistant students. You will learn the nuts and bolts of designing a successful community service-learning program for medical-dental collaboration.

CE Credits: 1, 60 Minute Seminar

□ 4:00 – 5:00 p.m.

TLCD-035 Unlocking Student Potential: Disability Expertise for Dental Educators

SoTL

CC, Room 210, 2nd Level

Presenter(s): Jennifer Bartek, M.S., RDH; Emily Holt, RDH, M.H.A. | University of Southern Indiana

A participatory, evidence-based discussion in understanding common learning disability characteristics and best practice interventions in assisting dental and allied dental students to overcome barriers will be presented. Current trends for supporting students will be incorporated into hands-on activities. University-wide disability resources will be explored through online investigation. The workshop will prepare educators for successful early identification and positive student outcomes through interventions.

CE Credits: 1, 60 Minute Workshop

□ 4:00 – 5:30 p.m.

AO-004 The Multiple Mini Interview: From Conceptualization to Implementation CCI

CC, Room 313, 3rd Level

Presenter(s): Karen Gardner, D.M.D., M.Ed., University of British Columbia Faculty of Dentistry; Marianne Howell, D.D.S., University of Alberta School of Dentistry

Why implement a Multiple Mini Interview (MMI) format in dental admissions? Why would the MMI be a more effective rater of applicants' non-cognitive traits? How do you develop and implement a customized MMI for your admissions process? This exciting seminar will describe and apply organizational requirements to set up an MMI. Participants will create scenarios and rate MMI video clips. The seminar will also outline the organizational requirements of the MMI, and illustrate how to develop applicant-appropriate MMI scenarios.

CE Credits: 1.5, 90 Minute Seminar

□ 4:00 – 5:30 p.m.

L-007 Sparking Interest in Academic Paths

SoTL

CC, Room 300, 3rd Level

Presenter(s): Jeanette DeCastro, Ph.D., M.Ed.; Kim Fenesy, D.M.D.; Rosa Chaviano-Moran, D.M.D.; Jill York, D.D.S., M.A. | Rutgers, The State University of New Jersey, School of Dental Medicine

This session will discuss faculty development methods by examining the Rutgers, The State University of New Jersey, School of Dental Medicine's From Practice to Preceptor program. The program pursues these objectives: design and implement a program that provides practicing dentists with the knowledge and skills necessary to teach in an academic health care environment, particularly in community-based settings; recruit a diverse group of dentists into a faculty development program; track future teaching endeavors of program completers; and evaluate the program's processes and effectiveness and assess participants' satisfaction in order to continually improve quality. Participants will gain knowledge needed to implement a comprehensive faculty development program.

CE Credits: 1.5, 90 Minute Seminar

□ 4:00 – 5:30 p.m.

L-010 Unlocking Potential Through Collaboration: A Shared Model for Faculty Mentoring—Chair of the ADEA Board of Directors Symposium **CCI**

CC, Room 304, 3rd Level

Presenter(s): Karen Novak, D.D.S., M.S., Ph.D., The University of Texas School of Dentistry at Houston; Janet Guthmiller, D.D.S., M.S.W., University of Nebraska Medical Center College of Dentistry; Rebecca Wilder, B.S.D.H., M.S., University of North Carolina at Chapel Hill School of Dentistry; Zsuzsa Horvath, Ph.D., University of Pittsburgh School of Dental Medicine

Faculty mentoring programs are one proven strategy to address faculty recruitment and retention issues. Yet schools often struggle to develop and maintain active mentoring programs. In this session, a collaborative effort among three dental schools, focused on a shared faculty mentoring model, will be presented. Presenters will discuss the importance of the collaborative effort, adaptation of one school's mentoring blueprint to meet the needs of the other schools and the use of common training and assessment tools in all programs. Participants will engage in discussions about the power of collaboration in unlocking the potential for multi-school recruitment and retention strategies.

CE Credits: 1.5, 90 Minute Seminar

□ 4:00 – 5:30 p.m.

L-020 Igniting Minds: A National Faculty Development Program in Underserved Dentistry

CC, Room 310, 3rd Level

Presenter(s): Ellen Beck, M.D.; Donna Kritz-Silverstein, Ph.D.; Irvin Silverstein, D.D.S., M.S.Ed. | University of California, San Diego, School of Medicine; Langston Smith, D.M.D., M.S., M.H.Ed., Howard University College of Dentistry

Modeled after a successful program for physician faculty at medical schools, the authors created a three-week faculty development program, "Addressing the Oral Health Needs of the Underserved." This program, aimed at general, pediatric and public health dental faculty, seeks to create a national community of scholars passionate about underserved dentistry; teach the skills necessary to establish effective community partnerships, develop curricula and

programs addressing the oral health needs of the underserved; and provide for personal and professional renewal. This seminar describes the program, presents results from a pre-post evaluation of its first participants and details experiences of participants.

CE Credits: 1.5, 90 Minute Seminar

□ 4:00 – 5:30 p.m.

TLCD-140 Teaching and Learning with Emerging Technologies and Informatics: Short Talks **CCI** **SoTL**

CC, Room 206, 2nd Level

Presenter(s): Elise Eisenberg, D.D.S., M.A., New York University College of Dentistry; David B. Rankin, M.S., PGCertIA, University of North Carolina at Chapel Hill School of Dentistry; Jeff Gutkin, M.Phil., M.L.S., Rutgers, The State University of New Jersey, School of Dental Medicine; Gail Schneider Childs, RDH, M.P.H., University of Florida College of Dentistry; Yun Saksena, D.M.D., M.S., Tufts University School of Dental Medicine

Short Talks, an innovative approach for the ADEA Annual Session, will succinctly update members of the dental community with exciting developments and emerging issues and will foster collaboration as we explore teaching and learning with new technology and informatics. Join us for this exploration into the future of health care education. The Short Talks session will provide each speaker five minutes to present summaries of various topics concerning current best practices of teaching and learning at their respective organizations. The focus is on: emerging technology and informatics and how we teach and how our students learn with new and emerging technologies; how we assess our teaching methodologies; how we ensure that our faculty have appropriate development for teaching with technology; how we prepare for future technologies; and many more questions.

CE Credits: 1.5, 90 Minute Seminar

□ 4:00 – 5:30 p.m.

TI-007 Student Response System Devices for Interactive Learning and Assessment

CC, Room 208, 2nd Level

Presenter(s): Charles Janus, D.D.S., M.S.; Sorin Uram-Tuculescu, D.D.S., M.S., Ph.D. | Virginia Commonwealth University School of Dentistry

This session will introduce the use of Student Response System Devices (SRS) as an inexpensive and user-friendly technology designed to create an interactive experience compared to traditional ex cathedra lectures. Discussion includes ways to engage students and conduct formative assessment. Attendees learn polling techniques, options for PowerPoint presentations and how to use SRS during the workshop. The purpose of formative and summative assessment is discussed and how SRS may be used for both. Experience with the system, including a review of the data from utilizing the devices in a preclinical course, is also presented.

CE Credits: 1.5, 90 Minute Workshop

□ 4:00 – 5:30 p.m.

TLCD-008 Evidence-based Dentistry: Assessment to Document Competency

CC, Room 312, 3rd Level

Presenter(s): Teresa Marshall, Ph.D., RDN/LDN; Sandra Guzman-Armstrong, M.S., D.D.S.; Cheryl Straub-Morarend, D.D.S. | The University of Iowa College of Dentistry & Dental Clinics

Assessment of evidence-based dentistry (EBD) outcomes is a necessary, yet challenging, venture. Desired student outcomes, activities that document mastery of outcomes and evaluation protocols to confirm mastery of outcomes are identified during curriculum development. Assessment of EBD knowledge is relatively transparent; assessment of professionalism, independent learning and application of the EBD process is more complex. We will describe a model for designing assessment strategies that match curricular content while documenting EBD competence throughout the predoctoral dental curriculum. The audience will evaluate student activities along the continuum of novice to entry-level competency while exploring assessment goals, processes and competency expectations.

CE Credits: 1.5, 90 Minute Workshop

□ 4:00 – 5:30 p.m.

TLCD-017 Integration of Behaviorally-based Addictions Curriculum: How, When and

Where?  

CC, Room 309, 3rd Level

Presenter(s): Joan Davis, RDH, Ph.D., Southern Illinois University Carbondale; Laura Romito, D.D.S., M.S., Indiana University School of Dentistry; Joan Lewis, D.D.S., University of Detroit Mercy School of Dentistry; Lorinda L. Coan, RDH, M.S., University of Southern Indiana

Addiction: Dependence on a substance, thing or activity. It is estimated that 6 – 10% of the general population and dental professionals have a chemical dependence problem; 18% of the population is addicted to nicotine; and 1 – 3% suffer from an eating disorder. You will see those affected by an addiction throughout your work-life: patients, students, co-workers and possibly yourself. This workshop will provide you with an overview of addiction, as well as strategies and resources to integrate behaviorally-based addictions identification, limited treatment and referral into oral health curriculum.

CE Credits: 1.5, 90 Minute Workshop

□ 4:00 – 5:30 p.m.

TLCD-050 Demonstrating Learning Potential Using Objective Structured Clinical Evaluation (OSCE)

CC, Room 207, 2nd Level

Presenter(s): Sharon Compton, Ph.D., RDH, M.A.; Minn Yoon, Ph.D.; Alexandra Sheppard, M.Ed., RDH; Joan Leakey, M.Ed., RDH | University of Alberta School of Dentistry

Developing clinical competence in effectively communicating with patients is critical to disciplines involving patient care. An OSCE is a reliable and valid method for assessing communication ability. OSCEs have been used extensively in medical education and are now becoming more popular in dental and dental hygiene education. This workshop will provide you with the tools required to develop and implement OSCEs into your curriculum. Content will include case development and evaluation

criteria; preparation of standardized patients (SP) and students; calibration of evaluators; and gathering feedback from students, evaluators and SPs following the OSCE experience.

CE Credits: 1.5, 90 Minute Workshop

□ 4:15 – 4:35 p.m.

★ **L-028 Innovative Interprofessional Education (IPE) Initiatives Integrated in Six U.S. Dental Schools**

CC, Exhibit Hall, 2nd Level

Presenter(s): Jonny Brennan, M.D., D.M.D., M.P.H., Arizona School of Dentistry & Oral Health; Kelli Christensen, D.D.S., Midwestern University College of Dental Medicine-Illinois; Juliana da Costa, D.D.S., M.S., Oregon Health & Science University School of Dentistry; Edward Fidrocki, D.D.S., Tufts University School of Dental Medicine; Jessica Hilburg, D.D.S., Columbia University College of Dental Medicine; Gargi Mukherji, D.D.S., The University of Texas School of Dentistry at Houston; Marcia Ditmyer, Ph.D., M.S., MBA, MCHES, University of Nevada, Las Vegas, School of Dental Medicine

Interprofessional education (IPE) plays an increasingly fundamental role in creating a collaborative health workforce. This team-centered approach is now critical for educating the next generation of providers, better prepared to respond to the growing multi-factorial health care needs. In an effort to meet the latest accreditation standards, dental schools are integrating IPE into their curricula with the purpose of leading their future dental professionals to be competent in communicating and collaborating with other members of the health care team. The aim of this presentation is to update fellow educators about current and proposed IPE initiatives in six dental school programs.

CE Credits: 0, 20 Minute New Idea

□ 4:30 – 5:30 p.m.

I-006 Exploring Untapped Opportunities: The Summer Medical and Dental Education Program (SMDEP)

CC, Room 311, 3rd Level

Presenter(s): Mark López, Ph.D., ADEA

This interactive session will explore the opportunities and growth areas for the SMDEP regarding increasing the numbers of students from historically underrepresented backgrounds at the community college level and from Native

American communities. SMDEP, funded by the Robert Wood Johnson Foundation and administered jointly by ADEA and the Association of American Medical Colleges, has provided funding for 12 program sites across the country to help young people from these backgrounds become better prepared to gain acceptance into dental and medical schools. This session will present strategies that SMDEP has developed to strengthen the underrepresented student pathway/pipeline into dentistry and medicine.

CE Credits: 1, 60 Minute Seminar

□ 4:55 – 5:40 p.m.

TLCD-051 Creating a Blueprint for Collaborative Practice Education (Limited to 10 participants) CCI SoTL

CC, Room 308, 3rd Level

Presenter(s): Nancy Campbell-Heider, Ph.D., NP-C, CARN-AP, FAANP; Michael Hatton, D.D.S., M.S.; Tammy Austin-Ketch, Ph.D., M.S., FNP-BC, FAANP | University at Buffalo School of Nursing

This session describes the evolution of Interprofessional Collaborative Practice (IPCP) educational experiences for student dentists and nurse practitioners (NPs). The impetus for this project was the attainment of a Health Resources and Services Administration (HRSA) grant in which the University at Buffalo Schools of Nursing and Dental Medicine are in partnership to enhance the oral-systemic and interprofessional collaborative practice competencies of NP students. To accomplish this goal, a new approach to NP and dental education was needed. You will learn how a team of nursing and dental faculty created, implemented and evaluated an innovative collaborative care education model for both student groups.

CE Credits: 0, 45 Minute Small Group Discussion

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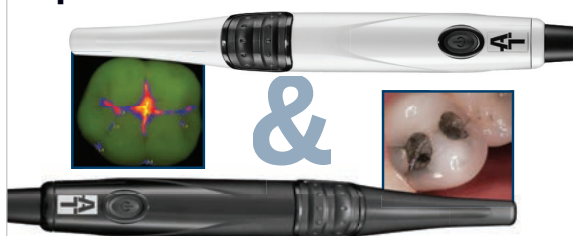


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□ 8:30 – 9:45 a.m.

I-315 ADEA Political Spotlight—Political Outlook and News of the Day

CC, Ballroom ABC, 3rd Level

Presenter(s): Gloria Borger

Gloria Borger is CNN's Chief Political Analyst, appearing regularly on *The Situation Room* with Wolf Blitzer and *The Lead* with Jake Tapper. Ms. Borger plays an instrumental role in the network's daily coverage while reporting on a variety of political and breaking news stories. Ms. Borger has distinguished herself at CNN through a variety of in-depth interviews and profiles. She was a prominent analyst during the network's America's Choice 2012 election season, and was pivotal to CNN's Emmy award-winning election night coverage. Before joining CNN in 2007, Ms. Borger was CBS News' national political correspondent and a contributor to CBS's *Face the Nation*, *60 Minutes II* and the network's special events coverage. Ms. Borger began her professional career as a reporter at the *Washington Star*, where she covered politics and co-authored a daily serial, published as a book, called *Federal Triangle*, a parody of political life in Washington, DC. She was a political columnist for *U.S. News & World Report* and chief congressional correspondent for *Newsweek*. Early in her career, Ms. Borger was awarded the Watson Traveling Fellowship to study the British press.

CE Credits: 1

□ 10:05 – 10:25 a.m.

L-015 Do Dental Undergraduates Really Need Employability Skills?

CC, Exhibit Hall, 2nd Level

Presenter(s): Lorna Dysart, B.D.S., M.P.H., MBA, Ph.D., B.M.Sc., MFDS, DipClinEd, Queens University, Belfast

What are employability skills and do we really need them? Should our undergraduate dental students have these skills and if so, is it our responsibility as educators to deliver them? In an already full curriculum where should these additional skills sit? This session aims to explore employability skills and how they can be used to promote and enhance our dental undergraduates to make them better students and better clinicians and to prepare them for their professional lives.

CE Credits: 0, 20 Minute New Idea

□ 10:30 – 10:50 a.m.

TLCD-033 Unlocking Humanity in Dental Education Narratives, Filmmaking and the Kidney **CCI** **SoTL**

CC, Exhibit Hall, 2nd Level

Presenter(s): Mitchell Lipp, D.D.S.; Daniel Lee, D.D.S. | New York University College of Dentistry

A humanistic focus and instructional methods involving psychological, social and cultural dimensions of care are a central concern in dental education. This program considers the use of film in telling a patient's story in a clinical case conference. The narrative adds value to the experience in terms of emotional impact and viewing content (anatomy, pathology, evidence-based inquiry, case review) in a larger human context. Participants will consider the effects of narratives and filmmaking on patient care and the relevance of content taught. The program references the film, and considers educational opportunities, ethical and legal concerns and resources to develop and implement multimedia projects.

CE Credits: 0, 20 Minute New Idea

□ 10:30 – 11:15 a.m.

L-022 A Process for Selecting a Postdoctoral General Dentistry Program (Limited to 10 participants)

CC, Room 308, 3rd Level

Presenter(s): Judith Messura, D.M.D., FAAHD, DABSCD, Wake Forest School of Medicine

The navigation of available advanced general dentistry programs can be daunting for even the savviest dental student. Most students have few tools that help them select a GPR or an AEGD program that will best fit their personal educational goals. This workshop will present a process that can be used by students to assist them in bringing better clarity to the differences in programs and how that can be beneficial in determining the programs that are the "best fit" for them. The intended outcome of the workshop is to provide participants with a tool that can assist them with program selection for a general dentistry residency.

CE Credits: 0, 45 Minute Small Group Discussion

□ 10:30 – 11:30 a.m.

AO-005 A Case Study: Three Minority Students' Journeys to Becoming Dentists

CC, Room 206, 2nd Level

Presenter(s): Mildred McClain, Ph.D.; Frank Jones, D.D.S., MBA | University of Nevada, Las Vegas, School of Dental Medicine; Francis Curd, D.D.S., Lake Erie College of Osteopathic Medicine School of Dental Medicine

The need to increase the supply of minority dentists is supported by research findings that minority patients are more likely to see dentists on a regular basis who share their language and culture. Additionally, racial and ethnic minority providers are more likely to practice in minority and medically underserved communities. This study utilized a qualitative, descriptive approach with convenience samples of dental students and faculty. Presenters will review case studies of three incredible young minority students and their individual journeys in pursuit of their dream to become dental students.

CE Credits: 1, 60 Minute Seminar

□ 10:30 – 11:30 a.m.

L-021 Unlocking Your Potential in Academics: Seizing Opportunities to Succeed

CC, Room 300, 3rd Level

Presenter(s): H. Wayne Lambert, Ph.D.; Penprapa Klinkhachorn, Ph.D. | West Virginia University School of Dentistry; Neil Norton, Ph.D., Creighton University School of Dentistry

Three award-winning dental educators will highlight the educational, scholarly and service activities that led to their career success. These educators took varied paths to translate their passions both academically and professionally. This symposium will focus on career development, highlighting opportunities to succeed within a university's promotions and tenure process (scholarship, teaching and service) and offer novel ways to make an impact within a university and the profession. The goal of this seminar is to unlock the academic potential of its participants through mentoring.

CE Credits: 1, 60 Minute Seminar

□ 10:30 – 11:30 a.m.

TLCD-115 Encouraging and Addressing the Faculty Link in the Educational Chain

CCI **SoTL**

CC, Room 203, 2nd Level

Presenter(s): Analia Veitz-Keenan, D.D.S.; Silvia Spivakovsky, D.D.S.; Debra Ferraiolo, D.M.D. | New York University College of Dentistry

Evidence-based practice (EBP) has been incorporated in the dental school curriculum. Many presentations have been done to introduce EBP to students. A less explored topic is how to present the concept to the faculty and keep them motivated in its practice. Some programs have addressed this matter in the past; however, it was difficult to evaluate the outcomes and what the faculty did with the knowledge afterward. This new program is geared to assess previous faculty knowledge, incorporate the new skills and assess the skills in practice. It also benefits the faculty by promoting future use of EBP in scholarly activities.

CE Credits: 1, 60 Minute Seminar

□ 10:30 – 11:30 a.m.

TLCD-134 Public Health Role of Dentists: Evolution of Practice Begins at School **CCI**

CC, Room 202, 2nd Level

Presenter(s): Romesh Nalliah, D.D.S., Harvard School of Dental Medicine; Melanie Mayberry, D.D.S., University of Detroit Mercy School of Dentistry

This session will teach participants various aspects of public health that pertain to the integration of oral health into primary care medicine. Presenters will discuss the role of academic institutions in leading change in health care practice and improving patient-related outcomes. The two presenters will engage the audience in group activities that help identify various institutional opportunities and challenges to teaching and implementing health care professional task-sharing as a precursor to true interprofessional practice.

CE Credits: 1, 60 Minute Seminar

□ 10:30 – noon

I-009 The Two or More Race Designation: How Schools Are Navigating This New Paradigm

CC, Room 306, 3rd Level

Presenter(s): Dennis Mitchell, D.D.S., M.P.H., Columbia University; Eugene Anderson, Ph.D.; Bryan Cook, Ph.D. | ADEA; Todd Ester, D.D.S., University of Michigan School of Dentistry

This session discusses the history of recent changes to the reporting requirements for “two or more races” from the U.S. Department of Education. It will highlight ways in which ADEA has adapted its reports for use by member institutions. Attendees will gain knowledge of how both a public and private dental school have developed strategies to identify these students once they are enrolled and provide access to cultural and other support resources as appropriate. The results of a pilot study on how these students identify in social and campus settings will be also highlighted.

CE Credits: 1.5, 90 Minute Seminar

□ 10:30 a.m. – noon

I-021 Affordable Care Act Update

CC, Room 204, 2nd Level

Presenter(s): Peter Damiano, D.D.S., M.P.H.; The University of Iowa Public Policy Center and College of Dentistry & Dental Clinics; Renee Joskow, D.D.S., M.P.H., CAPT, U.S. Public Health Service, Health Resources and Services Administration

Provisions on the Affordable Care Act (ACA), signed into law by President Obama in March 2010, are currently being implemented. An expert on the ACA will provide an informative update with an emphasis on the provisions of importance to academic dentistry and the profession of dentistry. Also, a representative from the Health Resources and Services Administration (HRSA) will discuss implementation of ACA programs under HRSA, such as Title VII programs.

CE Credits: 1.5, 90 Minute Seminar

□ 10:30 a.m. – noon

TLCD-016 Igniting Minds Through Global Outreach Programs **CCI**

CC, Room 309, 3rd Level

Presenter(s): Stuart Hirsch, D.D.S.; Rachel Hill, M.P.H.; Christopher Tung, M.S.; Danielle Becker | New York University College of Dentistry

Global outreach programs provide unique opportunities for participation in a socially responsible approach to dental practice. NYU College of Dentistry has developed models for outreach programs aimed at improving access to dental services for disadvantaged populations, providing a unique environment for clinical and public health student education, and performing research related to children’s oral health outcomes in both the United States and abroad. Presenters will share examples of successful and unsuccessful programs, various approaches to managing logistics, finances and risk, and examples of collaborations between dental schools that have created innovative, sustainable solutions to the access to care crisis.

CE Credits: 1.5, 90 Minute Seminar

□ 10:30 a.m. – noon

TLCD-101 Beyond the Manikin: Transforming Simulation in a Digital World

CC, Room 313, 3rd Level

Presenter(s): Sandra Farah-Franco, D.D.S.; James Ywom, D.D.S., M.S. | Western University of Health Sciences College of Dental Medicine; Kenneth Allen, D.D.S., MBA, New York University College of Dentistry; Margrit Maggio, D.M.D., University of Pennsylvania School of Dental Medicine

When dental educators are expected to keep up with current trends in technology, given the new digital age as the backdrop, they often find themselves making difficult decisions regarding which technologies to adopt and in what aspect of the curriculum. In this session, you will learn how to implement and use several different technology-driven educational methodologies that help augment the student’s clinical experience in the simulation environment. You will see how these various approaches come with important considerations in terms of the time and financial investment at the faculty and administrator level.

CE Credits: 1.5, 90 Minute Seminar

□ 10:30 a.m. – noon

TLCD-121 Igniting Minds: Two Different Approaches to the Flipped Classroom

Experience  

CC, Room 310, 3rd Level

Presenter(s): Jean Iannadrea, D.D.S.; Steven Fox, D.D.S., FACD; Sharon Freudenberger, D.D.S.; Lisa Lang, D.D.S., M.S., MBA | Case Western Reserve University School of Dental Medicine

Case Western Reserve University School of Dental Medicine's (CWRU SDM) Relevant, Experiential, Active Learning Curriculum focuses on active-learning strategies. The seminar will describe two CWRU SDM flipped classroom approaches: a simple, low-technology approach used in D3 Pediatric Dentistry and a more high-technology method for the D2 Introduction to Treatment Planning. The advantages and disadvantages of the two approaches used for content delivery and engagement (e.g., Blackboard, Echo 360 and Google Drive) will be discussed. Rubrics for student assessment and improved student learning will be presented. Student learning is fostered by improving content delivery and increasing student engagement.

CE Credits: 1.5, 90 Minute Seminar

□ 10:30 a.m. – noon

AP-004 Unlocking the Advocate Within

CC, Room 207, 2nd Level

Presenter(s): Ellen Rogo, Ph.D., RDH; Leciel Bono, RDH, M.S. | Idaho State University

Public policy at the local, state and national levels have a great influence on a population's health. Policymakers need to be informed of the critical nature of including oral health in health-related policy and program decisions. Dental professionals need to be advocates for improving public policy; therefore, professional programs need to prepare future practitioners for leadership and advocacy roles. A legislative advocacy project requiring students to assess, plan, implement, evaluate and reflect will be discussed. This educational experience provides a foundation on which students can effectively advocate for improving the population's oral health.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

TLCD-021A Office Emergency Simulation Lab

CC, Room 200, 2nd Level

Presenter(s): Pamela Hughes, D.D.S., Oregon Health & Science University School of Dentistry; Jeffery Bennett, D.M.D., Indiana University School of Dentistry; David Shafer, D.M.D., M.D., University of Connecticut School of Dental Medicine; Martin Steed, D.D.S., Medical University of South Carolina James B. Edwards College of Dental Medicine

Visit adea.org/2015 or Registration for ticket availability. COHAEP and ADEA are pleased to sponsor the Office Emergency Management Simulation Lab at a reduced rate. In many of our dental schools, clinical faculty are ill-prepared and uncomfortable managing common medical emergencies. This is troubling, as they are the first line of defense in creating a culture of safety during patient care activities. During an educational session at the 2013 ADEA Annual Session & Exhibition, it became clear that dental school clinical faculty desire hands-on training in medical emergencies that they may encounter on the clinic floor. The continued advancements in simulation technology now make it possible to provide a realistic environment for individuals to be trained in this domain. This session not only will provide education and hands-on practice in managing medical emergencies, but will also enable faculty to develop emergency training programs in their respective institutions.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

TLCD-034 Unlocking Potential: Supporting Self-regulated Learning in Educating Health Professionals **FDW** **SoTL**

CC, Room 210, 2nd Level

Presenter(s): Alison Doubleday, Ph.D.; Matthew Lineberry, Ph.D. | University of Illinois at Chicago College of Medicine; Cameron Jeter, Ph.D., The University of Texas School of Dentistry at Houston; HsingChi von Bergmann, Ph.D., University of British Columbia Faculty of Dentistry; Gwen Essex, RDH, M.S., Ed.D., University of California, San Francisco, School of Dentistry; Duane Winden, RN, M.S.N., M.Ed., Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah

As student-centered learning environments become more prominent in dental education, helping our students become self-regulated learners allows them to achieve their goals—academic and otherwise. What does the current educational literature tell us about self-regulated learning, and how can teachers foster this type of learning in their students? You will hear from a panel of educators engaged in research on self-regulated learning. These speakers have diverse backgrounds and experience and will be able to speak to relevance in basic science and clinical environments within dental education, as well as draw parallels to educational settings in other health professions.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

TLCD-065 Tracking and Analyzing Outreach Performance to Improve Educational Outcomes **FDW** **CCI** **SoTL**

CC, Room 311, 3rd Level

Presenter(s): Mark Fitzgerald, D.D.S., M.S.; Vidya Ramaswamy, Ph.D.; Howard Hamerink, D.D.S.; Rachel Krell | University of Michigan School of Dentistry

In response to the new CODA Standard 2–5 that states: “Dental education programs must make available opportunities and encourage students to engage in service learning experiences and/or community-based learning experiences,” an increasing number of dental programs have been incorporating these experiences. However, valuable learning outcomes related to these experiences are often not measured well. This

workshop will address measurements that will provide data supporting the measurement of clinical competence in service learning and outreach experiences that reflect the highest level of “do’s” in the Miller’s competence pyramid, in addition to data supporting educational, institutional and curricular objectives and CODA requirements.

CE Credits: 1.5, 90 Minute Workshop

□ 10:30 a.m. – noon

TLCD-103 Can We Actually Assess Professionalism Skills in Dental Students?

FDW **CCI** **SoTL**

CC, Room 312, 3rd Level

Presenter(s): Sheela Raja, Ph.D., M.A.; Priscilla Chang, D.D.S.; Melisa Burton, D.D.S. | University of Illinois at Chicago College of Dentistry

In this session, you will learn how to measure professionalism skills using Objective Structured Clinical Exams (OSCE), including ethical reasoning, communication, evidence-based decision-making and practice management skills. These highly interactive exams require students to demonstrate their skills and can be used for formative or summative assessment. OSCEs can involve interaction with standardized patients, real-time literature searches and clinical chart writing. You will hear about the implementation of an OSCE at the University of Illinois at Chicago College of Dentistry, and you will practice creating and mutually critiquing OSCE-type scenarios for use in your own institution.

CE Credits: 1.5, 90 Minute Workshop

□ 10:55 a.m. – 11:15 a.m.

TLCD-053 Abstract Systematic Review: Education and Training in Evidenced-based Dentistry **SoTL**

CC, Exhibit Hall, 2nd Level

Presenter(s): Janet Bauer, D.D.S., M.Ed., MBA, M.S.P.H., Loma Linda University School of Dentistry

Knowledge, skills and the time to perform systematic reviews are persistent, common limitations cited by clinicians in accomplishing evidence-based dentistry. Abstract Systematic Review (ASR) was developed as educational and training software in responding to these limitations. ASR is a facilitated process that guides learners in critical thinking skills using a stepwise, lock-step quality control approach

to systematic review (SR). The educational and training modules guide learners from formulation of the clinical question, using PICOTS template, through searching the literature. Using critical assessment tools, a best case series of abstracts are selected for inputting data into a meta-analysis and compilation of evidence-based protocols. Finally, the clinical practice guideline (CPG) is constructed in the forms of pictorial and narrative CPGs. Cost-effective and cost-benefit calculations are provided to learners for discussion of each outcome toward making the most optimal clinical decisions with inclusion of patient-centered utility functions of preferences and values.

CE Credits: 0, 20 Minute New Idea

□ 11:20 – 11:40 a.m.

TLCD-075 Creating Sustainable Health Delivery Utilizing Telehealth Curricula CCI

CC, Exhibit Hall, 2nd Level

Presenter(s): Kelly Williams, RDH, M.S.; Susan Daniel, RDH, Ph.D. | Old Dominion University

Telehealth is at the core of the “new normal” in health care delivery. Offering telehealth curricula across university programs—such as dentistry, electronics, mathematics, physics, health professions, business and medicine—can impact how students develop meaningful and practical skillsets that can be applied to real world solutions. Implementing the multidisciplinary curricula will help to optimize undergraduate and graduate students’ technological savvy and increase their interactive clinical preparations and knowledge about how health care is evolving, ultimately leading to sustainable changes in education and self-directed models of local and global care delivery.

CE Credits: 0, 20 Minute New Idea

□ 11:25 a.m. – 12:10 p.m.

TLCD-082 Ethical and Legal Issues When Using Social Media Sites (Limited to 10 participants) CCI

CC, Room 308, 3rd Level

Presenter(s): ToanFoeng (Bill) Tham, D.D.S., J.D., University of Nevada, Las Vegas, School of Dental Medicine; Tamar Schiller, D.D.S., MBA, Columbia University College of Dental Medicine

This session will engage students in learning potential legal and ethical issues when using social media sites. Widespread use of social media applications—such as Facebook, YouTube, Twitter, LinkedIn—has introduced complexities to the legal and ethical issues in and out of the higher education environment. Dental faculty and staff may face numerous concerns pertaining to social media communications and relationships with and among students. This session will seek to clarify some of these issues with a review and discussion of a few scenarios for addressing potential legal and ethical challenges.

CE Credits: 0, 45 Minute Small Group Discussion

□ 11:45 a.m. – 12:05 p.m.

TLCD-081 Effectively Communicating with Patients: Teaching Dental Spanish to Students and Faculty

CC, Exhibit Hall, 2nd Level

Presenter(s): Maria Rodriguez Cardenas, D.D.S.; Kenneth Allen, D.D.S., MBA; Cheryline Pezzullo | New York University College of Dentistry

Studies indicate that disparities exist in dentition status based on race and ethnicity, education and income. Minorities underutilize medical and dental services. Cultural and language barriers contribute to a lower quality in patient-doctor relationships. Minimizing language barriers makes patients more comfortable and improves dental literacy and acceptance of treatment. This program was the result of a project driven by dental students who taught their peers conversational Spanish to increase communication skills in the clinic. Faculty were asked to participate. During this session, we will use clinical scenarios so that you learn how to

establish a conversational Spanish program for both students and faculty, with an emphasis on treatment and diagnosis.

CE Credits: 0, 20 Minute New Idea

- 12:10 p.m. – 12:30 p.m.

TLCD-137 Special Care Dentistry and Art Therapy: An IPE Effort **CCI**

CC, Exhibit Hall, 2nd Level

Presenter(s): Ryan Lee, D.D.S., M.P.H., M.H.A., New York University College of Dentistry

Patients with special needs often display numerous unmet oral health needs. Because such patients present with a wide range of conditions—intellectual disability, Down syndrome, autism spectrum disorders, cerebral palsy, Alzheimer's and dementia, spinal cord injuries and many others—their dental care warrants modifications from the initial consultation to follow-up maintenance. This session discusses an interprofessional education (IPE) project initiated at NYU between the College of Dentistry and Steinhardt School of Culture, Education and Human Development, involving the management of patients with special needs using various modes of art therapy.

CE Credits: 0, 20 Minute New Idea

- 12:35 – 12:55 p.m.

TLCD-102 Bridging the Gap Between Preclinic and Clinic **CCI** **SoTL**

CC, Exhibit Hall, 2nd Level

Presenter(s): Juliana da Costa, D.D.S., M.S., Oregon Health & Science University School of Dentistry

Traditionally, restorative dentistry preclinical courses have focused on teaching dental concepts and techniques, and little emphasis has been given to the overall patient care process. In order to better prepare the students for clinic, preclinical courses were designed combining oral diagnosis and treatment planning with restorative techniques. We present the students with a patient scenario, and they are required to complete a treatment plan. Upon completion and discussion of the treatment plan, students perform the restorative procedures on the simulated patient. These courses aim to teach critical thinking, treatment development and execution, and post-treatment review in the preclinical setting.

CE Credits: 0, 20 Minute New Idea

- 1:30 – 2:30 p.m.

I-003 Health Professions Admissions Practices: A National Study

CC, Room 202, 2nd Level

Presenter(s): Greer Glazer, Ph.D., RN, CNP, FAAN; Karen Bankston, Ph.D., M.S.N., FACHE | University of Cincinnati College of Nursing; Naty Lopez, Ph.D., University of Minnesota School of Dentistry

This session will present findings from the first study to examine how institutions are admitting students in the health professions to achieve an institution's mission and goals, including diversity, access and success. The study also sought to assess how institutions are evaluating their admissions practices in the health professions, including the impact on student outcomes. The survey was conducted by the Association of Public and Land-grant Universities (APLU), Coalition of Urban Serving Universities (USU) and the AAMC, with funding from NIH and survey distribution support from ADEA. Results will be summarized and contextualized with respect to admissions data.

CE Credits: 1, 60 Minute Seminar

- 1:30 – 2:30 p.m.

TLCD-039 What You See, What You Get! Unlocking Psychomotor Video

Demonstrations **SoTL**

CC, Room 313, 3rd Level

Presenter(s): Shalizeh Patel, D.D.S.; Ryan Quock, D.D.S. | The University of Texas School of Dentistry at Houston

"Tell-show-do" in teaching and learning treatment technique continues today in dental education. Student desire for instructor demonstration, coupled with expectation of on-demand access to demonstrations, creates tension for dental educators. Responding to a student petition for accessible technique demonstrations, the presenters produced and implemented an operative dentistry video demonstration series with later MedEdPORTAL peer review and publication. A pilot study then assessed preclinical outcomes. Unlocking student potential via video demonstrations also ignited faculty minds in surprising ways. This presentation reflects upon creation, dissemination and outcomes of these videos, with the aim to inform and equip participants wanting to implement similar media in their teaching.

CE Credits: 1, 60 Minute Seminar

□ 1:30 – 2:30 p.m.

TLCD-087 Integration of Digital Restorative Technology in the Dental Curriculum: The UNC Experience **SoTL**

CC, Room 203, 2nd Level

Presenter(s): Ibrahim Duqum, D.D.S., M.S.; Carlos Barrero, D.D.S., M.S.; Gustavo Mendonca, D.D.S., M.S., Ph.D. | University of North Carolina at Chapel Hill School of Dentistry

Digital Dental Technology is not only impacting how we practice dentistry but also how we teach it. Despite the existing challenges of integrating this technology in schools' dental curricula nationwide, this platform, once implemented, can provide an excellent venue for improved quality of patient care as well as dental education in our schools. During this seminar, presenters will provide an overview of the UNC School of Dentistry experience used to successfully integrate this technology into the school's curriculum, as well as strategies used to transform this technology into an efficient and effective educational assessment tool.

CE Credits: 1, 60 Minute Seminar

□ 1:30 – 2:30 p.m.

TLCD-122 Igniting Student Potential via Faculty Scaffolding of the Zone of Proximal Development **SoTL**

CC, Room 309, 3rd Level

Presenter(s): Gwen Essex, RDH, M.S., Ed.D.; Linda Centore, Ph.D.; Mona Nejad | University of California, San Francisco, School of Dentistry

Purposeful reflections on clinical learning experiences are key to developing critical thinking, ability to self-assess and persistence among dental students. Particularly with high-achieving students, there is a benefit to faculty scaffolding the tension present when a learner is in a zone of proximal development (ZPD), struggling to learn something that is just beyond the current ability of the learner. Through clinical self-assessment and faculty feedback on learner reflection, students can gain confidence in their ability to plan individual learning and to assess clinical performances, including reframing a perceived failure as normal when acquiring new skills.

CE Credits: 1, 60 Minute Seminar

□ 1:30 – 3:00 p.m.

I-022 Electronic Health Records

CC, Room 204, 2nd Level

Presenter(s): Christopher Kenny, J.D., King & Spalding LLP

ADEA has continually weighed in with Congress and federal agencies on the critical issue of electronic health records (EHRs) and their implementation. Many of the provisions will assist dentists in their efforts to become and remain meaningful users of certified EHR technology. An expert on the subject of EHRs will provide an update on current provisions.

CE Credits: 1.5, 90 Minute Seminar

□ 1:30 – 3:00 p.m.

L-024 Supporting Successful Dental Careers: The Professional Resource Center

CC, Room 300, 3rd Level

Presenter(s): Boyd Shepherd, D.D.S., J.D.; Jerry Long, D.D.S.; John Valenza, D.D.S. | The University of Texas School of Dentistry at Houston

The transition from student to a licensed and practicing dental professional can be a challenging experience and an overwhelmingly extended process. This session will provide solutions for bridging this gap from the dental education and training environment to the practical and business world of dental practice. Participants will learn how The University of Texas School of Dentistry at Houston has implemented and developed a model for their Professional Resource Center to meet the career needs of students and alumni, followed by a moderated question and answer session to discuss participant observations, questions and suggestions for further development.

CE Credits: 1.5, 90 Minute Seminar

□ 1:30 – 3:00 p.m.

TLCD-078 A Cultural Commitment to Caring for Dental Students

CC, Room 206, 2nd Level

Presenter(s): Patty Probert, Ph.D.; Linda Behar-Horenstein, Ph.D., M.Ed.; Peter L. Harrison, D.Ch. Dent. | University of Florida College of Dentistry; Matthew Morano, Ph.D., University of North Carolina at Chapel Hill School of Dentistry

The humanistic model of education incorporates concepts such as empathy, caring for students and recognition that both feelings and knowledge are important to learning. This session is designed for educators and administrators interested in learning about dental student wellness and concepts associated with the provision of a caring, humanistic environment for dental students. Speakers will present research findings from studies conducted to assess those methods that (1) seek to ensure equality and success of lesbian, gay, bisexual and transgender (LGBT)-identified students; (2) describe wellness trends among a dental student population; and (3) provide a model of a substance abuse education in the dental curriculum.

CE Credits: 1.5, 90 Minute Seminar

□ 1:30 – 3:00 p.m.

TLCD-084 Igniting Minds Through Student Self-directed Group Learning: Integrated Problem Sessions—Chair of the ADEA Board of Directors Symposium CCI SoTL

CC, Room 306, 3rd Level

Presenter(s): Cataldo Leone, D.M.D., D.Med.Sc., Boston University Henry M. Goldman School of Dental Medicine; Carol Walsh, M.A., Ph.D.; Monica Pessina, Ph.D., M.Ed., OTR/L; Carmen Sarita-Reyes, M.D. | Boston University School of Medicine

Dental educators and administrators are keenly interested in andragogy that fosters meaningful student learning. The benchmark characteristic of adult education teaching strategy is active, self-directed learning. Such learning often requires some degree of teacher guidance so that the learning process is variably autonomous. As a best practice technique, Integrated Problems Sessions (IPS) represents a flexible construct for active learning that includes case- and problem-based scenarios, audience response technology and critical literature review. IPS challenges students to discover, interpret and apply new knowledge while

concomitantly instilling a passion for dentistry and preparing students for professional lifelong learning. Discussion will include outcomes to date.

CE Credits: 1.5, 90 Minute Seminar

□ 1:30 – 3:00 p.m.

TLCD-107 Creating a Dental Patient Safety Initiative CCI

CC, Room 310, 3rd Level

Presenter(s): Rachel Ramoni, D.M.D., Sc.D.; Elsbeth Kalenderian, D.D.S., M.P.H., Ph.D. | Harvard School of Dental Medicine; Muhammad Walji, Ph.D., The University of Texas School of Dentistry at Houston; Denice Stewart, D.D.S., M.H.S.A., Oregon Health & Science University School of Dentistry

The Harvard Medical Practice Study and the Institute of Medicine report *To Err is Human* catalyzed a revolution in patient safety in medicine. As we highlighted in our May 2014 JDE article, “Open Wide: Looking Into the Safety Culture of Dental School Clinics,” dentistry’s patient safety culture has been slow to follow medicine’s advances. Dental schools are ideally positioned to transform the culture and practice of patient safety in dentistry. This seminar will arm dental educators with new resources to track patient safety events and include practical approaches to integrating patient safety into schools’ current quality framework and didactic and clinical curricula.

CE Credits: 1.5, 90 Minute Seminar

□ 1:30 – 3:00 p.m.

L-011 Did You Say ‘A Rude Kernel’ or ‘A Root Canal’? A Roadmap for ESL Student Success

CC, Room 210, 2nd Level

Presenter(s): John Williams, D.M.D., MBA; Sally Morgan, B.A. | Indiana University School of Dentistry

Effective communication is an essential component of health care between provider and patient. As U.S. dental schools have expanded their diversity of enrolled students, communication challenges have increased. Today, about half of U.S. predoctoral programs offer an international dental educational program leading to a D.D.S. or D.M.D. degree. This workshop consists of a communication model for diversity enhancement and is designed to inform dental school administrators and faculty of the specific challenges faced by international students from the students’ perspective. It also offers

communication solutions that allow dental schools to broaden their doors to international students.

CE Credits: 1.5, 90 Minute Workshop

□ 1:30 – 3:00 p.m.

**L-016 Documenting What You Do:
An Educator's Guide for Academic
Advancement** SoTL

CC, Room 311, 3rd Level

Presenter(s): Nadeem Karimbux, D.M.D., M.M.Sc., Tufts University School of Dental Medicine; Elizabeth Ramos, D.D.S., M.S.D.; Gail Williamson, RDH, M.S. | Indiana University School of Dentistry; Riki Gottlieb, D.M.D., M.S., FAGD, Virginia Commonwealth University School of Dentistry

According to ADEA's most recent survey regarding vacant faculty positions, reasons for faculty separation from an institution include accepting an appointment at another dental school or entering private practice. Over the last decade, a challenge in dental education is the retention of full-time faculty. In this session, the scholarship of education in the promotion and tenure process at an established dental school will be described. Experiences of successfully achieving promotion with a focus on education will be shared. The American Association of Medical Colleges Toolbox for Evaluating Educators will be introduced and audience participation will be used to illustrate the five domains of educator activities.

CE Credits: 1.5, 90 Minute Workshop

□ 1:30 – 3:00 p.m.

**TLCD-021B Office Emergency
Simulation Lab** TICKET

CC, Room 200, 2nd Level

Presenter(s): Pamela Hughes, D.D.S., Oregon Health & Science University School of Dentistry; Jeffery Bennett, D.M.D., Indiana University School of Dentistry; David Shafer, D.M.D., M.D., University of Connecticut School of Dental Medicine; Martin Steed, D.D.S., Medical University of South Carolina James B. Edwards College of Dental Medicine

Visit adea.org/2015 or Registration for ticket availability. COHAEP and ADEA are pleased to sponsor the Office Emergency Management Simulation Lab at a reduced rate. In many of our dental schools, clinical faculty are ill-prepared and uncomfortable managing common medical emergencies. This is troubling, as they are the first line of defense in creating a culture of

safety during patient care activities. During an educational session at the 2013 ADEA Annual Session & Exhibition, it became clear that dental school clinical faculty desire hands-on training in medical emergencies that they may encounter on the clinic floor. The continued advancements in simulation technology now make it possible to provide a realistic environment for individuals to be trained in this domain. This session not only will provide education and hands-on practice in managing medical emergencies, but will also enable faculty to develop emergency training programs in their respective institutions.

CE Credits: 1.5, 90 Minute Workshop

□ 1:30 – 3:00 p.m.

**TLCD-083 How to Teach Superior Retention
and Problem-solving Skills** FDW SoTL

CC, Room 207, 2nd Level

Presenter(s): Craig Johnson, Ph.D.; Ronald Johnson, D.D.S.; Suvendra Vijayan, M.P.H., B.D.S.; Donna Warren-Morris, RDH, M.Ed. | The University of Texas School of Dentistry at Houston

Empowering students to improve their learning outcomes has challenged educators to use new and innovative strategies. Research has shown that training students to use more effective study strategies can improve learning outcomes, long-term retention, problem-solving and critical thinking. This workshop will show you how to train students to implement and practice these more effective strategies by employing Advanced Academic Training (AAT). The training includes a daily cognitive informatics Retrieval Regimen of repetitive self-testing using factual, open-ended and problem-solving questions and answers blended into an engaging opportunity for higher level learning.

CE Credits: 1.5, 90 Minute Workshop

□ 1:30 – 3:00 p.m.

TLCD-091 Meeting Interprofessional Standards: A Partnership to Advance Collaborative Education (PACE)

FDW CCI SoTL

CC, Room 312 3rd Level

Presenter(s): Dolores Cannella, Ph.D., M.A.; Mary Truhlar, D.D.S., M.S. | Stony Brook University School of Dental Medicine; Marie Ann Marino, Ed.D., RN, PNP; Patricia Bruckenthal, Ph.D., APRN-BC, ANP, FAAN | Stony Brook University School of Nursing

Quality health care requires a complex response from a team of health professionals. This dynamic workshop will provide novel strategies to implement interprofessional education (IPE) models that expand opportunities to work in interprofessional teams, improve oral-systemic health outcomes and meet professional education standards. Stony Brook University dental and nursing educators will present the process by which their Partnership to Advance Collaborative Education (PACE) was created and share generalizable tools and resources. Using interactive strategies—including brainstorming, team-based activities and a real-time, audience-response system—participants will have facilitated opportunities to develop strategies for incorporation of IPE at their academic institutions.

CE Credits: 1.5, 90 Minute Workshop

□ 2:25 – 3:10 p.m.

TLCD-099 Igniting Compassion in Our Students' Hearts (Limited to 10 participants)

CC, Room 308, 3rd Level

Presenter(s): Gargi Mukherji, D.D.S.; Shahrzad Aarup, D.D.S., M.A. | The University of Texas School of Dentistry at Houston

The ability to communicate effectively is truly an art. It is critical for health care providers to be able to kindly convey to a patient his or her health care needs. Proper presentation of dental treatment plans with compassion is a valuable skill that educators must relate in order to guide students toward becoming successful dentists. This session will focus on discussing teaching strategies to incorporate compassion in the art of treatment plan presentation and patient management.

CE Credits: 0, 45 Minute Small Group Discussion

□ 3:30 – 4:15 p.m.

L-023 Building a Philanthropic Culture: Telling Stories, Engaging Supporters, Giving Back (Limited to 10 participants)

CC, Room 308, 3rd Level

Presenter(s): Kristen Ward, East Carolina University School of Dental Medicine; Dan Soine, MBA, University of the Pacific, Arthur A. Dugoni School of Dentistry

Learn to ignite a philanthropic culture at your school among students, faculty, alumni and the community. Discover how to optimally engage current and future supporters and effectively share your school's story. This session will uncover your potential as your school's best ambassador.

CE Credits: 0, 45 Minute Small Group Discussion

□ 3:30 – 4:30 p.m.

TI-006 Dental Anatomy Grading: Challenges of Implementing a Novel Digital Assessment Technique **SoTL**

CC, Room 206, 2nd Level

Presenter(s): Natalia Restrepo-Kennedy, D.D.S., M.S.; So-Ran Kwon, D.D.S., M.S., Ph.D., M.S. | The University of Iowa College of Dentistry & Dental Clinics

The Department of Operative Dentistry at The University of Iowa College of Dentistry & Dental Clinics fulfills an important role in establishing the foundational concepts of dentistry for the predoctoral dental students. The primary goal is to educate dental students, using best available evidence. As such, the incorporation of new technology is an important issue that has to be carefully evaluated and assessed prior to adoption into the curriculum. This presentation reflects on the challenges that faculty and students faced by introducing a novel digital assessment technique into the dental anatomy preclinical curriculum.

CE Credits: 1, 60 Minute Seminar

□ 3:30 – 4:30 p.m.

TLCD-046 Social Media in Dental Education: The Obvious and the Obfuscated

CC, Room 202, 2nd Level

Presenter(s): Richard Halpin, M.Ed.; Nichole Fishbeck | The University of Texas School of Dentistry at Houston

This session explores the uses of various social media platforms within dental education, concentrating on the positive and negative aspects of implementing these products in the classroom. We will specifically address Facebook and Twitter and explore other social media platforms. We will present ideas to successfully implement social media platforms in the classroom. The session will conclude with an examination of peer-to-peer educational tools created by students, as well as a presentation of the results of a study that investigated the organic creation of a Facebook-based educational tool at The University of Texas School of Dentistry to which faculty have no access.

CE Credits: 1, 60 Minute Seminar

□ 3:30 – 4:30 p.m.

TLCD-071 Collective Wisdom: Shaping the Future of Interprofessional Oral Health Education CCI

CC, Room 313, 3rd Level

Presenter(s): Maria Dolce, Ph.D., RN, CNE, Northeastern University

Integrating oral health and primary care practice calls for disruptive innovations in interprofessional education (IPE) to strengthen the primary care health system. Bouvé College of Health Sciences at Northeastern University is cultivating the next generation of health professionals equipped with core clinical competencies in oral health. This session describes Innovations in Interprofessional Oral Health: technology, instruction, practice, and service—an innovative IPE model for integrating oral health across interdisciplinary health sciences curricula and promoting oral health in primary care and community-based settings. You will learn how collective wisdom and guiding principles shape the future of oral health education across health professions.

CE Credits: 1, 60 Minute Seminar

□ 3:30 – 4:30 p.m.

TLCD-124 Initiating Minds and Unlocking Potentials in Advanced Prosthodontics SoTL

CC, Room 310, 3rd Level

Presenter(s): Mark Durham, D.M.D., Certificate in Pros, University of Utah School of Dentistry

Too many dental students and graduates struggle with and feel limited in their practice of clinical prosthodontics. Students and graduates continue to wonder about concepts like vertical dimension, implant occlusions, the “right sequence” to cement full-mouth rehabs, etc.; and though these are valid concerns, these are usually not the unanswered concerns that really need immediate attention. Through a collaborative effort between the University of Utah and the Utah VA Dental Clinic, a pedagogical project—called the Prosthodontic Portfolio—was developed to initiate minds in unlocking potentials in prosthodontics. In this fast-paced seminar, you will learn novel uses of the best practices in teaching prosthodontics.

CE Credits: 1, 60 Minute Seminar

□ 3:30 – 4:30 p.m.

TLCD-048 Engaging Lectures: Dipping Your Toe in the Pool of Active Learning SoTL

CC, Room 208, 2nd Level

Presenter(s): Cynthia Miller, Ph.D., M.S.; Michael Metz, D.M.D., M.S., MBA, M.S.D. | University of Louisville School of Dentistry

Professors who are interested in active learning may face difficulties implementing the method in a traditional classroom setting. Engaging lectures are an easily adopted form of active learning in which students are given short periods of lecture, followed by “breaks” that can consist of minute papers, problem sets, brainstorming, etc. This session will show how engaging lectures can be used to improve student performance, decrease distractions and motivate millennial learners. Attendees will participate in a mock engaging lecture in which they will examine how to use the method in their classrooms, role-play potential scenarios and create an implementation strategy.

CE Credits: 1, 60 Minute Workshop

□ 3:30 – 4:30 p.m.

**TLCD-010 Got Higher Level Learning?
Igniting Student Minds Through Near-peers**

CCI **SoTL**

CC, Room 204, 2nd Level

Presenter(s): Ryan Quock, D.D.S.; Gregory Luk; Mary Glasheen | The University of Texas School of Dentistry at Houston

Dental education requires acquisition of scientific knowledge and technical patient-treatment skills. Furthermore, connections must be made within and across disciplines—our graduates must be critical thinkers. In response to this challenge, second-year dental students (as near-peer mentors) with an interest in teaching, established unique weekly review sessions—Group Learning Initiative (GLI)—for first-year students. Although biomedical sciences were addressed in these sessions, the focus of GLI was how to learn the content. These student-educators will reflect on, via description of the initiative and preliminary qualitative and quantitative outcomes assessment, how near-peer assisted learning can unlock the potential of students in dental education.

CE Credits: 1, 60 Minute Seminar

□ 3:30 – 5:00 p.m.

TI-005 WeTeach: Catch Fire with Faculty Resources

SoTL

CC, Room 210, 2nd Level

Presenter(s): Wendy Sue Woodall, D.D.S., University of Nevada, Las Vegas, School of Dental Medicine

Short Talks, an innovative approach for the Annual Session, will succinctly update members of the dental community on exciting developments in the methods used to teach and assess student, faculty, career and program performance. WeTeach is a new implementation by ADEA, and the Council of Faculties has teamed with ADEA to focus on best practices for how to teach. The Short Talks session will provide each speaker five minutes to present summaries of various topics concerning current best practices of instructional and evaluation methods (time limits will be strictly enforced).

CE Credits: 1.5, 90 Minute Workshop

□ 3:30 – 5:00 p.m.

**TLCD-028 Testing Multilogic Critical Thinking
Using Multimedia in Stem and Response**

CCI

CC, Room 203, 2nd Level

Presenter(s): Roland A. Adams, B.D.S., M.S., M.A., Ed.D.; William Lushbaugh, Ph.D.; Niping Wang, D.D.S., Ph.D. | University of Mississippi Medical Center School of Dentistry

Teaching and developing critical thinking skills is a mandate in dental education. It is also a requirement to incorporate interdisciplinary information into courses. Objective testing and analysis of student achievement in this complex educational goal is lacking. A multiple-choice online question model has been developed in which broad-based clinical and basic science scenarios are given. Each question stem and response options contain embedded multimedia (e.g., photographs, radiographs, clinical, laboratory, research data, audio and video). Rather than test knowledge recall, students are tested on multilogic critical thinking. Upon submission, immediate feedback of performance and appropriate reasoning is given.

CE Credits: 1.5, 90 Minute Seminar

□ 3:30 – 5:00 p.m.

TLCD-112 EduTech Crossfire!

CCI

SoTL

CC, Room 309, 3rd Level

Presenter(s): Elise Eisenberg, D.D.S., M.A., New York University College of Dentistry; David B. Rankin, M.S., PGCertIA, University of North Carolina at Chapel Hill School of Dentistry; Heiko Spallek, D.M.D., Ph.D., MBA, University of Pittsburgh School of Dental Medicine; Ana Neumann, D.D.S., M.P.H., Ph.D., The University of Texas School of Dentistry at Houston

EduTech Crossfire is a new and innovative approach for the Annual Session. This session will provide for passionate discussions on topical areas of dental education. The EduTech Crossfire session will provide two speakers a combined 10 minutes to present their views in a point-counterpoint debate and common ground session. There will be multiple sessions covering a variety of topics on contemporary issues. The focus is on emerging technology, informatics, educational research, Scholarship of Teaching and Learning (SoTL) and many more areas such as faculty development, how we design our curriculum, how we teach and how our students learn with new and emerging technologies, how

do we assess our teaching methodologies, how do we ensure that our faculty have appropriate development for teaching with technology, how do we prepare for future technologies and many more questions to be answered. Join us for this exciting exploration into the future of health care education.

CE Credits: 1.5, 90 Minute Seminar

□ 3:30 – 5:00 p.m.

TLCD-135 Results of Assessment Tools as Indicators of Success on NBDE

CC, Room 300, 3rd Level

Presenter(s): Gerald Davis, D.D.S.; Jacqueline Gardner, M.A., MBTI Practitioner; Fatima Barnes, Ed.D., M.P.H., M.S.I.S.; Chau-Kuang Chen, Ed.D. | Meharry Medical College School of Dentistry

Personality tests, study skills, time management and critical thinking skills are important variables in dental students' education; however, the National Board Dental Exams (NBDE) are a determining factor. It is imperative to evaluate assessment tools and costs involved in preparing dental students for clinical practice. To determine the effectiveness of assessment tools used at Meharry Medical College School of Dentistry, this study used a de-identified retrospective dataset of four cohorts (2011–2014) of matriculated dental students to examine the relationship among the Dental Admission Test (DAT), Learning and Study Skills Inventory (LASSI), Health Science Reasoning Test (HSRT), Myers-Briggs Type Indicator (MBTI) and student NBDE performance.

CE Credits: 1.5, 90 Minute Seminar

□ 3:30 – 5:00 p.m.

TLCD-021C Office Emergency Simulation Lab

CC, Room 200, 2nd Level

Presenter(s): Pamela Hughes, D.D.S., Oregon Health & Science University School of Dentistry; Jeffery Bennett, D.M.D., Indiana University School of Dentistry; David Shafer, D.M.D., M.D., University of Connecticut School of Dental Medicine; Martin Steed, D.D.S., Medical University of South Carolina James B. Edwards College of Dental Medicine

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dental schools, clinical faculty are ill-prepared and uncomfortable managing common medical emergencies. This is troubling, as they are the first line of defense in creating a culture of safety during patient care activities. During an educational session at the 2013 ADEA Annual Session & Exhibition, it became clear that dental school clinical faculty desire hands-on training in medical emergencies that they may encounter on the clinic floor. The continued advancements in simulation technology now make it possible to provide a realistic environment for individuals to be trained in this domain. This session not only will provide education and hands-on practice in managing medical emergencies, but will also enable faculty to develop emergency training programs in their respective institutions.

CE Credits: 1.5, 90 Minute Workshop

□ 3:30 – 5:00 p.m.

TLCD-089 Light Fires and See Light: Teaching Ethics and Evaluating Outcomes

CC, Room 207, 2nd Level

Presenter(s): Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy School of Dentistry; Toni Roucka, D.D.S., M.A., Southern Illinois University School of Dental Medicine; Phyllis Beemsterboer, Ed.D., M.S., Oregon Health & Science University School of Dentistry

Teaching ethical concepts and identifying appropriate evaluation strategies to determine outcomes creates both opportunities and challenges for predoctoral, dental hygiene and graduate educators. This workshop will provide information about key concepts including professional ethics, central values and professional responsibility as it relates to frequently encountered dilemmas requiring ethical decision-making. A number of approaches to teaching ethics will be highlighted. Opportunities will include discussion and interaction with colleagues to share best teaching and assessment and evaluation strategies leading to determining knowledge and competence.

CE Credits: 1.5, 90 Minute Workshop

□ 8:00 – 9:00 a.m.

**RT-002 Pediatric Dentistry and Cardiology
Oral Health Collaborative** **CCI**

CC, Room 300, 3rd Level

Presenter(s): Gary Badger, D.D.S., M.S., The University of Texas School of Dentistry at Houston

Children with congenital heart disease (CHD) require multiple surgeries to correct malformations. The condition of the mouth is a major source of potential infection when CHD conditions are ameliorated. By collaborating with the cardiology department and coaching the residents, fellows and cardiologists, it is possible to develop expertise in establishing caries risk assessment for patients through self-assessments, oral screenings and referral methodologies to prepare patients for their eventual surgeries with reduced oral bacterial risks.

CE Credits: 1, 60 Minute Seminar

□ 8:00 – 9:00 a.m.

**TI-009 Don't Fall Behind! Removable
Prosthodontics Goes Digital**

CC, Room 203, 2nd Level

Presenter(s): Elizabeth Schuler, D.M.D., Medical University of South Carolina James B. Edwards College of Dental Medicine

Although CAD/CAM for the fabrication of fixed prostheses is prevalent in dental school curricula, there has been minimal exposure to the digital design of removable partial prostheses (RPD). The presenter will demonstrate the process of designing a removable partial denture framework via a sample software program. Participants will learn how this technology may be integrated into the dental school curriculum and methods of teaching this approach alongside conventional RPD framework design. Attendees will discuss how this technology can be a very effective teaching tool for conveying some of the more difficult RPD concepts both to teach and understand in dental education.

CE Credits: 1, 60 Minute Seminar

□ 8:00 – 9:00 a.m.

**TLCD-044 Implementation of an
Innovative Pediatric Dentistry
Community Curriculum** **CCI**

CC, Room 204, 2nd Level

Presenter(s): Francisco Ramos-Gomez, D.D.S., M.S., M.P.H., FAAPD; Clarice Law, D.D.S., M.S. | University of California, Los Angeles, School of Dentistry; Ana Lucia Seminario, D.D.S., M.P.H., Ph.D., University of Washington School of Dentistry

To prepare future dentists for the changing demographics of their patients, the Community Health and Advocacy Training in Pediatric Dentistry (CHAT-PD) was implemented within the UCLA School of Dentistry. Pediatric dental education has often taught dentists how to respond to oral disease with a "drill, fill and bill" approach. A paradigm shift is necessary to change dental education to focus more on prevention and disease management and to take into account individual, family, community and policy influences on oral disease. The Chronic Care Model (CCM) has been used to reform the delivery of medical care this way; through CHAT-PD, we apply CCM to dentistry to promote a systems approach to oral disease prevention and management. In addition to their traditional requirements, residents under CHAT-PD must complete a new set of courses and apply what they have learned by participating in local and national advocacy opportunities and community-based applied learning experiences. These new requirements better prepare residents to treat and advocate for their patients—especially low-income, minority and/or pediatric populations who historically suffer disparately from oral disease. Preliminary clinical data show that patients served by our residents have improved oral health behaviors, while residents have an increased comfort with treating vulnerable populations and partnering with community organizations to deliver care.

CE Credits: 1, 60 Minute Seminar

□ 8:00 – 9:00 a.m.

**TLCD-110 Documentation for Accreditation:
A Workshop for Advanced Education in
General Dentistry and General Practice
Residency Programs**

CC, Room 311, 3rd Level

Presenter(s): Heidi Crow, D.M.D., M.S., University at Buffalo School of Dental Medicine; Judith Messura, D.M.D., FAAHD, DABSCD, Wake Forest School of Medicine

The Commission on Dental Accreditation (CODA) requires documentation of activities to demonstrate a program has met the standards. Included in the standards are suggested examples of evidence to demonstrate compliance and in some instances suggested exhibits and appendices are available in the self-study guide. This session will discuss documentation examples for the areas of continuous quality improvement, faculty development and ethics and professionalism. The intended outcome of the workshop is the development of report templates for use by programs to assist in documentation of activities.

CE Credits: 1, 60 Minute Workshop

□ 8:00 – 9:30 a.m.

**L-017 Unlocking the Potential
of Our Faculty**

CC, Room 206, 2nd Level

Presenter(s): Lisa Mruz, D.D.S., University at Buffalo School of Dental Medicine; Ryan Quock, D.D.S., The University of Texas School of Dentistry at Houston; Wendy Sue Woodall, D.D.S., University of Nevada, Las Vegas, School of Dental Medicine

Are you new to dental education? Have you taken a break and returned only to find teaching and learning styles are not what you remember? This session will address what it means to be an educator and excel in the profession as an educator and leader. Attendees will learn where to find resources and tools to expand the breadth and depth of their teaching and leadership. Specific resources such as WeTeach, MedEdPORTAL, and ADEA faculty development programs, awards, scholarships and fellowships will be featured. This session is recommended for new faculty who are first-time attendees.

CE Credits: 1.5, 90 Minute Seminar

□ 8:00 – 9:30 a.m.

**TLCD-004 Financing the Future of Dental
Education—Chair of the ADEA Board of
Directors Symposium**

CC, Room 313, 3rd Level

Presenter(s): Nader Nadershahi, D.D.S., MBA, Ed.D., University of the Pacific, Arthur A. Dugoni School of Dentistry; Cecile Feldman, D.M.D., MBA, Rutgers, The State University of New Jersey, School of Dental Medicine; Michael C. Alfano, D.M.D., Ph.D., New York University College of Dentistry

The cost of higher education is on the rise and the popular media and professional organizations are focused on this challenge. Academic dental organizations are an important component of this higher education system and have not been immune to such challenges. This symposium will focus on financial management in academic dentistry. There will be a discussion of the macro- and micro-environmental forces experienced by schools and colleges of dentistry as well as some current challenges and opportunities faced by our organizations. Participants will also have an opportunity to engage with the panel during an open discussion.

CE Credits: 1.5, 90 Minute Seminar

□ 8:00 – 9:30 a.m.

**TLCD-021D Office Emergency
Simulation Lab**

CC, Room 200, 2nd Level

Presenter(s): Pamela Hughes, D.D.S., Oregon Health & Science University School of Dentistry; Jeffery Bennett, D.M.D., Indiana University School of Dentistry; David Shafer, D.M.D., M.D., University of Connecticut School of Dental Medicine; Martin Steed, D.D.S., Medical University of South Carolina James B. Edwards College of Dental Medicine

Visit adea.org/2015 or Registration for ticket availability. COHAEP and ADEA are pleased to sponsor the Office Emergency Management Simulation Lab at a reduced rate. In many of our dental schools, clinical faculty are ill-prepared and uncomfortable managing common medical emergencies. This is troubling, as they are the first line of defense in creating a culture of safety during patient care activities. During an educational session at the 2013 ADEA Annual

Session & Exhibition, it became clear that dental school clinical faculty desire hands-on training in medical emergencies that they may encounter on the clinic floor. The continued advancements in simulation technology now make it possible to provide a realistic environment for individuals to be trained in this domain. This session not only will provide education and hands-on practice in managing medical emergencies, but will also enable faculty to develop emergency training programs in their respective institutions.

CE Credits: 1.5, 90 Minute Workshop

□ 8:00 – 9:30 a.m.

TLCD-025 Teaching Innovations in the Biomedical Sciences: Short Talks SoTL

CC, Room 309, 3rd Level

Presenter(s): Alison Doubleday, Ph.D., University of Illinois at Chicago College of Dentistry

The biomedical sciences constitute foundational knowledge within dental education. Student mastery of this material is essential for passing board examinations and for progression to clinical training. As more institutions move toward integrated curricula, initiatives to integrate this knowledge with clinical training have become increasingly important. There has been a corresponding push to incorporate new technologies into the classroom. This seminar, consisting of a series of five-minute short talks, will highlight teaching innovations in the biomedical sciences. These presentations and the subsequent discussions will provide a valuable source of support, mentorship and creative inspiration to colleagues at institutions undergoing similar changes.

CE Credits: 1.5, 90 Minute Seminar

□ 8:00 – 9:30 a.m.

TLCD-026 Teaching Methods for Igniting Critical Thinking and Unlocking Assessment Mysteries FDW CCI SoTL

CC, Room 207, 2nd Level

Presenter(s): Darren Roesch, Ph.D., Texas A&M University Baylor College of Dentistry; David Johnsen, D.D.S., M.S., The University of Iowa College of Dentistry & Dental Clinics; Pauletta Baughman, D.M.D., University of Louisville School of Dentistry

Critical thinking is one of the most difficult skills that a dental educator must teach and assess. In this collaborative workshop, participants will design

frameworks and reflective exercises that can be used to guide learning and assess critical thinking skills. Tackling real-world dental education topics, participants will (1) create learning frameworks that define specifically what the student is to do and (2) synthesize rubric-driven reflective exercises that engage the student in critical self-assessment of performance. At the conclusion of the workshop, the participant will be able to use these educational techniques to guide and assess critical thinking.

CE Credits: 1.5, 90 Minute Workshop

□ 8:00 – 9:30 a.m.

TLCD-042 Igniting Practice Management Learning: A Project Sharing Workshop FDW SoTL

CC, Room 208, 2nd Level

Presenter(s): David Willis, D.M.D., MBA, University of Louisville School of Dentistry

Practice management educators try to prepare students for different professional opportunities after graduation. Some of these efforts are more successful than others. This workshop continues the work of the 2014 ADEA Annual Session & Exhibition Council of Sections meeting. It highlights innovative methods of engaging students in learning practice management concepts and material. Each speaker will present a brief description of the material or method they use to ignite learning. The session will then break into individual tables where attendees can engage presenters and others in demonstrations, discussion about the method and conversations on how to implement that method in different academic settings.

CE Credits: 1.5, 90 Minute Workshop

□ 8:00 – 9:30 a.m.

TLCD-052 Consensus Building Workshop: Creating a Core U.S. Caries Management Curriculum FDW CCI

CC, Room 210, 2nd Level

Presenter(s): Andrew Schenkel, D.M.D., M.S., New York University College of Dentistry; Nigel Pitts, B.D.S., Ph.D., Kings College, London, UK; Andreas Schulte, D.M.D., Heidelberg University, Germany; Margherita Fontana, D.D.S., Ph.D., University of Michigan School of Dentistry

This workshop will focus on building a consensus on the components of a core cariology curriculum for use by dental schools in the United States that

would lead to competency in caries management. We will use the European core cariology curriculum as a platform for discussion and a starting point, with preliminary work starting ahead of the Boston meeting at our three U.S. regional Caries Management by Risk Assessment (CAMBRA) Coalitions. Participants of this workshop will leave with a thorough understanding of a complete cariology curriculum and be able to apply this knowledge in guiding their students to competency in caries management.

CE Credits: 1.5, 90 Minute Workshop

□ 8:00 – 9:30 a.m.

TLCD-068 Alternative Assessment: Evaluating Student Skills in Dentistry Using Essay Exams

FDW

CC, Room 312, 3rd Level

Presenter(s): Josephine Lomangino-Cheung, D.D.S., M.S.; David Hershkowitz, D.D.S.; Kenneth Allen, D.D.S., MBA | New York University College of Dentistry

Typically, exams in dental school consist of multiple-choice or short-answer questions. However, they are not necessarily the best way to gauge a student's knowledge and ability. Other methods of assessment include student portfolios, presentations and essay exams. Essay exams obligate students to provide support and elaboration in their answers to demonstrate comprehensive proficiency. In this workshop, you will learn how to incorporate essay exams in your curriculum. You will construct a practice essay exam, write a grading rubric and design a faculty standardized matrix for grading.

CE Credits: 1.5, 90 Minute Workshop

□ 8:00 – 9:30 a.m.

TLCD-072 Communication Skills Training for Dental and Hygiene Students: Interdisciplinary Approaches

CCI SoTL

CC, Room 310, 3rd Level

Presenter(s): Marita Inglehart, Ph.D.; Carol Anne Murdoch-Kinch, D.D.S., M.S. | University of Michigan School of Dentistry; Kenneth Hillenburg, D.D.S., M.S., University of Detroit Mercy School of Dentistry; Stuart Schrader, M.S.W., Ph.D., Indiana University School of Dentistry

Educating future dental providers to take a patient-centered approach when providing care for diverse patients and to collaborate successfully

with providers from other disciplines is crucial. The objectives are to provide an overview of four different communication skills training programs and to challenge participants to identify the essential components of these programs. The programs provide students with experiences of student-peer, student-standardized patient and student-patient interactions to learn about medical- and dental-history taking; as well as communication during clinical interactions and health education of patients from diverse backgrounds or patients with special health care needs and when interacting with dental, medical and pharmacy students.

CE Credits: 1.5, 90 Minute Seminar

□ 8:00 – 9:30 a.m.

TLCD-080 Dual Degree Programs in Dental Education: Exploring Benefits and Challenges

CC, Room 201, 2nd Level

Presenter(s): Roseanna Graham, D.D.S., M.A., Ph.D.; Laureen Zubiaurre Bitzer, D.M.D., M.S. | Columbia University College of Dental Medicine; Wanda Wright, D.D.S., M.S., Tufts University School of Dental Medicine

Dual (or joint/combined) degree programs can support the strategic intent of institutions, serve as a recruitment tool for high-quality students and increase an institution's visibility and prestige. While the benefits of these programs are many and diverse, so are the challenges. This session will describe the various types of dual degree programs that exist—including those in education, public health and business—and demonstrate how these programs can be developed and maintained. Participants will have the opportunity to discuss how dual degree programs may benefit their institutions and how challenges with forming such programs can be anticipated and addressed.

CE Credits: 1.5, 90 Minute Seminar

□ 8:00 – 9:30 a.m.

TLCD-092 NAVIGATOR: Advanced Academic Training, Empowering Dental and Dental Hygiene Student Success SoTL

CC, Room 202, 2nd Level

Presenter(s): Ronald Johnson, D.D.S.; Craig Johnson, Ph.D.; Suvendra Vijayan, M.P.H., B.D.S. | The University of Texas School of Dentistry at Houston

NAVIGATOR research has demonstrated that targeting individualized cognitive and noncognitive interventions to ameliorate students' identified academic risks improves student success. NAVIGATOR's diagnostic and prescriptive online Personal Background and Preparation Survey identifies and targets such individualized interventions. NAVIGATOR's Advanced Academic Training Workshop and its Booster/Review Sessions help students effectively process information for problem-solving via cognitive informatics technologies. You will learn how to introduce dental and dental hygiene and other health professions students to the implementation and practice of a cognitive informatics Retrieval Regimen, which includes daily spaced repetitive self-testing, to improve academic success. Participants will explore institution-specific applications with presenters.

CE Credits: 1.5, 90 Minute Seminar

□ 10:00 – 11:15 a.m.

I-316 Closing Plenary Session—The Rise: Creativity, the Gift of Failure and the Search for Mastery

CC, Ballroom ABC, 3rd Level

Sponsored by DENTSPLY, International Inc.

Presenter(s): Sarah Lewis, Ph.D.

Dr. Lewis is a cultural historian and a W. E. B. Du Bois Research Institute Fellow at Harvard University. Her book, *The Rise: Creativity, the Gift of Failure, and the Search for Mastery*, is a layered, story-driven investigation of how innovation, success and new concepts can be found in the most unlikely and improbable of places. Dr. Lewis has served on President Obama's National Arts Policy Committee and as a trustee of Creative Time; The Graduate Center, CUNY; the Brearley School; and the Andy Warhol Foundation of the Visual Arts. She also has held positions at the Yale School of Art, the Museum of Modern Art and the Tate Modern. Her essays on race, contemporary art and culture have been published in many

journals as well as *The New Yorker*, *Artforum*, *Art in America* and in publications for the Smithsonian, the Museum of Modern Art and Rizzoli.

CE Credits: 1

□ 11:45 a.m. – 12:45 p.m.

RT-003 Quantifying 'It Changed My Life': Application of the Transformation Rubric CCI

CC, Room 208, 2nd Level

Presenter(s): Anne Gwozdek, RDH, M.A.; Emily Springfield, M.Ed. | University of Michigan School of Dentistry

Students often report that reflection or other engaged learning activities "changed my life" or "made me look at the world differently." However, there still lacks a process to help objectively measure the impact of these experiences on students. The University of Michigan Dental Hygiene program has made a preliminary step in this direction—the development of a rubric and methodology for defining and measuring transformative changes in student confidence, skills, identity and perspective on the world. This workshop will introduce the Transformation Rubric, the process for its use and the opportunity to apply the rubric using excerpts from qualitative data.

CE Credits: 1, 60 Minute Workshop

□ 11:45 a.m. – 12:45 p.m.

TLCD-005 Cracking the Code to Globally (and Legally) Assess Student Professionalism

CC, Room 313, 3rd Level

Presenter(s): Marnie Oakley, D.M.D.; Jean O'Donnell, M.S., D.M.D.; Richard Oravetz, M.S.I.S. | University of Pittsburgh School of Dental Medicine

Producing graduates who can apply the concepts of professional behavior remains a goal of dental faculty. The nuances of teaching, assessing and acting on professional behaviors in dental education have been a topic of attention of both faculty and administration. When students fail to take responsibility for their behavior, coupled with the legal implications a school must consider when acting on this behavior, significant challenges exist. This presentation will explore one school's legally supported program that calls all faculty to globally assess behavior while offering direct and timely feedback. Actions include learning plans and high-stakes performance improvement plans when warranted.

CE Credits: 1, 60 Minute Workshop

□ 11:45 a.m. – 12:45 p.m.

TLCD-067 Unlocking Interprofessional Education: Developing Web-based Curriculum for Transdisciplinary Teaching

CC, Room 202, 2nd Level

Presenter(s): Ana Candia S. Neumann, D.D.S., M.P.H., Ph.D.; Richard Halpin, M.Ed. | The University of Texas School of Dentistry at Houston

This session explains the development of an interdisciplinary web-based curriculum that includes topics in dentistry, pediatrics and prenatal oral health. This project represents a partnership between The University of Texas School of Dentistry at Houston, Baylor College of Medicine (Departments of Pediatrics and Obstetrics/ Gynecology) and Texas Children's Health Plan. This unique opportunity addressed the limited exposure of medical students to oral health, as well as dental and dental hygiene students to pediatric and prenatal health care. This presentation covers the process of curriculum development and implementation of an online, interactive, self-paced educational instrument to unlock the potential of interprofessional education.

CE Credits: 1, 60 Minute Seminar

□ 11:45 a.m. – 12:45 p.m.

TLCD-088 Lasers in Dentistry: Current Status, Partnerships, Stakeholders and Future Paths Forward

CC, Room 201, 2nd Level

Presenter(s): Praveen Arany, D.D.S., M.S., Ph.D., NIDCR, NIH; Samuel Low, D.D.S. | University of Florida College of Dentistry; Scott Benjamin, D.D.S., ADA Standard Committee and ALD President; Donald Patthoff, D.D.S., West Virginia University School of Dentistry; Stanley Shaples, D.D.S., M.S., The Ohio State University College of Dentistry

The mission of the ADEA Special Interest Group on Lasers in Dentistry (SIG LID) is to promote the teaching and learning of all aspects on the use of lasers in clinical dentistry. Presently, the major focus of this group is to assimilate the current state of curricular development in North America's dental schools. To pursue this goal, our SIG LID conducted a survey of dental schools through the ADEA listserv to evaluate the current status of the formal curriculum in lasers in dentistry. Not surprisingly, while there is tremendous interest and enthusiasm in laser dentistry, there is a significant paucity of didactic structure providing reliable information regarding the dynamics and practice

of laser dentistry. This session will present the current state of lasers in dentistry education and highlight the various avenues of how this education is being imparted. The major purpose of this session is to bring together various stakeholders and discuss future paths forward.

CE Credits: 1, 60 Minute Seminar

□ 11:45 a.m. – 12:45 p.m.

TLCD-125 Integrating Health Literacy into Predoctoral Dental Education SoTL

CC, Room 204, 2nd Level

Presenter(s): Nicole Holland, D.D.S., M.S.; Wanda Wright, D.D.S., M.S.; Kathy Dolan, RDH, M.Ed. | Tufts University School of Dental Medicine

This session will highlight the need for prioritization of health literacy in dental education and illustrate how Tufts University School of Dental Medicine has collaborated with university and community partners to formally integrate health literacy into its predoctoral curriculum. You will learn how to enhance dental student learning of health literacy concepts and skills by promoting active student participation in and reflection of health literacy principles at interpersonal, organizational and community levels.

CE Credits: 1, 60 Minute Seminar

□ 11:45 a.m. – 12:45 p.m.

TLCD-145 The Necessity to Enhance Predoctoral Education About Nonodontogenic Orofacial Pain

CC, Room 203, 2nd Level

Presenter(s): Takako Tanaka, D.D.S., FDS, RCSEd, University of Detroit Mercy School of Dentistry; Gary Klasser, D.M.D., Cert. Orofacial Pain, Louisiana State University Health New Orleans School of Dentistry

Over the past several decades, our understanding of nonodontogenic orofacial pain has been greatly enhanced. Predoctoral education must meet the dramatic increasing scientific knowledge and demands of patients in these conditions. However, as dental educators, we must question ourselves about the preparedness of our dental students to handle these patients. Managing nonodontogenic orofacial pain often entails a multidisciplinary model of care. Have we educated our students

adequately to enable them to knowledgeably communicate with other allied health care professionals? This program provides a synopsis of our current concepts of nonodontogenic orofacial pain and discusses the challenges facing predoctoral education.

CE Credits: 1, 60 Minute Seminar

- 11:45 a.m. – 1:15 p.m.

TLCD-021E Office Emergency Simulation Lab TICKET FDW

CC, Room 200, 2nd Level

Presenter(s): Pamela Hughes, D.D.S., Oregon Health & Science University School of Dentistry; Jeffery Bennet, Indiana University School of Dentistry; David Shafer, D.M.D., M.D., University of Connecticut School of Dental Medicine; Martin Steed, D.D.S., Medical University of South Carolina James B. Edwards College of Dental Medicine

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CE Credits: 1.5, 90 Minute Workshop

- 11:45 a.m. – 1:15 p.m.

TLCD-003 Best Practices in Teaching the Electronic Health Record SoTL

CC, Room 300, 3rd Level

Presenter(s): Jessica Hilburg, D.D.S.; Roseanna Graham, D.D.S., M.A., Ph.D.; Lynda Torre, D.D.S. | Columbia University College of Dental Medicine

The majority of dental schools have transitioned or will transition to an electronic health record (EHR). Implementation of the EHR is the first challenge

faced by educators. The next challenge is finding effective ways to teach students how to employ the EHR. This session will take participants through the process of incorporating the EHR into the curriculum beginning with preclinical case-based scenarios and moving through to comprehensive utilization in the clinical setting. Participants will discuss how best practices of EHR implementation can be incorporated at their schools.

CE Credits: 1.5, 90 Minute Seminar

- 11:45 a.m. – 1:15 p.m.

TLCD-038 Weaving Biomedical Sciences into Clinical Curricula: Now Is the Time! SoTL

CC, Room 309, 3rd Level

Presenter(s): Dharini van der Hoeven, M.S., Ph.D.; Kamal Busaidy, B.D.S., FDSRCS; Ransome van der Hoeven, Ph.D.; Dharini van der Hoeven, M.S., Ph.D. | The University of Texas School of Dentistry at Houston; Gerald Glickman, D.D.S., M.S., MBA, J.D., Texas A&M University Baylor College of Dentistry

An in-depth understanding of critical biological principles and a strong basic science curriculum are essential components of contemporary dental education. However, the depth and breadth of basic science principles to be taught in dental curricula have remained undefined, and as a result, faculty are often left asking the question: "How deep and wide should we go?" Furthermore, basic science teaching often tends to be compartmentalized with minimal contextualization to real clinical applications. This seminar will address the above question and equip attendees to effectively intertwine basic science knowledge to clinical teaching.

CE Credits: 1.5, 90 Minute Seminar

- 11:45 a.m. – 1:15 p.m.

TLCD-119 Igniting Learners with Innovative Syllabi FDW CCI

CC, Room 207, 2nd Level

Presenter(s): Ann O'Kelley Wetmore, RDH, M.S.D.H., Eastern Washington University

Ignite learners by developing innovative syllabi. Discuss components of an effective syllabus using best practices and creativity. Explore ways to provide students with a fun and exciting introduction to your course using graphics, tables and online resources. Tips, tools and templates will be provided as you create a syllabus template for an online or traditional course.

CE Credits: 1.5, 90 Minute Workshop

Applying to Dental School?

The ADEA Associated American Dental Schools Application Service (ADEA AADSAS®) is a centralized application service for individuals applying to dental school that uses one application form for all dental schools.

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1

Applicants must:

1. Complete the online ADEA AADSAS application and designate dental schools
2. Send all official college transcripts to ADEA AADSAS
aadsasinfo@adea.org
3. Indicate who is writing the letters of evaluation
4. Schedule a date to take the Dental Admissions Test (DAT), administered by the American Dental Association (ADA)
ada.org/dat

2

ADEA AADSAS then:

1. Verifies all documents
2. Imports DAT scores from the ADA when available
3. Processes and submits the final application to the designated dental schools
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3

Dental Schools will:

1. Review completed applications
2. Match to supplemental materials
3. Schedule interviews

ADEA AADSAS closes February 1, 2016

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Tips

FOR A SUCCESSFUL ADEA AADSAS APPLICATION

1. **Research dental schools** with the help of a prehealth advisor and discuss which schools are a good fit.
2. **Submit the ADEA AADSAS Application early**, as the application process can take up to six weeks.
3. **Collect copies of all transcripts** and have them available for reference.
4. **Confirm individuals who will be providing letters of evaluation.**
5. **Write a strong personal statement.**
6. **Be honest** throughout the application process.

Have questions?

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FRIDAY, MARCH 6

- 7:30 a.m. – 5:00 p.m.
Internet2/ICE Collaboration
A-131
SH, Room Commonwealth, 3rd Level
- 7:30 a.m. – 5:00 p.m.
A-dec Group Meeting
A-154
SH, Room Beacon F, 3rd Level
- 8:00 a.m. – 5:00 p.m.
Hu-Friedy Business Meeting
A-156
SH, Room Beacon G, 3rd Level
- 8:00 a.m. – 5:00 p.m.
Sirona PrepCheck Users Meeting
A-126
SH, Room Gardner, 3rd Level
- 8:00 a.m. – 5:00 p.m.
CEREC Updates for School Users
A-127
SH, Room Constitution B, 2nd Level
- 8:30 a.m. – 4:30 p.m.
ADEA Cariology Section Pre-Meeting
A-150
SH, Room Fairfax A, 3rd Level
- 9:00 a.m. – noon
ADEA Leadership Institute Alumni Association Board Meeting
I-102
CC, Room 204, 2nd Level
- 9:00 a.m. – 5:00 p.m.
Moog Simondont Customer Satisfactory Meeting
A-153
SH, Room Beacon E, 3rd Level
- 11:30 a.m. – 2:00 p.m.
2014–15 ADEA Board of Directors Meeting— Session I
I-117
CC, Room 200, 2nd Level

- Noon – 4:00 p.m.
Summer Medical and Dental Education Program (SMDEP) National Alumni Advisory Board Meeting
A-103
SH, Room Constitution A, 2nd Level
- 2:00 – 6:00 p.m.
ADEA AADSAS Task Force and WebAdMIT Focus Group Meeting
I-118
SH, Independence West, 2nd Level
- 2:30 – 4:30 p.m.
ADEA Annual Session Program Committee Meeting
I-235
CC, Room 201, 2nd Level
- 6:00 – 9:00 p.m.
ADEA Leadership Institute Class of 2015 Reception and Commencement Dinner (By Invitation only)
I-101
SH, Room Constitution A, 2nd Level

SATURDAY, MARCH 7

- 7:00 a.m. – 2:30 p.m.
Committee on Residency Education and Training (CRET) Meeting I
A-106
SH, Room Gardner, 3rd Level
- 7:00 a.m. – 2:30 p.m.
Internet2/ICE Collaboration
A-130
SH, Room Independence East, 2nd Level
- 8:00 – 10:00 a.m.
ADEA Council of Deans Administrative Board Meeting
I-121
SH, Room Boston Common, 5th Level



ADEA Commission on Change and Innovation (CCI) Special Open Session: Leading Change and Innovation

Sunday, March 8

4:00 – 5:00 p.m.

SH, Hampton, 3rd Level

I-191

ANTHONY MONACO, M.D., PH.D.

President, Tufts University

Description: Universities have a central role to play in addressing our era's most pressing challenges through research and scholarship, teaching and active citizenship. Climate change, infectious disease, financial volatility and the fragility of new democracies are just a few examples of these challenges—all of which are complex and multi-faceted. Addressing them requires us to assemble many different kinds of knowledge. Standing alone, traditional academic disciplines can generate only partial answers. Increasingly, what is required is the collaboration between multiple disciplines, and across organizational boundaries within our institutions. President Monaco will reflect on how universities can maximize their impact on our era's most consequential issues through new collaborations in research, education and civic engagement. He will highlight the role of interdisciplinary and interprofessional programs, with attention to the opportunities for dental medicine to make a significant contribution.

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Q 2015 ADEA

- ☐ 8:00 – 11:30 a.m.
ADEA Council of Sections Administrative Board Meeting
I-120
SH, Room Beacon C, 3rd Level
- ☐ 8:00 a.m. – noon
The ADEA Student Diversity Leadership Program (Closed Session)
I-007
CC, Room 312, 3rd Level
- ☐ 8:30 a.m. – 2:00 p.m.
AAP Education Committee Meeting
A-102
SH, Room Hampton, 3rd Level
- ☐ 9:00 a.m. – 2:00 p.m.
ASDE Board and Membership Meeting
A-112
SH, Room Beacon F, 3rd Level
- ☐ 10:00 a.m. – 4:00 p.m.
2015 ADEA GoDental Workshop and Recruitment Fair for Predental Students and Advisors
I-122
CC, Rooms 302/304/306/311, 2nd Level
- ☐ 10:30 a.m. – noon
ADEA Council of Hospital and Advanced Education Program Administrative Board Meeting
I-123
SH, Room Clarendon, 3rd Level
- ☐ 11:00 a.m. – noon
Commission on Dental Accreditation (CODA) Hearing on Accreditation Standards
A-115
SH, Room Independence West, 2nd Level
- ☐ 11:00 a.m. – noon
ADEA Leadership Institute Alumni Association Business Meeting
I-103
SH, Grand Ballroom, 2nd Level
- ☐ 11:00 a.m. – noon
Operative Dentistry/Biomaterials Section
I-670
CC, Room 309, 3rd Level
- ☐ 11:00 a.m. – 1:00 p.m.
Journal of Dental Education Editorial Review Board Meeting
I-125
CC, Room 201, 2nd Level
- ☐ 11:00 a.m. – 1:00 p.m.
ADEA Council of Allied Dental Program Directors Administrative Board Meeting
I-210
SH, Room Boston Common, 5th Level
- ☐ 11:30 a.m. – 2:30 p.m.
Moog Simondont Dental Trainer User Meeting
A-152
SH, Room Riverway, 5th Level
- ☐ 12:30 – 1:00 p.m.
ADEA Council of Faculties Administrative Board Meeting
I-127
SH, Room Fairfax, 3rd Level
- ☐ 12:30 – 1:00 p.m.
ADEA Council of Hospital and Advanced Education Programs New Member Orientation
I-605
CC, Room 204, 2nd Level
- ☐ 12:30 – 1:30 p.m.
Basic Science Caucus
I-422
CC, Room 312, 3rd Level
- ☐ 12:30 – 4:00 p.m.
ADEA Council of Students, Residents and Fellows Meeting
I-128
SH, Room Back Bay B, 2nd Level
- ☐ 1:00 – 1:30 p.m.
ADEA Council of Faculties New Member Orientation
I-129
SH, Room Fairfax, 3rd Level

Booth #814: ADEA Showcase

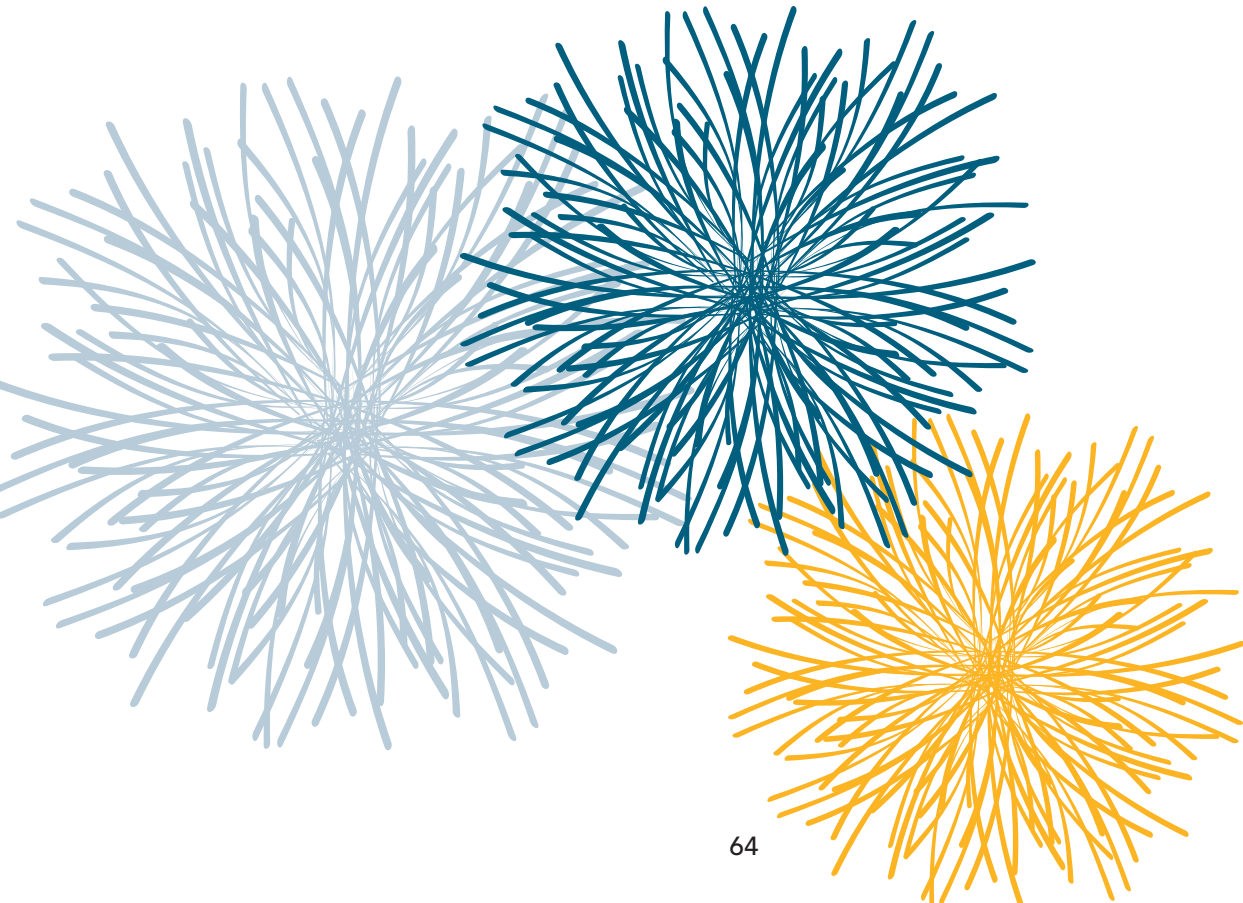
Visit the **ADEA Showcase** for displays with demonstrations, videos, tutorials and how-to sessions.

Stop by **#814** to chat with ADEA staff experts about:

- Membership
- Publications
- Curriculum Resource Center
- MedEdPORTAL
- ADEA GoDental
- Explore Health Careers
- Dental Student and Predental Student Virtual Fairs
- Application Services
- ADEA Policy Center



BOOTH #814



- 1:00 – 4:00 p.m.
ADEA Council of Deans Business Meeting
I-130

SH, Room Back Bay A, 2nd Level

- 1:00 – 3:00 p.m.
ADEA Council of Hospitals and Advanced Education Meetings Business Meeting
I-126

CC, Room 204, 2nd Level

- 1:30 – 4:00 p.m.
ADEA Council of Sections Business Meeting
I-131

CC, Room 210, 2nd Level

- 1:30 – 4:00 p.m.
ADEA Council of Faculties Business Meeting
I-132

SH, Room Fairfax, 3rd Level

- 1:30 – 4:00 p.m.
ADEA Council of Allied Dental Program Directors Business Meeting
I-133

SH, Room Back Bay D, 2nd Level

- 2:00 – 4:00 p.m.
ADEA Corporate Council Business Meeting
I-134

SH, Room Republic B, 2nd Level

- 4:30 – 5:30 p.m.
Opening Session of the ADEA House of Delegates
I-308

CC, Ballroom ABC, 3rd Level

- 6:30 – 9:30 p.m.
ADEA/Sunstar Americas, Inc. Legislative Leadership Dinner (By Invitation Only)
Sponsored by Sunstar Americas, Inc.
I-135

SH, Room Berkeley, 3rd Level

SUNDAY, MARCH 8

- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Scholarship of Teaching and Learning
I-142

CC, Room 210, 2nd Level

- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Temporomandibular Disorders Members Forum
I-143

SH, Room Clarendon, 3rd Level

- 7:00 – 8:00 a.m.
ADEA Section Postdoctoral General Dentistry Members Forum
I-145

CC, Room 201, 2nd Level

- 7:00 – 8:00 a.m.
ADEA Section on Practice Management Members Forum
I-146

SH, Liberty B, 2nd Level

- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Career Development for the New Educator Members Forum
I-147

CC, Room 203, 2nd Level

- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Teaching and Learning with Emerging Technology Members Forum
I-148

CC, Room 204, 2nd Level

- 7:00 – 8:00 a.m.
ADEA Section on Oral and Maxillofacial Surgery/Anesthesia/Hospital Dentistry
I-149

CC, Room 304, 3rd Level

- 7:00 – 8:00 a.m.
ADEA Section on Periodontics Members Forum
Sponsored by Whip Mix Corporation
I-152

CC, Room 313, 3rd Level

- 7:00 – 8:00 a.m.
ADEA Section on Prosthodontics Members Forum
I-153

CC, Room 312, 3rd Level

- ☐ 7:00 – 8:00 a.m.
ADEA Section on Dental School Admissions Officers and Student Affairs and Financial Aid Members Forum I
I-154
CC, Room 300, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Development, Alumni Affairs and Public Relations Members Forum
I-155
SH, Room Riverway, 5th Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Educational Research, Development and Curriculum Members Forum
I-156
CC, Room 202, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Gerontology and Geriatrics Education Members Forum
I-158
SH, Room Beacon B, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Academic Affairs Members Forum
I-160
SH, Room Back Bay B, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Clinical Simulation Members Forum
I-162
CC, Room 208, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Biochemistry, Nutrition and Microbiology Members Forum
I-164
CC, Room 309, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Cariology Members Forum
I-166
SH, Room Berkeley, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Continuing Education Members Forum
I-167
CC, Room 311, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Dental Hygiene Education Members Forum
I-170
SH, Room Commonwealth, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Dental Informatics Members Forum
I-171
SH, Room Republic B, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Oral Diagnosis and Oral Medicine Members Forum
I-176
CC, Room 307, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Oral and Maxillofacial Pathology Members Forum
I-177
CC, Room 310, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Oral and Maxillofacial Radiology Members Forum
I-179
CC, Room 207, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Community and Preventive Dentistry Members Forum
I-180
CC, Room 206, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Comprehensive Care and General Dentistry Members Forum
I-181
SH, Room Hampton, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Anatomical Sciences Members Forum
I-183
CC, Room 306, 3rd Level
- ☐ 7:00 – 8:00 a.m.
Invited Guest Breakfast (By Invitation Only)
I-307
CC, Room 302, 3rd Level



ONLINE FACULTY DEVELOPMENT FOR TODAY'S ALLIED HEALTH EDUCATOR



The ADEA/AAL Institute for Allied Health Educators, with exclusive sponsorship from Colgate (ADEA/Colgate/AAL IAHE), helps dental hygiene, dental assisting and dental lab technology educators meet the CODA standard for "current background in educational methodology" while enhancing teaching skills.

- Participate in diverse, independent programs in a convenient online format.
- Learn best practices for teaching in the classroom and clinic.
- Earn required Continuing Education (CE) credits online.

Upcoming Online Sessions:

Clinical Teaching Best Practices

March 18, 25, April 1, 8 and 15, 2015

Advances in Educational Methods for Allied Health Educators

July 1, 8, 15, 22 and 29, 2015

Revitalizing Curriculum and Calibrating Faculty

October 21, 28, November 4, 11 and 18, 2015

Teaching Foundations in Allied Health Education

January 20, 27, February 3, 10 and 17, 2016

Each session runs from 8:00–9:30 p.m. Eastern Time.
All live sessions are recorded. Assignments are provided before each live session.



Learn more about ADEA/Colgate/AAL IAHE and register today at www.aalgroup.org/IAHE.

ADA CERP® Continuing Education Recognition Program
ADEA and AAL are ADA CERP Recognized Providers.

ADA CERP is a service of the American Dental Association to assist dental professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry.

ADEA and AAL designate this activity for 20 continuing education credits.

- 10:30 a.m. – noon
CODA Allied Site Visitor Update
A-100
SH, Room Hampton B, 3rd Level
- 10:30 a.m. – noon
ADEA Application Services Session for All Admissions Personnel: AADSAS, CAAPID, PASS and DHCAS Update
I-185
SH, Room Constitution B, 2nd Level
- 10:30 a.m. – noon
CODA Dental Site Visitor Update
A-117
SH, Room Back Bay A, 2nd Level
- 10:30 a.m. – noon
CODA Advanced Dental Site Visitor Update
A-132
SH, Room Riverway, 5th Level
- Noon – 2:00 p.m.
Exhibit Hall Lunch
I-268
CC, Exhibital Hall, 2nd Level
- Noon – 2:00 p.m.
ADEA Special Interest Group on Dental Hygiene Clinic Coordinators Member Forum and Luncheon
Sponsored by The Procter & Gamble Company
I-187
CC, Room 302, 3rd Level
- 12:15 – 1:45 p.m.
ADEA Commission on Change and Innovation in Dental Education (ADEA CCI) Oversight Committee Meeting
I-188
SH, Room Constitution A, 2nd Level
- 1:30 – 2:30 p.m.
ADEA Reference Committee on Association Policy Hearing
I-311
CC, Room 204, 2nd Level
- 2:00 – 3:30 p.m.
DEP WebAdMIT Workshop
I-189
SH, Room Constitution B, 2nd Level
- 2:00 – 4:00 p.m.
ADEA Council of Students, Residents and Fellows Meeting
I-209
SH, Room Fairfax, 3rd Level
- 2:00 – 3:30 p.m.
CODA Orientation for Allied Dental Education Programs with Site Visits 2015–2017
A-116
SH, Public Garden, 5th Level
- 2:00 – 3:30 p.m.
CODA Orientation for Advanced Programs with Site Visits 2015–2017
A-118
SH, Room Riverway, 5th Level
- 2:00 – 3:30 p.m.
CODA Orientation for Dental School Administrators with Site Visits 2015–2017
A-119
SH, Room The Fens, 5th Level
- 3:00 – 4:00 p.m.
Emergency Management Session Prep (Closed Meeting)
I-620
CC, Room 201, 2nd Level
- 3:30 – 4:30 p.m.
ADEA Reference Committee on Administrative Affairs Hearing
I-312
CC, Room 204, 2nd Level
- 4:00 – 5:00 p.m.
ADEA Commission on Change and Innovation in Dental Education (ADEA CCI): President's Symposium
I-191
SH, Room Hampton, 3rd Level
- 4:00 – 6:00 p.m.
Commission on Dental Accreditation (CODA) Question and Answer Room
A-114
SH, Room Gardner, 3rd Level



ADEA/AAL Compass Program for Academic Advancement

The Compass Program now is an online interprofessional experience. You will learn essential skills beyond teaching: how to conduct educational research, write grant applications, publish articles and reports, and develop your academic career. The Compass Program provides expert training in these areas via four comprehensive distance learning modules, one each week for four weeks, each addressing a critical component necessary for academic advancement. Whether you are on a tenure or non-tenure track and have a part-time or full-time appointment, this program will guide you toward career success.

The curriculum includes:

- Creating a research niche
- Data and appropriate statistical analysis
- Strategies for finding sources of funding
- Key components of grant applications
- Strategies to maximize scores with grant reviewers
- Grant administration and outcome reports
- Writing clear and compelling manuscripts
- Function, structure, and content of an academic portfolio
- Ways to improve CV content and style



LIVE Online Dates:

September 17, 24 &
October 1, 8, 2015

Tuition: \$350

(discounts available for 3 or more faculty;
10% AAL alumni discount)

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- 5:00 – 6:30 p.m.
Healthcare Learning: Smile-on Meeting
A-155
SH, Dalton A/B, 3rd Floor
- 5:30 – 6:30 p.m.
JCNDE: Update on the National Board Dental Examinations
A-157
SH, Room Independence West, 2nd Level
- 5:30 – 6:30 p.m.
OKU Supreme Chapter
A-124
SH, Room The Fens, 5th Level
- 5:30 – 7:00 p.m.
Social Hour for Deans and Faculty sponsored by DentSim v5 by Image Navigation
A-133
SH, Room Beacon B, 3rd Level
- 5:30 – 7:00 p.m.
Sigma Phi Alpha (SPA) Annual Business Meeting
A-125
SH, Room Republic B, 2nd Level
- 5:30 – 7:00 p.m.
ADEA Leadership Institute Class of 2016 Welcome Reception (By Invitation Only)
I-105
SH, Room Independence West, 2nd Level
- 5:30 – 6:30 p.m.
Allied Dental Faculty Leadership Development Program Alumni Reception
 Sponsored by Institute for Oral Health
I-341
SH, Room Beacon D, 3rd Level
- 5:30 – 6:30 p.m.
SMDEP Reception
I-287
CC, Room 307, 3rd Level
- 5:30 – 6:30 p.m.
ADEA/AAL Alumni Program Reception
I-206
SH, Room Fairfax, 3rd Level
- 5:30 – 6:30 p.m.
2015 ADEAGies/AADR Academic Careers Fellowship Program (ADCFP) Reception
I-207
SH, Room Riverway, 5th Level
- 5:30 – 6:30 p.m.
ADEA Commission on Change and Innovation in Dental Education (ADEA CCI) and International Visitors Reception
I-192
SH, Room Commonwealth, 3rd Level
- 5:30 – 7:00 p.m.
Journal of Dental Education Reviewer Appreciation Reception
I-193
SH, Room Back Bay D, 2nd Level
- 5:30 – 7:00 p.m.
ADEA Council of Students, Residents and Fellows Meeting
I-190
SH, Room Berkeley, 3rd Level
- 5:30 – 7:30 p.m.
Dental Specialty Organizations Reception for Dental School Deans
A-101
SH, Room Back Bay C, 2nd Level
- 5:30 – 10:00 p.m.
Committee on Residency Education and Training (CRET) Meeting II
A-107
SH, Room Republic A, 2nd Level
- 6:00 – 8:00 p.m.
ADHA Dental Hygiene Networking Reception
A-111
SH, Room Back Bay A, 2nd Level
- 6:00 – 8:00 p.m.
ADEA Special Interest Group on Lasers in Dentistry Reception
I-319
SH, Room Beacon A, 3rd Level
- 6:00 – 8:00 p.m.
University of Manitoba Reception
A-129
SH, Room Hampton, 3rd Level

- 6:00 – 8:00 p.m.
Harvard School of Dental Medicine Alumni Reception
A-161
SH, Liberty A/B, 2nd Level
- 6:30 – 8:30 p.m.
Sirona White Coat Ceremony and Reception
Sponsored by Sirona Dental, Inc.
A-128
SH, Public Garden, 5th Level

MONDAY, MARCH 9

- 7:00 – 8:00 a.m.
AAOMS Deans Breakfast
A-105
SH, Room Republic B, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Implant Dentistry Members Forum
I-136
SH, Room Back Bay D, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Professional, Ethical and Legal Issues in Dentistry Members Forum
I-137
CC, Room 204, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Foreign-Educated Dental Professionals Members Forum
I-139
SH, Room Beacon A, 3rd Level
- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Graduate Dental Hygiene Education Programs Members Forum
I-140
SH, Room Beacon B, 3rd Level
- 7:00 – 8:00 a.m.
ADEA Special Interest Group on Lasers in Dentistry Members Forum
I-141
SH, Room Republic A, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Section on Physiology, Pharmacology and Therapeutics Members Forum
I-144
SH, Room Gardner, 3rd Level
- 7:00 – 8:00 a.m.
ADEA Section on Orthodontics Members Forum
I-150
CC, Room 210, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Section on Pediatric Dentistry Members Forum
I-151
CC, Room 201, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Section on Endodontics Members Forum
I-157
CC, Room 203, 2nd Level
- 7:00 – 8:00 a.m.
DentSim v5 by Image Navigation User Meeting
A-159
SH, Beacon D, 3rd Level
- 7:00 – 8:00 a.m.
ADEA Section on Substance Abuse, Addiction and Tobacco Dependence Education Members Forum
I-159
SH, Room Back Bay B, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Section on Clinic Administration Members Forum
I-161
CC, Room 206, 2nd Level
- 7:00 – 8:00 a.m.
ADEA Section on Behavioral Sciences Members Forum
I-163
SH, Room Back Bay C, 2nd Level

- ☐ 7:00 – 8:00 a.m.
ADEA Section on Business and Financial Administration Members Forum
I-165
CC, Room 311, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Dental Anatomy and Occlusion Members Forum
I-168
CC, Room 202, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Dental Assisting Education Members Forum
I-169
CC, Room 309, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Gay-Straight Alliance Members Forum
I-172
SH, Room Constitution A, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Graduate and Postgraduate Education Members Forum
I-173
CC, Room 207, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Operative Dentistry and Biomaterials Members Forum
I-174
CC, Room 300, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Oral Biology Members Forum
I-175
CC, Room 313, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Minority Affairs Members Forum
I-178
CC, Room 208, 2nd Level
- ☐ 7:00 – 8:00 a.m.
ADEA Section on Dental School Admissions Officers and Student Affairs and Financial Aid Members' Forum II
I-182
CC, Room 310, 3rd Level
- ☐ 7:00 – 8:00 a.m.
ADEA CCI Business Meeting
I-665
CC, Room 312, 3rd Level
- ☐ 10:00 a.m. – noon
ADEA CAAPID Task Force Meeting
I-198
SH, Room Clarendon, 3rd Level
- ☐ 10:00 a.m. – 4:00 p.m.
2015 ADEAGies/AADR Academic Careers Fellowship Program (ADCFP) Training Session
I-213
SH, Room Commonwealth, 3rd Level
- ☐ 10:30 a.m. – noon
ADEA GoDental Task Force Meeting
I-197
SH, Republic B, 2nd Level
- ☐ 10:30 a.m. – noon
ADEA Council of Students, Residents and Fellows Meeting
I-194
SH, Room Fairfax, 3rd Level
- ☐ 11:30 a.m. – 1:00 p.m.
ADEA Official Guide Advisory Group
I-345
CC, Room 208, 2nd Level
- ☐ Noon – 1:00 p.m.
Exhibit Hall Lunch
I-293
CC, Exhibit Hall, 2nd Level
- ☐ Noon – 1:00 p.m.
2015 ADEAGies/AADR Academic Careers Fellowship Program (ADCFP) Poster Presentation
I-200
CC, Exhibit Hall, 2nd Level
- ☐ 1:30 – 3:00 p.m.
ADEA PASS Task Force Meeting
I-201
SH, Room Beacon B, 3rd Level
- ☐ 2:30 – 3:30 p.m.
Raising the Bar on Pipeline and Recruitment Initiatives
I-203
CC, Room 201, 2nd Level

- 3:00 – 4:00 p.m.
2014–15 ADEA Board of Directors Meeting II
I-326

SH, Constitution A, 2nd Level

- 3:30 – 5:00 p.m.
**ADEA/AAL Alumni Educational Program:
Unlocking the Potential for High Performance
in Dental Education**
I-204

CC, Room 312, 3rd Level

- 5:00 – 6:30 p.m.
Healthcare Learning: Smile-on Meeting
A-160

SH, Dalton A/B, 3rd Floor

- 5:00 – 6:00 p.m.
**JCNDE: The Integrated National Board
Dental Examination (INBDE)**
A-121

SH, Room Constitution B, 2nd Level

- 5:00 – 6:00 p.m.
**Committee on Residency Education
and Training (CRET) Meeting III**
A-109

SH, Room Republic A, 2nd Level

TUESDAY, MARCH 10

- 7:00 – 8:00 a.m.
**ADEA Council of Allied Dental Program
Directors Second Council Meeting**
I-208

SH, Room Independence East, 2nd Level

- 7:00 – 8:00 a.m.
**JCNDE: Update on the National Board Dental
Hygiene Examination**
A-158

SH, Independence West, 2nd Level

- 7:00 – 9:00 a.m.
**Committee on Predoctoral Education
and Training (CPET) Meeting I**
A-108

SH, Room Dalton, 3rd Level

- 8:00 – 9:30 a.m.
**Association for Dental Education in Europe
and American Dental Education Association
Collaboration Meeting**
I-343

SH, Room Fairfax, 3rd Level

- 11:30 a.m. – 12:30 p.m.
**ADEA Council of Hospital and Advanced
Education Programs Caucus**
I-400

SH, Room Hampton, 3rd Level

- 11:30 a.m. – 1:00 p.m.
**ADEA Council of Allied Dental Program
Directors Administrative Board Meeting**
I-124

SH, Room Clarendon, 3rd Level

- 11:30 a.m. – 3:30 p.m.
**2015 ADEAGies/AADR Academic Careers
Fellowship Program (ADCFP) Training Session**
I-196

SH, Room Back Bay D, 2nd Level

- 11:30 a.m. – 12:30 p.m.
ADEA Council of Sections Officer Orientation
I-215

CC, Room 312, 3rd Level

- 11:30 a.m. – 1:00 p.m.
ADEA Council of Deans Business Meeting
I-214

SH, Room Constitution B, 2nd Level

- 11:30 a.m. – 2:00 p.m.
ADEA Council of Faculties Caucus Meeting
I-211

SH, Room Independence West, 2nd Level

- 12:45 – 1:45 p.m.
**ADEA Council of Students, Residents
and Fellows Meeting**
I-205

SH, Room Commonwealth, 3rd Level

- 12:45 – 1:45 p.m.
ADEA Council of Sections Caucus Meeting
I-216
CC, Room 312, 3rd Level
- 2:00 – 3:00 p.m.
ADEA Council of Sections Administrative Board Meeting
I-217
CC, Room 301, 3rd Level
- 2:15 – 3:15 p.m.
2014–2015 ADEA Board of Directors Meeting—Session III
I-218
SH, Room Constitution A, 2nd Level
- 3:30 – 4:30 p.m.
Closing Session of the ADEA House of Delegates
I-309
CC, Ballroom ABC, 3rd Level
- 4:45 – 5:45 p.m.
2015–16 ADEA Board of Directors Meeting—Session IV
I-219
SH, Room Constitution A, 2nd Level
- 4:30 – 8:00 p.m.
American Dental Association—Highlighting Evidence-based Dentistry Resources and Opportunities for Student Engagement
A-110
SH, Room Commonwealth, 3rd Level



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2015 ADEA Allied Dental Program Directors' Conference

JUNE 6-9 • AUSTIN, TX

Join Allied Dental Program Directors from All Program Levels and Disciplines for:

- Keynote speakers** with insight on current issues in allied dental education
- Breakout sessions** on pertinent topics in dental education for all allied disciplines
- Poster sessions** featuring cutting-edge research
- CODA updates** for programs preparing for an accreditation site visit
- Networking with peers** and ADEA Corporate Members

AMERICAN DENTAL EDUCATION ASSOCIATION



ADEA/AAL Institute for Teaching and Learning (ITL)

Join nearly 500 alumni who have experienced the premier teacher development program for full- and part-time dental and dental hygiene educators, and private practitioners embarking on a new career in academia. In addition to learning from award-winning ITL instructors, you will network with dozens of colleagues from across the U.S. and Canada and from around the world. You can enroll in the ITL as a stand-alone program that imparts the skills of a master educator and awards 50 CEUs, and you also can use it as a prerequisite to earn a Master's degree in Health Professions Education, awarded by the University of the Pacific.

The curriculum includes:

- Evaluation of students' clinical competency
- Case-based and problem-based learning
- Flipped classroom and blended learning
- Clinical teaching
- Classroom teaching
- Critical thinking and evidence-based practices
- Instructional course design
- Calibrating clinical performance
- The effective preceptor
- Assessments with written tests



Phase I: August 20–22, 2015

Phase II: October 22–24, 2015

Location: Atlanta, GA

Tuition: \$4,950

(discounts available for 2 or more faculty;
10% AAL alumni discount)

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ADEA Poster Presentations

For abstracts (except **(W)**) and the 2014 ADEAGies/AADR Fellows), please see the February 2015 issue of the *Journal of Dental Education*. The student poster competition on Sunday is sponsored by DENTSPLY International, Inc. Posters are sorted by presentation day and listed in numerical order. Attendees receive 1 CE Credit per day.

SUNDAY, MARCH 8 1:00 – 3:00 p.m.

- ❑ **PO-001 Student Self-assessment Versus Faculty Evaluation of Operative Dentistry Practical Examinations (E)**
Lauren Marzouca; Bradley Belous; Gerard Kugel, D.M.D.; Angel Park, M.S.; Steven Eisen, D.M.D. | Tufts University School of Dental Medicine
- ❑ **PO-002 Course Evaluations: Dental and Hygiene Students' and Faculty Members' Perspectives (E)**
Andrew Grillo; Carol Anne Murdoch-Kinch, D.D.S., M.S.; Vidya Ramaswamy, Ph.D.; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-003 Students' Perceptions of Teaching Methodologies that Bridge Theory to Practice (E)**
Denise Wilkinson, M.S., Northern Essex Community College; Dianne Smallidge, RDH; Linda D. Boyd, Ed.D.; Lori Giblin, M.S. | Massachusetts College of Pharmacy and Health Sciences
- ❑ **PO-004 Educating Dental Students about Implant Surgery with Videotaped Educational Materials (E)**
Kyle Katynski, RDH; Hsun-Liang Chan, D.D.S.; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-005 Mission Mexico 2014—Evaluating a Dental Service Learning Program (E)**
Jason Munsung Hwang; Laura Manning-Lee, RDH | University of Detroit Mercy School of Dentistry
- ❑ **PO-006 Teaching Oral Health to Physician Assistant Students through Interprofessional Learning (E)**
Romes Nalliah, D.D.S.; Elizabeth Eve; Lisa Simon, D.M.D. | Harvard School of Dental Medicine; Maria

Presentation Key

- (E)** Educational Research
- (N)** New Programs
- (W)** Works in Progress
- (A)** 2014 ADEAGies/AADR Fellows

All poster presentations are located in the John B. Hynes Veterans Memorial Convention Center.

Dolce, Ph.D., RN, CNE, Northeastern University; Veerasathpurush Allareddy, B.D.S., M.P.H., MBA, Ph.D., The University of Iowa College of Dentistry & Dental Clinics

- ❑ **PO-007 Web-based Interactive Instruction in Intraoral and Panoramic Radiographic Anatomy (E)**
Alireza Farkhondeh; James Geist, D.D.S. | University of Detroit Mercy School of Dentistry
- ❑ **PO-008 Predictors of Students' Clinical Performance (E)**
Alisa Kleiman; Vicky Evangelidis-Sakellson, D.D.S.; Francis Oh, D.D.S. | Columbia University College of Dental Medicine
- ❑ **PO-009 Assessing Clinic Resources for Patients with Limited English Proficiency (E)**
Alexandra Porcu; Maria Cordero-Ricardo, D.M.D.; Dolores Cannella, Ph.D., M.A. | Stony Brook University School of Dental Medicine
- ❑ **PO-010 DEPA: Dental Education Pathway Analysis (E)**
Puja Bhakta; Vidal Balderas, D.D.S. | University of Texas Health Science Center at San Antonio School of Dentistry
- ❑ **PO-011 Long-lasting Learning of Critical Thinking Skills in a Dental Curriculum (E)**
Allison Everett; Margherita Fontana, D.D.S., Ph.D. | University of Michigan School of Dentistry; Mary Wright, Ph.D.; Olivia A. Anderson, Ph.D. | University of Michigan Center for Research on Learning and Teaching

- ❑ **PO-012 Interactions between Dental Hygiene Faculty and Undergraduate Students on Facebook (E)**
 Leigh Wyatt, M.A.; Lisa Mallonee, M.P.H.; Ann McCann, Ph.D.; Patricia Campbell, M.S.; Emet Schneiderman, Ph.D. | Texas A&M University Baylor College of Dentistry
- ❑ **PO-013 The Junior Faculty Experience: Development of Teaching Skills (E)**
 Lauren Hum; T. Howard Howell, D.D.S.; Sang Park, D.D.S. | Harvard School of Dental Medicine
- ❑ **PO-014 Assessing the Impact of “Infobutton” on the Speed and Accuracy of Determining Drug-Drug Interactions in a Dental Setting (E)**
 Irina Dragan, D.D.S.; Nadeem Karimbux, D.M.D., M.M.Sc. | Tufts University School of Dental Medicine
- ❑ **PO-015 An Assessment of Mass Fatality Preparedness in Dental Hygiene Education (W)**
 Ann Bruhn, M.S.; Tara Newcomb, M.S. | Old Dominion University School of Dental Hygiene
- ❑ **PO-016 An Exploration of Clinicians’ Attitudes and Practices in Oral Health for Older Adults (E)**
 Annetty Soto, D.M.D.; Laura Kaufman, D.D.S. | Boston University Henry M. Goldman School of Dental Medicine
- ❑ **PO-017 Live Lectures Versus Online Recorded Lectures: A Survey-Based Study (E)**
 Juno Ojha, D.D.S.; Hanan Kazbour; Samneet Mangat | University of Detroit Mercy School of Dentistry
- ❑ **PO-018 Using True Colors® Personality Test in a Population of Dental Students (E)**
 Amanda Andre; Liya Mohammed, D.D.S.; Vikas Gupta, D.D.S.; Gaelle Pierre, Ph.D.; Maureen McAndrew, D.D.S., M.S.Ed. | New York University College of Dentistry
- ❑ **PO-019 Qualities of an Effective Dental School Teacher: A Faculty Perspective (E)**
 Alison Ozaki; Jeremy Chau; Sami Shahhal; Anna Chamberlain | University of California, Los Angeles, School of Dentistry
- ❑ **PO-020 Quantitative Admissions Criteria as Predictor of Academic Failure at TUSDM (E)**
 Heather Leung; Jennifer Bassett Midle, M.P.H.; Yun Saksena, D.M.D., M.S. | Tufts University School of Dental Medicine
- ❑ **PO-021 Dental Students and Dentists’ Leadership-related Perspectives, Educational Experiences and Attitudes (E)**
 Jessica Delgado; Russell Taichman, D.M.D.; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-022 Dental School Survey: Treating Patients With Limited English Proficiency (LEP) (E)**
 Pamela Corrado, M.S.; Athena Papas, D.M.D.; Kevin O’Dea | Tufts University School of Dental Medicine
- ❑ **PO-023 Predoctoral Implant Therapy Curricula Comparison—U.S. and Canadian Dental Schools (E)**
 Kaitlin Hoogeveen; Christopher Barwacz, D.D.S.; Gustavo Avila-Ortiz, D.D.S.; Veerasathpurush Allareddy, B.D.S., M.P.H., MBA, Ph.D. | The University of Iowa College of Dentistry & Dental Clinics
- ❑ **PO-024 Evaluation of an Evidence-based Pilot Course (E)**
 Piotr Karwowski; T. Roma Jasinevicius, D.D.S.; Steven Fox, D.D.S., F.A.C.D.; Jean Iannadrea, D.D.S. | Case Western Reserve University School of Dental Medicine
- ❑ **PO-025 Phospholipase A2 Mediated Hydrolysis of Bacterial Lipids in Osteoblast Cultures (E)**
 Young Son; Yaling Liu; Frank Nichols, D.D.S. | University of Connecticut School of Dental Medicine

- ❑ **PO-026 Test-enhanced Learning and Demonstrations of Competence: A Three Year Study (E)**
Nicolas Freda, D.M.D.; Jae Ik Kim; Mitchell Lipp, D.D.S. | New York University College of Dentistry
- ❑ **PO-027 Integrating New Electronic Technologies in Dental Pathology Courses (E)**
Juno Ojha, D.D.S.; Jane Summersett; Michelle Wheeler, Ph.D. | University of Detroit Mercy School of Dentistry
- ❑ **PO-028 Correlation between Undergraduate Advanced Science Courses and Dental School Biomedical Sciences Performance (E)**
Daniel Son; Francis Oh, D.D.S. | Columbia University College of Dental Medicine
- ❑ **PO-029 Lessons Learned From Dental Patient Safety Case Reports (E)**
Enihomo Obadan, D.D.S.; Rachel Ramoni, D.M.D., Sc.D.; Elsbeth Kalendarian, D.D.S., M.P.H., Ph.D. | Harvard School of Dental Medicine
- ❑ **PO-030 The Role of Online Learning Modules in Radiographic Caries Diagnosis Skill Improvement (E)**
Ariel Tsao; Sang Park, D.D.S. | Harvard School of Dental Medicine
- ❑ **PO-031 How Much Time do Students Spend Answering Difficult Exam Questions? (E)**
Zachary Neitzey; Jennifer Bassett Midle, M.P.H.; Yun Saksena, D.M.D., M.S. | Tufts University School of Dental Medicine
- ❑ **PO-032 Do Cross-training Faculty and Patient Scheduling Improve Clinical Efficiency? (E)**
Laura Shim; Yun Saksena, D.M.D., M.S.; Paul Stark, D.Med.Sc. | Tufts University School of Dental Medicine
- ❑ **PO-033 Pre Dental-School Handskills Development and Assessment: Teaching Honors Pilot Program (N)**
Kelsey Rockey; Marc Anthony Marbach; Matthew Jones; William Hendricson, M.S., M.A.; John Jones, D.D.S. | University of Texas Health Science Center at San Antonio School of Dentistry
- ❑ **PO-034 College Students' Perspectives and Impact of a Dental Student Directed Predental Program (N)**
Kelsey Rockey; Matthew Jones; Marc Anthony Marbach; William Hendricson, M.S., M.A.; John Jones, D.D.S. | University of Texas Health Science Center at San Antonio School of Dentistry
- ❑ **PO-035 Interdisciplinary Education Model Using the Gateway Program to Increase Dental Care Access (N)**
Karen Lee; Sei Kim; Jessica Vergel De Dios; Marisa Watanabe, D.D.S.; Timothy Martinez, D.M.D. | Western University of Health Sciences College of Dental Medicine
- ❑ **PO-036 The Role of Assertional Knowledge in a Dental Diagnostic Terminology (W)**
Jini Etolue, D.D.S.; Oluwabunmi Tokede, D.D.S.; Maria Khan, D.D.S.; Xue Li, D.D.S.; Rachel Ramoni, D.M.D., Sc.D.; Elsbeth Kalendarian, D.D.S., M.P.H., Ph.D. | Harvard School of Dental Medicine
- ❑ **PO-037 Potential Effects of Disinfectants on PSP Plates in Dental Radiology (W)**
Elizabeth Doman, RDH; Mahmoud El Shaer; Kristina Okolisan-Mulligan, RDH | University of Detroit Mercy School of Dentistry
- ❑ **PO-038 Analyzing the Prevalence of Hepatitis B in Asian-American Patients (W)**
Sara Kim; Kanchan Ganda, M.D.; Jennifer Bassett Midle, M.P.H.; Britta Magnuson, D.M.D.; Diana Esshaki, D.M.D. | Tufts University School of Dental Medicine
- ❑ **PO-039 Externalizing Clinical Thinking with Card-based Role-play (W)**
Tania Doblanko; Alan Kilstoff, D.M.D.; Patrick von Hauff; Dwight Harley, Ph.D. | University of Alberta School of Dentistry
- ❑ **PO-040 Survey of Flipped Classrooms at North American Dental Schools (W)**
John Selph; Jean Iannadrea, D.D.S.; T. Roma Jasinevicius, D.D.S. | Case Western Reserve University School of Dental Medicine
- ❑ **PO-041 Survey of Future Career Plans of Graduating Alberta Dental Students (W)**
Connor Fairbanks; Usama Nassar, D.D.S.; Rick Easton, D.D.S.; Alan Kilstoff, D.M.D. | University of Alberta School of Dentistry

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- ❑ **PO-042 Dental Student Perspective on Professionalism in Dentistry (W)**
 Harish Gulati, D.M.D.; Diana Eshaki, D.M.D.; Alexa Martin; Paul Stark, D.Med.Sc. | Tufts University School of Dental Medicine
- ❑ **PO-043 Preparing for Inferior Alveolar Nerve Block Using an Injection Simulation-model (W)**
 Sahar Mostafavi; Jennifer Bassett Midle, M.P.H.; Yun Saksena, D.M.D., M.S.; Morton Rosenberg, D.M.D. | Tufts University School of Dental Medicine
- ❑ **PO-044 Student Perspectives of Using Google Glass Recordings to Assess Clinical Skills with Standardized Patients (W)**
 David Zahl, M.A.; Paul Edwards, D.D.S.; Stuart Schrader, M.S.W., Ph.D. | Indiana University School of Dentistry
- ❑ **PO-045 Comparing Two Teaching Methods: Virtual Patient Avatar versus Traditional Lecture (W)**
 David Frantz; Kanchan Ganda, M.D.; Britta Magnuson, D.M.D.; Jennifer Bassett Midle, M.P.H.; Melissa Ing, D.M.D. | Tufts University School of Dental Medicine
- ❑ **PO-046 The Use of ANKI Software to Facilitate Oral and Maxillofacial Pathology Learning (W)**
 Brandon Veremis, D.D.S.; Theodora Danciu, D.M.D.; Vidya Ramaswamy, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-047 Validation of Evidence-based Dentistry and Critical Thinking Application Assessment Tool (W)**
 Steven Wang; Bianca Velayo; Tofool Alghanem, D.D.S.; Paul Stark, D.Med.Sc. | Tufts University School of Dental Medicine
- ❑ **PO-048 Student Initiative for Student-run Program for Community Clinics and Interprofessional Activities (W)**
 Kyle Poulsen; Robert Perry; Kyle Leis | Loma Linda University School of Dentistry
- ❑ **PO-049 Development of Gaming and e-Learning Platforms for Dental Education (W)**
 Edmund Monsef; Inder Raj Makin; Morris Reisbick | Arizona School of Dentistry & Oral Health
- ❑ **PO-050 The Relationship Between Estrogen, Estrogen Receptors and Periodontal Disease in Adult Women (E)**
 Laurence Shapiro, D.D.S., Nova Southeastern University College of Dental Medicine; Katherine Freeman, Ph.D., Extrapolate, LLC
- ❑ **PO-051 Variation of Ergonomic Performance and Type of Student Dental Procedure (W)**
 David Williams, D.D.S.; Harlan Shiao, D.M.D.; Oksana Mischler, M.S. | University of Maryland School of Dentistry
- ❑ **PO-052 The PAT-unlocking Potential for Expanded Interpretation and Use (E)**
 Jennifer McCants, D.D.S., University of Louisville School of Dentistry
- ❑ **PO-053 Multisource Assessment and Feedback for Skill Building in Caries Excavation (E)**
 Tracy de Peralta, D.M.D.; Elisabeta Karl, D.D.S.; Vidya Ramaswamy, Ph.D.; Mark Fitzgerald, D.D.S., M.S. | University of Michigan School of Dentistry
- ❑ **PO-054 Students' Perceived Learning Outcomes and Interprofessional Attitudes Towards Dental Care (E)**
 Stephanie Munz, D.D.S.; Tyler Holley, D.D.S.; Roderick Kim, D.D.S.; John Donkersloot; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-055 The Customized Lesson Plan as a Self-assessment/Reflection Tool (N)**
 Ann Nasti, D.M.D.; Euane Newen, D.D.S. | Stony Brook University School of Dental Medicine
- ❑ **PO-056 Integration of Biomedical Foundations Through Clinical Cases: Online Modules (E)**
 Andrew Spielman, D.M.D., Ph.D., Cert. Oral Surgery, New York University College of Dentistry; Noam Tamir, MBA, Healthcare Learning Corporation; Crispian Scully, CBE, D.Sc., D.Med. Sc., UCL Eastman Dental Institute
- ❑ **PO-057 A Comparative/Retrospective Study on Stony Brook Dental School's DDS Summer Scholars Program (N)**
 Ann Nasti, D.M.D.; Jessica Zucker; Taylor Manalili | Stony Brook University School of Dental Medicine

- ❑ **PO-058 Non-Chairside, Conjoint Discipline Teaching Approach of Treatment Planning (W)**
 Se-Lim Oh, D.M.D.; Harlan Shiao, D.M.D.; Isabel Rambob, D.D.S.; Larry Cohen, D.D.S.; Mark Macek, D.D.S. | University of Maryland School of Dentistry
- ❑ **PO-059 Enhanced Learning During the Dental Hygiene Process of Care (E)**
 Shirley Birenz, RDH, M.S.; Cynthia Howard, RDH, M.S.; Andrea Beall, RDH, M.A.; Robert Davidson, D.D.S., Ph.D.; Cheryl Westphal Theile, RDH, Ed.D. | New York University College of Dentistry
- ❑ **PO-060 Susie Sippy Cup: Tackling Early Childhood Caries Through Interdisciplinary Education (N)**
 Venita Sposetti, D.M.D.; Michelle Lossius, M.D. | University of Florida College of Medicine
- ❑ **PO-061 Electronic Health Records: A Valuable Resource for Evaluating Methodology and Outcome for Regenerative Endodontic Procedures at Rutgers, The State University of New Jersey, School of Dental Medicine (E)**
 Kayla Tavares, D.D.S.; Marianella Natera, B.D.S., M.P.H., MBA, Ph.D. | Rutgers, The State University of New Jersey, School of Dental Medicine
- ❑ **PO-062 Interprofessional Stroke Case Discussion for Pre-Health Students (E)**
 Leonard Jackson, D.D.S.; Brigitte Sicut, Ph.D.; Cheryl Ford-Smith, Ph.D.; Melissa Bradner, M.D.; Michelle Whitehurst-Cook, M.D. | Virginia Commonwealth University School of Dentistry
- ❑ **PO-063 Evaluation of Sophomore Dental Students' Confidence to Perform Clinical Procedures (E)**
 Ana Elashvili, D.D.S.; Karine Barizon, D.D.S.; Clifton Carey, Ph.D. | The University of Colorado School of Dental Medicine
- ❑ **PO-064 Educating Dental Health Professionals about People with Intellectual and Developmental Disabilities (E)**
 Christine Clifford; Alexandra Bonardi, M.A. | University of Massachusetts Medical School; Matthew Holder, M.D., American Academy of Developmental Medicine and Dentistry
- ❑ **PO-065 Utilizing the Incentive of Peer Assessment to Maximize Clinical Proficiency (W)**
 Aaron Soeprono, D.D.S.; Glenn Rochlen, D.D.S.; Bruce Brandolin, D.D.S. | New York University College of Dentistry
- ❑ **PO-066 The Real World: How to Successfully Enter Today's Workforce (N)**
 Justin Nichols; Manreet Randhawa; Heidi Sipin, D.D.S.; Richa Patel, B.D.S., M.P.H., MBA, Ph.D.; Philip Buchanan, D.D.S. | University of the Pacific, Arthur A. Dugoni School of Dentistry
- ❑ **PO-067 How Does Student Self-Evaluation Compare with 360 Degree Faculty Evaluation? (E)**
 Romesh Nalliah, D.D.S.; Peggy Timothé, D.D.S.; Hiroe Ohyama, D.M.D.; Sheetal Asher, D.M.D. | Harvard School of Dental Medicine; Veerasathpurush Allareddy, B.D.S., M.P.H., MBA, Ph.D., The University of Iowa College of Dentistry & Dental Clinics
- ❑ **PO-068 Perceptions of D.M.D. Student Readiness for Basic Science Courses in the United States: Can Online Review Modules Help? (E)**
 Cynthia Miller, Ph.D., M.S.; Michael Metz, D.M.D., M.S., MBA, M.S.D. | University of Louisville School of Dentistry
- ❑ **PO-069 The Effect of Processing and Learning Approaches on Diagnostic Accuracy in Novice Clinicians (E)**
 Catherine Nolet-Lévesque, D.M.D., Université Laval Faculté de Médecine Dentaire; Nicole Woods, Ph.D., The Wilson Centre for Research in Education; Ryan Brydges, Ph.D.; Ernest Lam, Ph.D. | University of Toronto Faculty of Dentistry
- ❑ **PO-070 Audience Response Systems and Active Learning: A Case Study (W)**
 Lindsey Hamil, Ph.D.; Michael Kern, Ph.D. | Medical University of South Carolina James B. Edwards College of Dental Medicine



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- ❑ **PO-071 Effective Case Writing in an Integrated Testing Format (W)**
Debra Willis; Jonathan Sprague, M.S.; Catherine Burns | American Dental Association
- ❑ **PO-072 Dental Student Focus Groups Inform Health Literacy Curriculum Development (W)**
Larisa Naderiani, D.D.S., M.P.H.; Nicole Holland, D.D.S., M.S. | Tufts University School of Dental Medicine
- ❑ **PO-073 A Step-Wise Approach: Clinical Pharmacy Consult in a Dental Clinic (N)**
Lisa Palmisano, Pharm.D.; Gary Drahos, D.D.S.; Jill Borchert, Pharm.D. | Midwestern University College of Dental Medicine-Illinois
- ❑ **PO-074 Igniting Calibrated Faculty to Unlock Student Potential with CAD/CAM (E)**
James Apltauer, D.D.S.; Kay Oen, D.D.S.; Kathleen Wetzel Apltauer, M.P.A.; Angela De Bartolo, D.D.S.; Mark Wolff, D.D.S., Ph.D. | New York University College of Dentistry
- ❑ **PO-075 IPE-Related Activities in U.S. Dental Hygiene Programs: A National Survey (E)**
Danielle Furgeson, RDH; Janet Kinney, RDH; Anne Gwozdek, RDH, M.A.; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry; Rebecca Wilder, B.S.D.H., M.S., University of North Carolina at Chapel Hill School of Dentistry
- ❑ **PO-076 Engaging in Volunteerism: What Motivates Students? (E)**
Susan Long, Ed.D.; Rhonda Sledge, RDH | University of Arkansas for Medical Sciences
- ❑ **PO-077 Professional Development of Brazil's Dental Faculty (W)**
Raquel Carvalho, Ph.D.; Cynthia Farias, D.D.S.; Edson Santos Neto, Ph.D.; Stefania Kano, Ph.D. | Universidade Federal do Espírito Santo; Donald Curtis, D.M.D., University of California, San Francisco, School of Dentistry
- ❑ **PO-078 Dental School Admissions: The Tools We Have and What's Missing (E)**
Blaine Cleghorn, D.M.D., Dalhousie University Faculty of Dentistry; Paul Allison, D.D.S., McGill University Faculty of Dentistry; John Perry, D.M.D., University of Manitoba Faculty of Dentistry; Marie-douce Primeau, Ph.D., Université de Montréal Faculté de Médecine Dentaire
- ❑ **PO-079 A Continuing Professional Development Program in Gerodontology Using E-learning (W)**
Anastassia Kossioni, D.D.S., National and Kapodistrian University of Athens, School of Dentistry; Leonardo Marchini, D.D.S., The University of Iowa College of Dentistry & Dental Clinics
- ❑ **PO-080 Dentists' Experiences with Drug Diversion and Substance Use Disorders (E)**
Michael O'Neil, Pharm.D.; Pranav Gandhi, Ph.D. | South College School of Pharmacy; Noshir Mehta, D.M.D.; Nathaniel Katz, M.D. | Tufts University School of Medicine; George Kenna, Ph.D., Brown University; Elliot Hersh, D.M.D., University of Pennsylvania School of Dental Medicine; Paul Moore, D.D.S., University of Pittsburgh School of Dental Medicine; William Kane, D.D.S., Pain-Free Dentistry
- ❑ **PO-123 Analysis of Case-based Learning in RPD Treatment Planning (E)**
David Samuelson, University of North Carolina at Chapel Hill School of Dentistry
- ❑ **PO-125 Predicting Students' Clinical Performance Using Advanced Simulation (W)**
Riki Gottlieb, D.M.D.; Charles Janus, D.D.S.; Mary Baechle, D.D.S.; Leonard Jackson, D.D.S.; Sharon Lanning, D.D.S. | Virginia Commonwealth University School of Dentistry

MONDAY, MARCH 9**10:00 a.m. – noon**

- **PO-081 Changes in Predictive Models of Dental Students' Feelings about Treating Underserved Populations (E)**
 Parker Crutchfield, Ph.D., Missouri School of Dentistry & Oral Health; Michelle McQuistan, D.D.S., The University of Iowa College of Dentistry & Dental Clinics
- **PO-082 Admissions Criteria for Success in Credential Enhancing Predental Master's Program (E)**
 Theresa Davies, Ph.D.; Barbara Schreiber; Yoon Choe; Cataldo Leone, D.M.D., D.Med.Sc. | Boston University Henry M. Goldman School of Dental Medicine
- **PO-083 A Pilot Study to Assess and Evaluate Calculus Detection Accuracy Among Periodontal Faculties (E)**
 Sridhar Eswaran, D.D.S.; Kavitha Parthasarathy, D.D.S.; Robin Weltman, D.D.S.; Nikola Angelov, D.D.S. | The University of Texas School of Dentistry at Houston
- **PO-084 Effect of Technology-assisted Training on Students' Dental Anatomy Waxing Performance (E)**
 So Ran Kwon, D.D.S.; Marcela Hernandez, D.D.S.; Derek Blanchette, M.S.; Matthew Lam; David Gratton, D.D.S.; Steve Aquilino, D.D.S. | The University of Iowa College of Dentistry & Dental Clinics
- **PO-085 Struggle between Innovation and Evidence in Dental Education (E)**
 Ilse de Boer, D.D.S.; Paul Wesselink, D.D.S.; Marjoke Vervoorn, D.D.S. | Academic Centre for Dentistry in Amsterdam
- **PO-086 A Model Course Redesign: Introduction to the Dental Profession (W)**
 Jeff Gutkin, M.Phil., M.L.S.; Herminio Perez, D.M.D.; Kim Fenesy, D.M.D.; Jeanette DeCastro, Ph.D., M.Ed. | Rutgers, The State University of New Jersey, School of Dental Medicine
- **PO-087 Recruiting and Selecting Future Dental School Faculty (N)**
 Rosa Chaviano-Moran, D.M.D.; Jeanette DeCastro, Ph.D., M.Ed.; Medicine; Kim Fenesy, D.M.D. | Rutgers, The State University of New Jersey, School of Dental Medicine
- **PO-088 Assessing Critical Thinking in an Introduction to Clinical Dentistry Course (E)**
 Randall Vaught, D.M.D.; Jolene Zirnheld, D.M.D. | University of Louisville School of Dentistry
- **PO-089 Holistic Admissions Success Stories (W)**
 Rosa Chaviano-Moran, D.M.D.; Emily Sabato, M.S.; Jeanette DeCastro, Ph.D., M.Ed.; Kim Fenesy, D.M.D.; Shuying Jiang, M.S. | Rutgers, The State University of New Jersey, School of Dental Medicine
- **PO-090 Caries-remaining in Cavity Preparations as Criterion for Dental Licensure Examinations (E)**
 Marcelle Nascimento, Ph.D., University of Florida College of Dentistry; Margherita Fontana, D.D.S., Ph.D., University of Michigan School of Dentistry
- **PO-091 Explore-Engage-Elevate: An Integrated Approach to Meaningful Global Service Learning Programs (N)**
 John Morgan, Jr., D.D.S.; Noshir Mehta, D.M.D.; Claudia Jackson, M.S. | Tufts University School of Dental Medicine
- **PO-092 Enhance Preclinical Lab with Self-directed Learning Activities (N)**
 Leila Dickinson, M.Ed.; Claire Tucker, M.Ed. | University of Arkansas for Medical Sciences
- **PO-093 Evaluation of Admission Criteria to Health Colleges at King Saud University (E)**
 Adel Alhadlaq, Ph.D.; Osama Alshammari, D.D.S.; Saleh Alsager, Ph.D.; Khalid Fouda Neel, M.D.; Ashry Mohamed, Ph.D. | King Saud University, College of Dentistry
- **PO-094 The Rutgers Model for Recruiting, Training and Retaining Dental Faculty (N)**
 Jeanette DeCastro, Ph.D., M.Ed.; Jeff Gutkin, M.Phil., M.L.S.; Emily Sabato, M.S.; Rosa Chaviano-Moran, D.M.D.; Kim Fenesy, D.M.D. | Rutgers, The State University of New Jersey, School of Dental Medicine

- ❑ **PO-095 Perceptions of the Dental Team's Role in Domestic Violence Identification (E)**
 Barry Quinn, M.S.; Susan Lea, Ph.D.; Patricia Reynolds, Ph.D. | Dental Institute King's College London
- ❑ **PO-096 Can Virtual Patients Improve Competences in Decision-making in Gerodontology? (E)**
 Anastassia Kossioni, D.D.S.; Angelos Bakas | National and Kapodistrian University of Athens, School of Dentistry
- ❑ **PO-097 Dental Students as Diabetic Lifestyle Educators (N)**
 Rick Biethman, D.M.D., Southern Illinois University School of Dental Medicine
- ❑ **PO-098 Why Identifying the Misinformed from the Uninformed Student is Important (E)**
 Don Curtis, D.M.D.; Mark A. Dellenges, D.D.S. | University of California, San Francisco, School of Dentistry; Sam Lind, Ph.D., Saint Mary's College of California
- ❑ **PO-099 Dental Students in a Non-dental Setting (N)**
 Tarunjeet Pabla, D.M.D.; Kathryn Dolan, RDH | Tufts University School of Dental Medicine
- ❑ **PO-100 Head and Neck Examinations: Knowledge Is Not Enough (E)**
 Cara Tax, M.Ed.; Sarah Wade, RDH; Jordan Cameron, RDH; Peggy Maillet, M.Ed.; Heather Doucette, M.Ed. | Dalhousie University Faculty of Dentistry
- ❑ **PO-101 The Impact of an Infant Oral Health Program in Dental Education (E)**
 Marcelle Nascimento, Ph.D.; Linda Behar-Horenstein, Ph.D., M.Ed.; Frank Catalanotto, D.M.D.; Scott Tomar, D.M.D.; Cynthia Garvan; Leda Mugayar, D.D.S. | University of Florida College of Dentistry
- ❑ **PO-103 Assessing Prescription Writing: We Have Lit the Fire! (E)**
 Debbie Ferraiolo, D.M.D.; Marc Henschel, D.D.S.; Analia Veitz-Keenan, D.D.S.; Silvia Spivakovsky, D.D.S. | New York University College of Dentistry
- ❑ **PO-104 Using Google Sites as a Comprehensive ePortfolio Software Solution (N)**
 Jeff Gutkin, M.Phil., M.L.S.; Herminio Perez, D.M.D.; Kim Fenesy, D.M.D. | Rutgers, The State University of New Jersey, School of Dental Medicine
- ❑ **PO-105 Faculty Training Program: Transforming Practicing Dentists into Part-Time Faculty (W)**
 Michele Kirkup, D.D.S.; Brooke Adams, D.D.S. | Indiana University School of Dentistry
- ❑ **PO-106 Integrating a Patient Relations Liaison into the Interpersonal Skills Curriculum (E)**
 Mark Booth, D.D.S.; Lindsey Green, J.D.; Lisa Itaya, D.D.S.; William Sands, D.D.S.; Richard Fredekind, D.M.D.; Nader Nadershahi, D.D.S., MBA, Ed.D.; Lucinda Lyon, D.D.S. | University of the Pacific, Arthur A. Dugoni School of Dentistry
- ❑ **PO-107 Self-Reflective, Faculty and Digital Assessment of Dental Waxups (E)**
 Pauline Hayes Garrett, D.D.S.; Karen Faraone, D.D.S. | University of Maryland School of Dentistry
- ❑ **PO-108 The Patient Educator Presentation in Dental Education (E)**
 Kate Frantz, M.P.H.; Jasmine Graham | International Pemphigus & Pemphigoid Foundation; Rebecca Oling, M.S., Purchase College, State University of New York; Paul Charles Edwards, D.D.S., Indiana University School of Dentistry
- ❑ **PO-109 Faculty Development—Unlocking Potential in Faculty, Residents and Students (W)**
 Mary Norma Partida, D.D.S.; Jeff Hicks, D.D.S.; William Hendricson, M.S., M.A.; John Rugh, Ph.D.; John Littlefield, Ph.D. | University of Texas Health Science Center at San Antonio School of Dentistry

- ❑ **PO-110 Interprofessional Clinical Collaboration Conference: Dental and Dental Hygiene Student Perspective (W)**
Sharon Lanning, D.D.S.; Kelly Lockeman, Ph.D.; Michelle McGregor, RDH | Virginia Commonwealth University School of Dentistry
- ❑ **PO-111 Systematic Review of Flipped Classroom Model: Implications for Dental Education (E)**
Sankeerth Rampa, MBA, University of Nebraska Medical Center College of Dentistry; Veerasathpurush Allareddy, B.D.S., M.P.H., MBA, Ph.D., The University of Iowa College of Dentistry & Dental Clinics; Romesh Nalliah, D.D.S., Harvard School of Dental Medicine
- ❑ **PO-112 New Teaching Tool Aims to Improve Students' Clinical Diagnosis of Oral Lesions (W)**
Lisa LaSpina, M.S.; Christine Dominick, M.Ed. | Massachusetts College of Pharmacy and Health Sciences
- ❑ **PO-113 Assessment of Critical Thinking Using Item Response Theory Modeling (E)**
Mark A. Dellenges, D.D.S., University of California, San Francisco, School of Dentistry
- ❑ **PO-114 Educating Healthcare Professional Students to Work Interprofessionally Using Emerging Technologies (E)**
Margaret Lemaster, M.S.; Christianna Fowler, Ph.D.; Karen Kott, Ph.D.; Kaprea Hoquee, Ph.D.; Tina Haney, Ph.D.; Carolyn Rutledge, Ph.D. | Old Dominion University
- ❑ **PO-115 Academic Pre-orientation for Incoming D1 Students: A Program Evaluation (E)**
Renee Duff, D.D.S.; Marilyn Woolfolk, D.D.S.; Evan D'Silva; Karri Grob, M.Ed.; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-116 Dental Hygiene Fast Track Option: Model for Recruitment and Retention (N)**
Lisa Stefanou, M.P.H.; Dianne Sefto, RDH; Eva Lupovici, M.S. | New York University College of Dentistry
- ❑ **PO-117 Calibrating Faculty to Use High-tech Digital Glazing Techniques for CAD/CAM (E)**
James Aptauer, D.D.S.; Kay Oen, D.D.S.; Benjamin Godder, D.D.S.; Eugene Bass, D.M.D. | New York University College of Dentistry
- ❑ **PO-118 Effectiveness of Lecture Capture in Preparation for the NBDE (E)**
Jeff Gutkin, M.Phil., M.L.S.; Jeanette DeCastro, Ph.D., M.Ed.; Kim Fenesy, D.M.D. | Rutgers, The State University of New Jersey, School of Dental Medicine
- ❑ **PO-119 Improving Teaching, Learning and Assessment of Caries Diagnosis with SNODENT (E)**
Shin-Mey Geist, D.D.S.; James Geist, D.D.S.; Cindy Bauer, D.D.S.; Nahid Kashani, D.D.S. | University of Detroit Mercy School of Dentistry
- ❑ **PO-120 Dental Students' Self-evaluation in Preclinical Operative Dental Procedures (E)**
Sheetal Asher, D.M.D.; Supattriya Chutinan, D.M.D.; German Gallucci, D.M.D.; Hiroe Ohyama, D.M.D. | Harvard School of Dental Medicine
- ❑ **PO-121 Patient-centered Interactive Approach to Teaching Evidence-based Best Practice (W)**
Peter Mychajliw, D.D.S., New York University College of Dentistry
- ❑ **PO-122 Case Study Analyses of Dental Students' Clinical Diagnostic Reasoning Process (E)**
Francis Oh, D.D.S., Columbia University College of Dental Medicine
- ❑ **PO-124 A New Medical Emergencies Simulation for Dental Students: Program Development and Evaluation—A Pilot Study (E)**
Kyriaki Marti, D.M.D.; Lior Aljadeff; Rachel Krell; Amy Lesch; Harold Pinsky, D.D.S.; Mark Fitzgerald, D.D.S., M.S.; Deborah Rooney, Ph.D. | University of Michigan Medical School
- ❑ **PO-126 Unlocking the Potential of the Dental Student Mind: Learning Enhancement for Achievement in Dentistry: (LEAD) 4, 5, 6 (E)**
Juanita Lozano-Pineda, D.D.S.; Vidal Balderas, D.D.S.; Jeff Hicks, D.D.S.; John Littlefield, Ph.D.; William Hendricson, M.A. | University of Texas Health Science Center at San Antonio School of Dentistry
- ❑ **PO-127 Characteristics of D.D.S.-D.M.D./M.P.H. Programs at U.S. Dental Schools (E)**
Jennifer Au, M.P.H.; Wanda Wright, D.D.S., M.S. | Tufts University School of Dental Medicine



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- ❑ **PO-128 Developing an Accessible Bachelor of Science in Dental Hygiene (W)**
 Sharon Compton, Ph.D., RDH, M.A.; Ava Chow, Ph.D.; Minn Yoon, Ph.D.; Lisa Kline, Ph.D. | University of Alberta School of Dentistry
- ❑ **PO-129 A Comparison of Academic and Practitioner Salaries in Selected Professions (N)**
 Chris Rice, D.D.S.; Shankar Rengasamy Venugopalan, Ph.D. | University of Missouri - Kansas City School of Dentistry
- ❑ **PO-130 Make the Connection: University of Manitoba's Oral-systemic Health Day (W)**
 Casey Hein, RDH; Tanya Walsh | University of Manitoba Faculty of Dentistry
- ❑ **PO-131 Igniting the Predental School Candidate Mind: Learning Enhancement for Achievement in Dentistry (LEAD) 1, 2, 3 (W)**
 Juanita Lozano-Pineda, D.D.S.; Vidal Balderas, D.D.S.; Jeff Hicks, D.D.S.; John Littlefield, Ph.D.; William Hendricson, M.S., M.A. | University of Texas Health Science Center at San Antonio School of Dentistry
- ❑ **PO-132 Dental Students' Perspectives of Dental Hygiene Peer Teaching: An Exploration (E)**
 Martha McComas, RDH; Sally Ammar; Jaimee Bilk; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-133 Student Perception of IPE Relevance in Didactic and Clinical Settings (W)**
 Diane Brunson, RDH; Jonathan Bowser, M.S. | The University of Colorado School of Dental Medicine
- ❑ **PO-134 Structural Equation Model of Predictors of Dental School Performance (E)**
 Emily Sabato, M.S.; Jeanette DeCastro, Ph.D., M.Ed.; Shuying Jiang, M.S.; Herminio Perez, D.M.D.; Kim Fenesy, D.M.D. | Rutgers, The State University of New Jersey, School of Dental Medicine
- ❑ **PO-135 Exciting Use of Current Technology Helping Students Reach Their Potential (N)**
 Eric Levine, D.D.S.; Gary Hack, D.D.S. | University of Maryland School of Dentistry
- ❑ **PO-136 Dental Central: Enhancing Student Engagement and Community Service at Tufts University School of Dental Medicine (N)**
 Nancy Marks, M.S.; Mandeep Alamwala; Justin Maillet | Tufts University School of Dental Medicine
- ❑ **PO-137 A Health Fair Model: A Unique Opportunity for Interprofessional Learning (W)**
 Christopher Cutler, Ph.D.; Pamela Cromer; Carole Hanes, D.M.D.; Ranjitha Krishna, D.M.D.; Nancy Young, D.M.D. | Georgia Regents University College of Dental Medicine; Jigar Bhagatawala; Yanbin Dong, Ph.D.; Haidong Zhu | Georgia Prevention Center; Debbie Layman; Andrew Mazzoli | Costa Layman Farms
- ❑ **PO-138 Interprofessional Faculty Development: Train the Trainer for Patient-Centered Communication (W)**
 Carol Anne Murdoch-Kinch, D.D.S., M.S.; Marita Inglehart, Ph.D.; Margaret Liu, Ph.D.; Mark Fitzgerald, D.D.S. | University of Michigan School of Dentistry; Monica Lypson, M.D.; Paula Ross, Ph.D.; Joel Purkiss, Ph.D.; Joseph House, M.D.; Stacey Buckler, M.S. | University of Michigan Medical School; Jeffrey Tingen, University of Michigan College of Pharmacy; Jolene Bostwick, University of Michigan Health System Department of Psychiatry
- ❑ **PO-139 The Transition from Amalgam to Composite in U.S. Dental Schools (E)**
 Elham Kateeb, Ph.D., The University of Iowa College of Dentistry & Dental Clinics/Al Quds University; John Warren, M.S., The University of Iowa College of Dentistry & Dental Clinics
- ❑ **PO-140 Dental Curriculum Evaluation and Management: Survey of ADEA Member Schools (E)**
 Carol Anne Murdoch-Kinch, D.D.S., M.S.; Vidya Ramaswamy, Ph.D.; Marita Inglehart, Ph.D. | University of Michigan School of Dentistry
- ❑ **PO-141 Sports, Music and Art Related to Dental Psychomotor Skills (W)**
 Alan Kilistoff, D.M.D.; Dwight Harley, Ph.D.; Patrick VonHauff; Tania Doblanko | University of Alberta School of Dentistry

- ❑ **PO-142 Igniting Minds of Students: Is Flipping the Classroom the Answer? (W)**
 Maureen VanHook, RDH; Kathi Ray Shepherd, RDH, M.S. | University of Michigan School of Dentistry
- ❑ **PO-143 Improving Student Clinical Success with the Use of Emotional Intelligence (E)**
 Dianne Smallidge, RDH; Lisa LaSpina, M.S.; Jessica August, RDH | Massachusetts College of Pharmacy and Health Sciences
- ❑ **PO-144 A Pilot Dental Teamwork Course Focused on Interprofessional Competencies (N)**
 Ellen Patterson, M.D.; Natalie Hagel, RDH; Jennifer Bassett Midle, M.P.H.; Fadi White, B.D.S., M.P.H., MBA, Ph.D. | Tufts University School of Dental Medicine; Kristeen Perry, RDH, The Forsyth Institute
- ❑ **PO-145 Igniting an Interest in Dentistry by Exploring Science and Technology (N)**
 Juanita Lozano-Pineda, D.D.S.; Vidal Balderas, D.D.S.; Jeff Hicks, D.D.S.; John Littlefield, Ph.D.; William Hendricson, M.S., M.A. | University of Texas Health Science Center at San Antonio School of Dentistry
- ❑ **PO-146 Comparing Student and Faculty Assessments Using Computer-assisted Evaluation Software (E)**
 Joshua Kristiansen, D.M.D.; Yasushi Tamada, D.D.S.; Maiko Sakai, D.M.D.; Sang Lee, D.M.D.; John Da Silva, D.M.D.; Shigemi Nagai, D.D.S. | Harvard School of Dental Medicine
- ❑ **PO-147 Comparison for Dental Board Examinations between the U.S. and Japan (E)**
 Hiroki Hihara, D.D.S.; Hiroyasu Kanetaka, D.D.S.; Masahiko Kikuchi, D.D.S.; Keiichi Sasaki, D.D.S. | Tohoku University Graduate School of Dentistry; Hiroe Ohyama, D.M.D. | Harvard School of Dental Medicine
- ❑ **PO-148 Characteristics of Clinical Faculty who are Highly Rated by Students (W)**
 Romesh Nalliah, D.D.S.; Sheetal Asher, D.M.D.; Hiroe Ohyama, D.M.D. | Harvard School of Dental Medicine; Veerasathpurush Allareddy, B.D.S., M.P.H., MBA, Ph.D., The University of Iowa College of Dentistry & Dental Clinics
- ❑ **PO-149 Utilizing a Digital Response Program to Enhance Classroom Teaching (E)**
 Susan Roshan, D.D.S., Texas A&M University Baylor College of Dentistry
- ❑ **PO-150 Ten-year Changes in ADA Survey of Dental Hygiene Programs (E)**
 Judy Kreismann, M.A.; Eva Lupovici, M.S.; Rosemary Hays, M.S.; Lisa Stefanou, M.P.H.; Diannee Sefo, RDH | New York University College of Dentistry
- ❑ **PO-151 Enriching First-year Student Research Experience: A Newly Designed Toolkit Course (E)**
 Eileen Doherty, M.S.; Addy Alt-Holland, Ph.D. | Tufts University School of Dental Medicine
- ❑ **PO-152 TUSDM Diversity Engagement Survey: An Institutional Assessment of Diversity & Inclusion (E)**
 Nicole Holland, D.D.S., M.S.; Mary-Ellen Marks, M.S.; Wanda Wright, D.D.S., M.S. | Tufts University School of Dental Medicine
- ❑ **PO-153 Do Case-based Patient Simulation Projects Help Two Years Later? (E)**
 Yun Saksena, D.M.D., M.S., Tufts University School of Dental Medicine
- ❑ **PO-154 Benefits of Augmented Reality Simulation Used in Student Remediation (E)**
 Samuel Eladad, D.D.S., Ecole Dentaire Paris V La Sorbonne
- ❑ **PO-155 Violence Intervention Awareness: Interprofessional Pilot Training for Health Professions Students (E)**
 Shelia Price; Stephanie Graham-Sims, M.S.; Mary Euler; Wendy Ridenour | West Virginia University School of Dentistry
- ❑ **PO-156 Evaluating Impact of Retraction Method Taught in Local Anesthesia Delivery (W)**
 Bernadette Fa, D.D.S.; Eve Cuny, M.S. | University of the Pacific, Arthur A. Dugoni School of Dentistry

❑ **PO-157 Health Professions Program Readiness for Tobacco Dependency Treatment Multidisciplinary Care (W)**

Jill Loewen, M.S.; Simran Saini; Samantha Southwell | University of Detroit Mercy School of Dentistry

❑ **PO-158 Does Clinician Halitosis Influence Patient Perception (W)**

Muntather Alameed, R.D.H., B.S.D.H.; Antoinette Depetro, R.D.H., B.S.D.H.; Luke Shaw, R.D.H., B.S.D.H.; Dina Korte, R.D.H., M.S.; Janet Kinney, RDH | University of Michigan School of Dentistry

❑ **PO-181 Salivary Gland Protein Expression in Diabetic Xerostomia**

Cassandra R. Stewart, Meharry Medical College School of Dentistry

❑ **PO-164 Evaluation of Student Research Environment and Intramural Research Database at Tufts (A)**

Kelly Leong, Tufts University School of Dental Medicine

❑ **PO-165 The Role of Faculty Facilitation During PBL Case Discussion via an Online Platform on Student Experience (A)**

Diana Luckhardt, East Carolina University School of Dental Medicine

❑ **PO-166 Analysis of Case-based Learning in RPD Treatment Planning (A)**

David Samuelson, University of North Carolina at Chapel Hill School of Dentistry

❑ **PO-167 Perception of Dental Academicians: Self and Colleagues' Motivations and Satisfactions (A)**

Allison Scully, Indiana University School of Dentistry

❑ **PO-168 Phospholipase A2 Mediated Hydrolysis of Bacterial Lipids in Osteoblast Culture (A)**

Young Son, University of Connecticut School of Dental Medicine

❑ **PO-169 A Preacademic in Preclinic (A)**

Chadleo Young, The Ohio State University College of Dentistry

❑ **PO-170 Evaluation of Critical Thinking Skills Among Dental Students Enrolled in Comprehensive Clinical Case Course (A)**

Saadia Aziz, Tufts University School of Dental Medicine

❑ **PO-171 Dental Student Perspectives on Public Health Experimental Learning (A)**

Kari Hexem, University of Pennsylvania School of Dental Medicine

❑ **PO-172 Knowledge and Attitudes of Dental Students Towards Evidence-based Decision Making (A)**

Sarah Kaplan, University at Buffalo School of Dental Medicine

ADCFP Posters

MONDAY, MARCH 9

Noon – 2:00 p.m.

❑ **PO-159 DEPA: Dental Education Pathway Analysis (A)**

Puja Bhakta, University of Texas Health Science Center at San Antonio School of Dentistry

❑ **PO-160 Developing Competencies for a Predoctoral Curriculum to Treat Patients with Special Needs (A)**

Sydnee Chavis, Harvard School of Dental Medicine

❑ **PO-161 Deliberate Oral Examinations in the Primary Care Setting, a Didactic and Clinically Integrated Approach (A)**

Elizabeth Eve, Harvard School of Dental Medicine

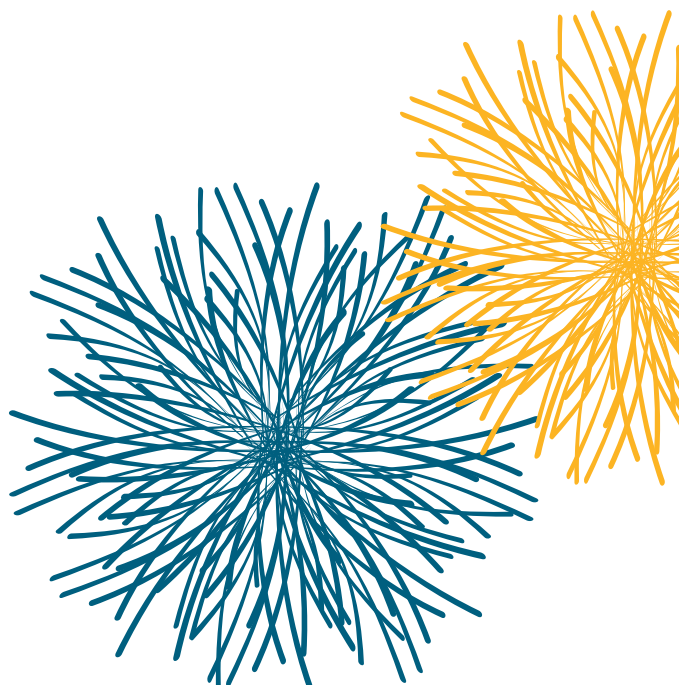
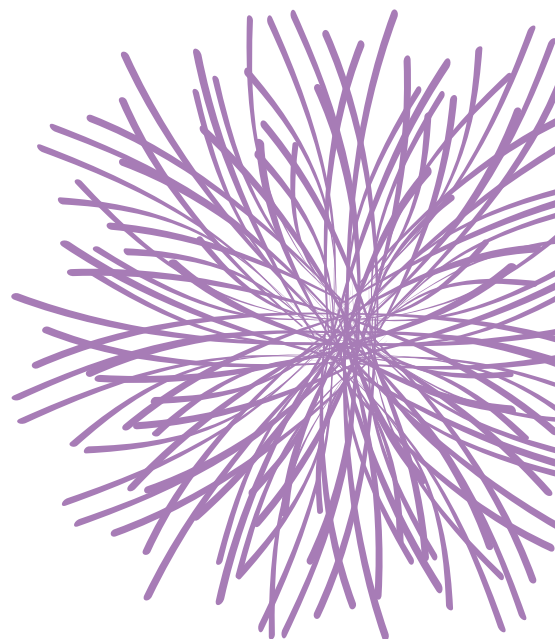
❑ **PO-162 Assessment of Musculoskeletal Disorders in Dentistry: An Interprofessional Approach (A)**

Monique Garcia, University of Texas Health Science Center at San Antonio School of Dentistry

❑ **PO-163 The Dental Education Experience: Exploration of an Academic Career in Interdisciplinary Oral Health (A)**

Megan Kack, University of Minnesota School of Dentistry

- ❑ **PO-174 Academic Dental Career Fellowship Program: Insight into Academic Dentistry (A)**
 Ashley Morgenstern, University of North Carolina at Chapel Hill School of Dentistry
- ❑ **PO-175 Assessment of Quality of Life of a Postdoctoral Residents (A)**
 Zuhair Natto, Tufts University School of Dental Medicine
- ❑ **PO-176 Prevalence of Caries and Malocclusion within a Dental School (A)**
 Johnathan Nobles, University of California, San Francisco, School of Dentistry
- ❑ **PO-177 Why Not?: Understanding Research Collaboration within a Dental School (A)**
 Shawheen Saffari, Tufts University School of Dental Medicine
- ❑ **PO-178 Use of Conventional Skeletal Maturation Methods in Predicting Facial Growth: A Systematic Review (A)**
 Jocelyn Shim, University of Alberta School of Dentistry
- ❑ **PO-179 The Role of Online Learning Modules in Radiographic Caries Diagnosis Skill Improvement (A)**
 Ariel Tsao, Harvard School of Dental Medicine
- ❑ **PO-180 Evaluation of the Promotion of Critical Thinking and Integration of Evidence-based Dentistry in Predoctoral Courses (A)**
 Bianca Velayo, Tufts University School of Dental Medicine
- ❑ **PO-182 Synthesis, Bioactivity, and Cell Response to Novel Zinc-containing Bioactive Glasses (A)**
 Raisa Avezova, Midwestern University College of Dental Medicine-Arizona



All ADEA TechExpo events are located in the John B. Hynes Veterans Memorial Convention Center. For abstracts, please see the February 2015 issue of the *Journal of Dental Education*. Events are sorted by presentation day and listed in numerical order.

SUNDAY, MARCH 8

1:00 – 3:00 p.m.

- ☐ **TE-001 Animation of Posselt's Tracings of Mandibular Movement: Examples of Multimedia Instruction**
 Chi Tran, D.D.S.; Daniel Castagna, D.D.S.; Richard White, D.D.S.; Peter Hansen, D.D.S. | University of the Pacific, Arthur A. Dugoni School of Dentistry
- ☐ **TE-003 Virtual Standardized Patient in Oral Medicine: Residents Versus D.D.S. Students**
 Glenn Clark, D.D.S.; Luciano Nocera, Ph.D. | Herman Ostrow School of Dentistry of the University of Southern California
- ☐ **TE-004 Going Beyond the Students' Potential by Teaching Them Two Different Innovative Modes to Fabricate Tooth Colored Restorations Using CAD/CAM Technology**
 Maria Rodriguez Cardenas, D.D.S.; David Hershkowitz, D.D.S.; Duane Timothy Culotta, D.D.S.; Glenn Rochlen, D.D.S. | New York University College of Dentistry
- ☐ **TE-005 The New Era of CAD/CAM Technology and Student Education**
 Samantha Wolff, M.S.; Denise Estafan, D.D.S. | New York University College of Dentistry
- ☐ **TE-006 Igniting Students' Interest in Dental Management Competencies**
 Antonio Furino, Ph.D.; Scott Stafford, D.D.S.; William Hendricson, M.S., M.A. | University of Texas Health Science Center at San Antonio School of Dentistry
- ☐ **TE-007 Expanding the Learning Potential of Dental Students by Incorporating CAD/CAM Technology to Conventional Methods**
 David Hershkowitz, D.D.S.; June Weiss, D.M.D.; Barbara Slaska, D.D.S.; Ying Wong, D.D.S. | New York University College of Dentistry
- ☐ **TE-008 Igniting our Students' Minds with a Challenging Game of Jeopardy**
 Gargi Mukherji, D.D.S.; Ralph Cooley, D.D.S.; Richard Halpin, M.Ed. | The University of Texas School of Dentistry at Houston
- ☐ **TE-009 Training Program Implemented to Empower the Faculty and Students Learning the Current CAD/CAM Technology**
 Michele Harutunian, D.D.S.; Angel DeBartolo, D.D.S.; Samar Tannous, D.D.S.; David Hershkowitz, D.D.S.; Sarah Vignola | New York University College of Dentistry
- ☐ **TE-010 A Roadmap to a Healthy Smile: Electronic Comprehensive Treatment Planning Tool**
 Julie Coe, D.D.S., Virginia Commonwealth University School of Dentistry
- ☐ **TE-011 Using a Strategic Planning Software to Enhance Institutional Effectiveness at Virginia Commonwealth University School of Dentistry**
 Julie Coe, D.D.S.; Michael Healy, D.D.S.; Michael Talley | Virginia Commonwealth University School of Dentistry

MONDAY, MARCH 9
10:00 a.m. – noon

- TE-002 How a Website Can Retain New Dentists**
Debra Hoyle, B.S.W., University of Iowa College of Dentistry
- TE-012 Teaching Occlusion to Dental Students Utilizing CEREC CAD/CAM Technology**
Martin Prager, D.D.S.; Michael Newbert; Angela De Bartolo, D.D.S.; Martine Mandracchia, D.M.D. | New York University College of Dentistry
- TE-013 Faculty Calibration for Unlocking Potential in Students During CAD/CAM Education**
Kay Oen, D.D.S.; James Apltau, D.D.S.; Kathleen Wetzel Apltau, M.P.A.; Mark Wolff, D.D.S., Ph.D. | New York University College of Dentistry
- TE-014 iBook: iWrote, iUsed, iLiked and so Did the Students**
Anthea Senior, D.D.S., University of Alberta School of Dentistry
- TE-015 Igniting Faculty through Calibration in Glazing Technology for CAD/CAM**
Kay Oen, D.D.S.; James Apltau, D.D.S.; Lucretia Depaola-Cefola, D.D.S.; Fabiola Milord, D.D.S. | New York University College of Dentistry
- TE-016 Multiple Contiguous Ceramic Restorations Using Adjacent Virtual Restorations in One Sitting Using CAD/CAM Software**
William Bongiorno, D.D.S.; Mark Wolff, D.D.S., Ph.D.; Ralph Cunningham, D.D.S.; Gary Berkowitz, D.D.S. | New York University College of Dentistry
- TE-017 Using Intranet Support to Unlock Students' Potential in CAD/CAM Education**
Samantha Wolff, M.S.; Kay Oen, D.D.S. | New York University College of Dentistry
- TE-018 Single Visit Inlay and Onlay Restorations Fabricated Using CAD/CAM Yields Improved Learning Outcomes with Less Stress for Dental Students**
Martine Mandracchia, D.M.D.; Michael Newbert; Samar Tannous, D.D.S.; Martin Prager, D.D.S. | New York University College of Dentistry
- TE-019 The Utilization of a Web-based Clinical Assessment and Administrative Tool**
Jessica Salisbury, M.S., RDH; Michele Carr, M.A., RDH | The Ohio State University College of Dentistry
- TE-020 iLearn—Using On-line Resources to Credential Faculty**
James Kaim, D.D.S.; Kenneth Allen, D.D.S., MBA; David Hershkowitz, D.D.S.; Mark Wolff, D.D.S., Ph.D. | New York University College of Dentistry
- TE-021 Let's Tell a Story: An Interactive E-Learning Module About Lasers**
Juliana Barros, D.D.S.; Shalizeh Patel, D.D.S.; Ryan Quock, D.D.S.; Richard Halpin, M.Ed.; Catherine Flaitz, D.D.S. | The University of Texas School of Dentistry at Houston
- TE-022 Introducing a Virtual Patient Avatar for Comprehensive Dental Education**
Melissa Ing, D.M.D.; David Frantz; Kanchan Ganda, M.D.; Britta Magnuson, D.M.D.; Jennifer Bassett Midle, M.P.H. | Tufts University School of Dental Medicine
- TE-023 Learning to use WebQuests: An Inquiry-oriented Tool for Learning**
Leslie Koberna, Ph.D.; Texas Woman's University

Commercial Exhibitors

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703-299-8093 Fax 703-548-1883

coquinn@iadr.org

The American Association for Dental Research (AADR), headquartered in Alexandria, VA, is a nonprofit organization with more than 3,600 members in the United States. Its mission is: (1) to advance research and increase knowledge for the improvement of oral health, (2) to support and represent the oral health research community, and (3) to facilitate the communication and application of research findings. AADR is the largest Division of the International Association for Dental Research.

American Dental Association (ADA) [Booth 810]

211 East Chicago Avenue
Chicago, IL 60611-2678
312-440-2624

katesellisona@ada.org

Founded in 1859, the not-for-profit ADA is the nation's largest dental association, representing more than 157,000 dentist members. Since then, the ADA has grown to become the leading source of oral health related information for dentists and their patients. The ADA is committed to its members and to the improvement of oral health for the public. The ADA's vision is to be the recognized leader on oral health with its mission to help all members succeed.

Healthcare Learning: Smile-on [Booth 221]

Baird House
4th Floor, 15-17 Cross St
London, EC1N 8UW
44 (0) 207 400 8989

janelle.montgomery@healthcare-learning.com

Healthcare Learning Smile-on, the U.K.'s preminent health care education provider and The University of Manchester, one of the top 25 in the world, have had the prescience to collaborate in providing an M.Sc. in Restorative and Aesthetic Dentistry. This online two-year course provides students with the best of everything—lecturers, online technology, live sessions and support. We offer a wide range of qualifications, eLearning, websites, events, publications, bespoke solutions and mobile applications.

Lutheran Medical Center [Booth 813]

150 55th Street
Brooklyn, NY 11220
718-630-8524 Fax 718-630-8714

info@lmcdental.lmcmc.com

Lutheran Medical Center a Brooklyn, New York-based hospital offers Dental Residency Training Programs in: Pediatric Dentistry, Dental Anesthesiology, Endodontics, General Practice, Periodontics, Oral Facial Pain and Advanced Education in General Dentistry. Programs are sponsored throughout the United States and are based in a hospital environment as well as in community health centers.

National Museum of Dentistry [Booth 106]

31 South Greene Street
Baltimore, MD 21201
410-706-8704 Fax 410-706-8313

sswank@dentalmuseum.umaryland.edu

www.dental.umaryland.edu/museum/index.html

**New York University College of Dentistry
[Booth 103]**

1234 NYC

New York, NY 12345

212-263-0889 Fax 646-501-2706

sewit.bereket@nyumc.org

The Substance Abuse Research Education and Training (SARET) Program is an innovative initiative to educate and spur interest among New York University students from diverse disciplines about addiction and the fundamentals of clinical research.

Professions Quest [Booth 102]

Educational Nonmember

1727 King Street, Floor 2

Alexandria, VA 22314 United States

703-739-2330-1041 Fax 703-836-8982

rnemire@aacp.org

**University of California, San Francisco,
School of Dentistry [Booth 100]**

513 Parnassus Ave.

San Francisco, CA 94143

415-514-0778 Fax

melissa.fung@ucsf.edu

dentistry.ucsf.edu

For over 125 years, the School of Dentistry has educated men and women of science while improving public health through excellence in teaching, research, patient care and service in the dental and craniofacial sciences. We foster an inspired environment where individuals identify themselves as scholars through service as clinicians, educators and scientists. We seek to provide a stimulating and supportive educational environment for a diverse constituency of faculty and students.

**University of Missouri - Kansas City School
of Dentistry [Booth 812]**

26419 S. Southlake Drive

Harrisonville, MO 64701

816-380-2221 Fax 816-380-2969

tvu@vucommunication.com

www.cewebinar.com

The UMKC School of Dentistry and CE Webinar are proud to announce the new format for the NBDE Parts I & II Review Courses. These courses are broken up into an on-demand and a live component. The on-demand component is broken down into a series of concept driven mini-

lectures. This format will allow students to focus their studying by targeting specific topics they need to cover. The LIVE component will focus on practicing taking sample exam questions with our professors in a live online setting.

**Western University of Health Sciences
College of Dental Medicine [Booth 620]**

309 E. Second Street

Pomona, CA 91766

909-706-3749

dbaitx@westernu.edu

Western University of Health Sciences College of Dental Medicine strives to maximize the effectiveness of technology in our predoctoral curriculum. As dental educators ourselves, we are keenly aware of the issues that face dental academicians. We build solutions with our field in mind, focusing on streamlined user interfaces, minimal maintenance costs, robustly customizable features and platform agnostic functionality.

**Exhibitors Participating
in the Exhibitor Raffle**

Each ADEA Annual Session & Exhibition registrant received a raffle card at registration in his or her conference bag. In order to participate in the Exhibitor Raffle, the card must be stamped by 20 exhibiting companies. Fully completed cards can be entered in the raffle for a chance to win prizes. Simply drop them in the raffle bin in the Exhibit Hall near the ADEA booth. There are two opportunities to participate in the raffle—Sunday, March 8, 1:30 p.m. and Monday, March 9, 1:00 p.m.

**The following exhibitors have generously
donated to the raffle:**

AAL	ICE Health Systems
Acadental	Medicor Imaging
ASEPTICO Inc.	MOOG
Bien Air USA	Paradigm Dental Models
Certiphi Screening, Inc.	Patterson Dental
Dental Services Group - the Laboratory Network	Philips Oral Healthcare, Inc.
DentalEZ Group	Sirona Dental, Inc.
Designs for Vision, Inc.	Ultradent Products, Inc.
Elsevier, Inc.	Western University of Health Sciences College of Dental Medicine
EnvisionTEC, Inc.	Whip Mix Corporation
Foliotek, Inc.	

SAVE THE DATE

AMERICAN DENTAL EDUCATION ASSOCIATION



Throughout health care, and certainly in dental education, the environment in which we live and work is shifting. Whether it's federal reform, demographic trends, new collaborative care models, or changes within our individual institutions, our faculty, administrators, students, community partners and others must break new ground. How we leverage the opportunities of this new world, and how we work with one another to navigate it, will be the theme of the 2016 ADEA Annual Session & Exhibition, "Shaping Tomorrow, Together."

The ADEA Annual Session & Exhibition is the premier professional development and networking event for dental, allied dental and advanced dental education colleagues. Join us for four days of dynamic plenary sessions and workshops, and an exhibit hall showcasing academic dentistry's leading partners and suppliers.

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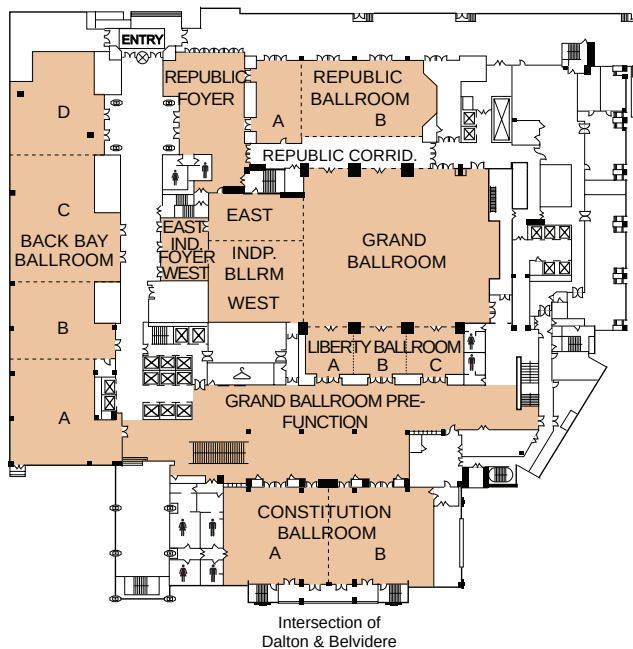
adea.org/2016

**Change is the law of life. And those
who look only to the past or present
are certain to miss the future."**

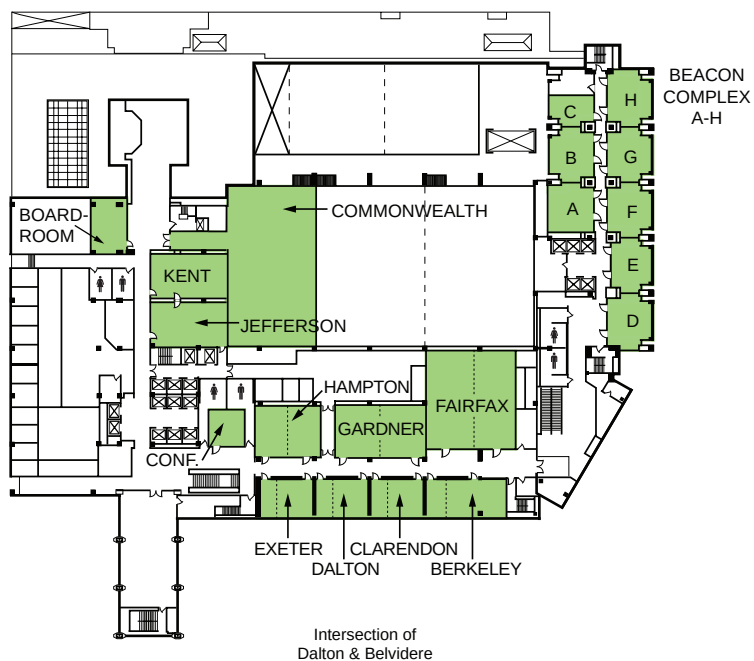
—JOHN F. KENNEDY

Sheraton Boston Hotel

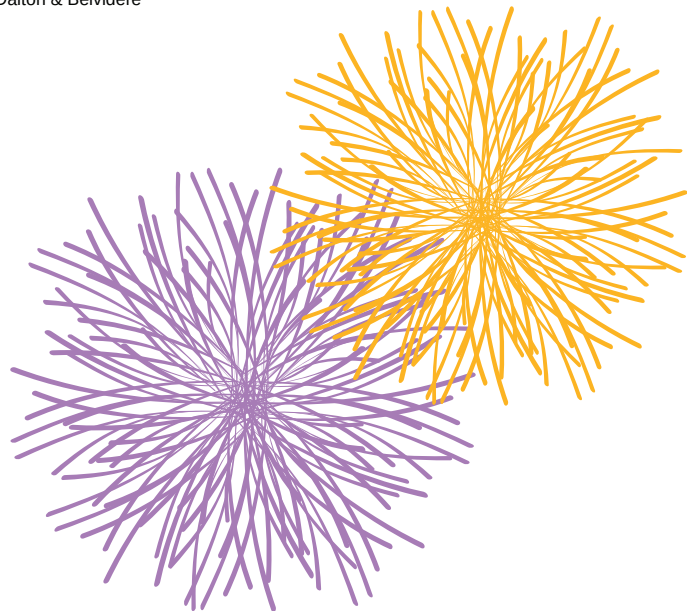
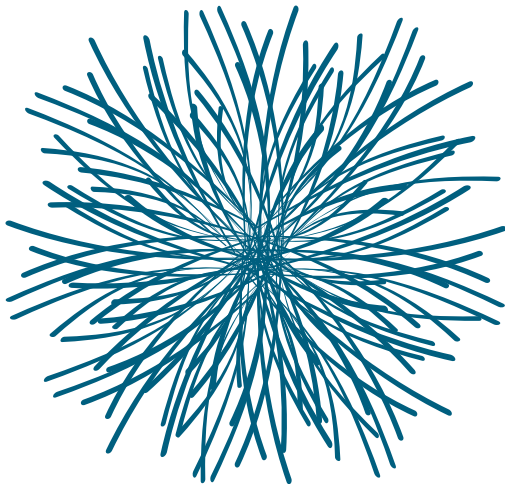
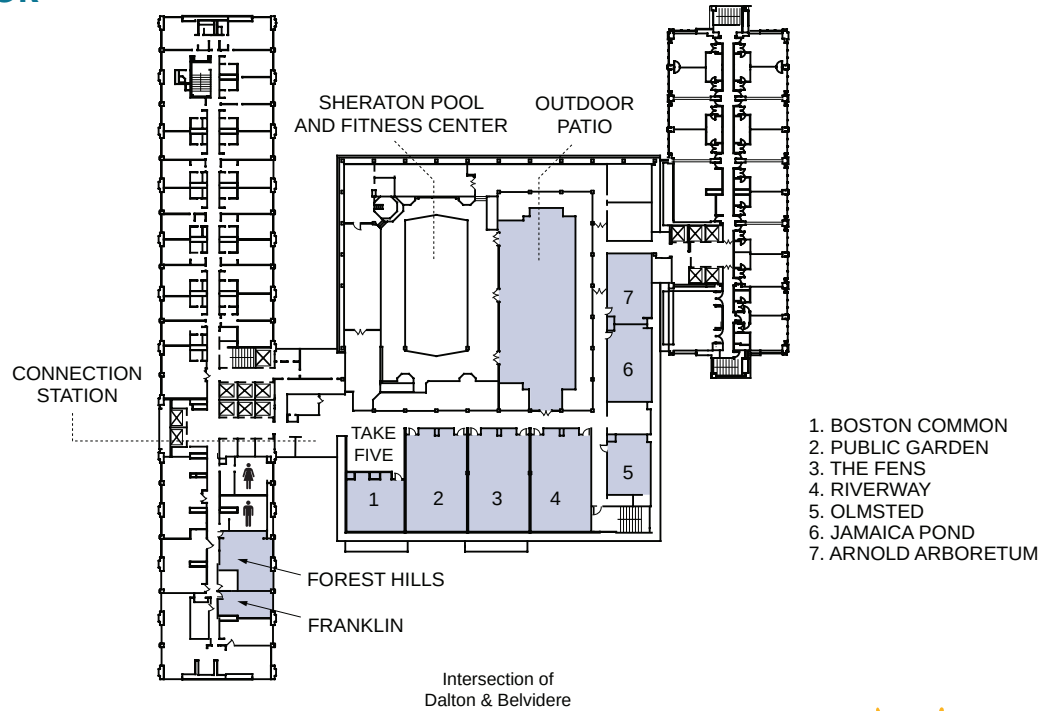
2ND FLOOR



3RD FLOOR

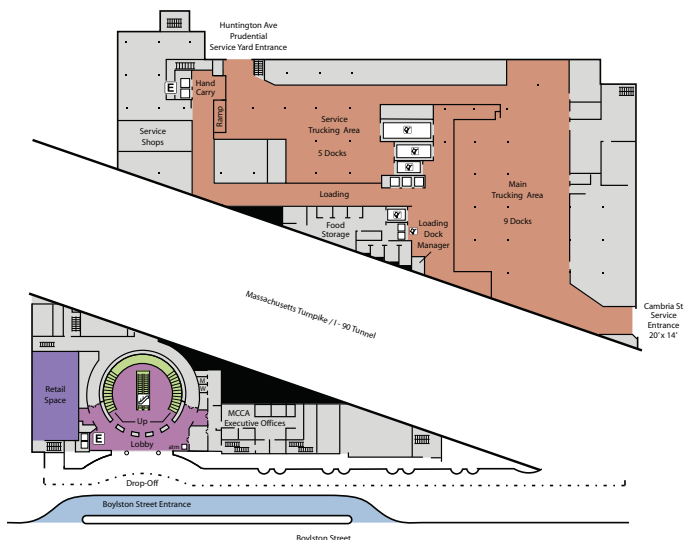


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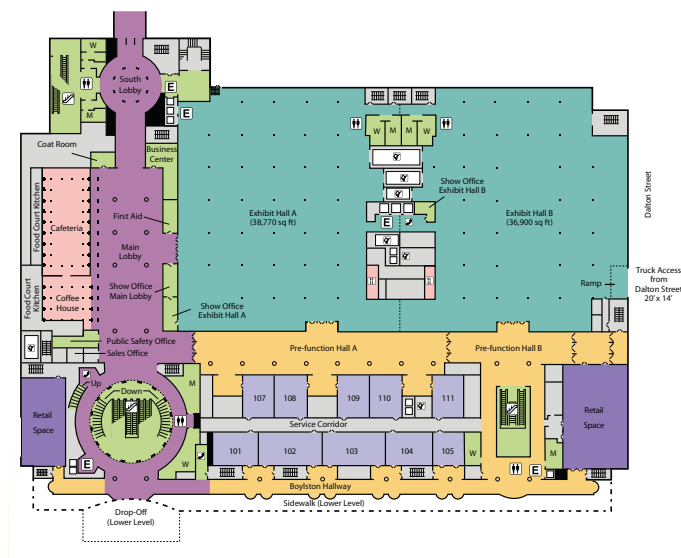


Hynes Convention Center

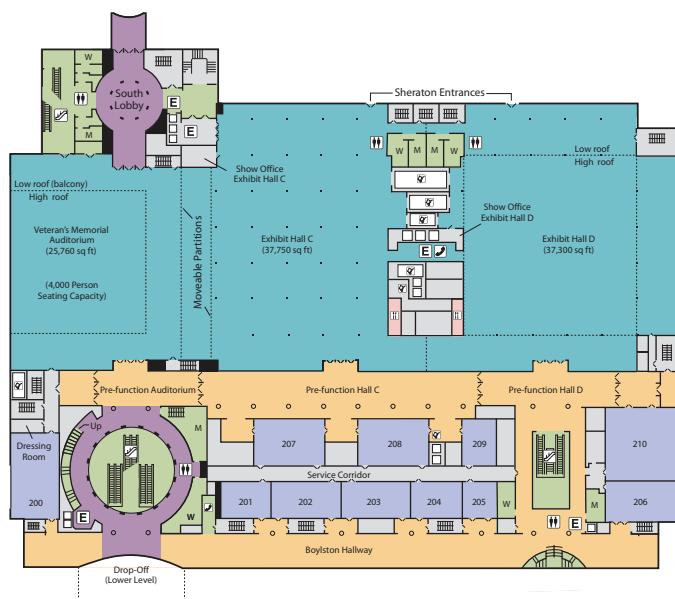
LOWER LEVEL



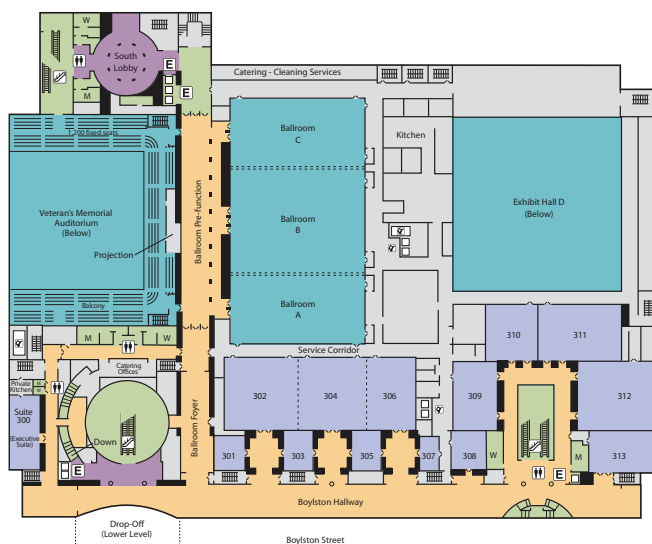
PLAZA LEVEL



2ND LEVEL

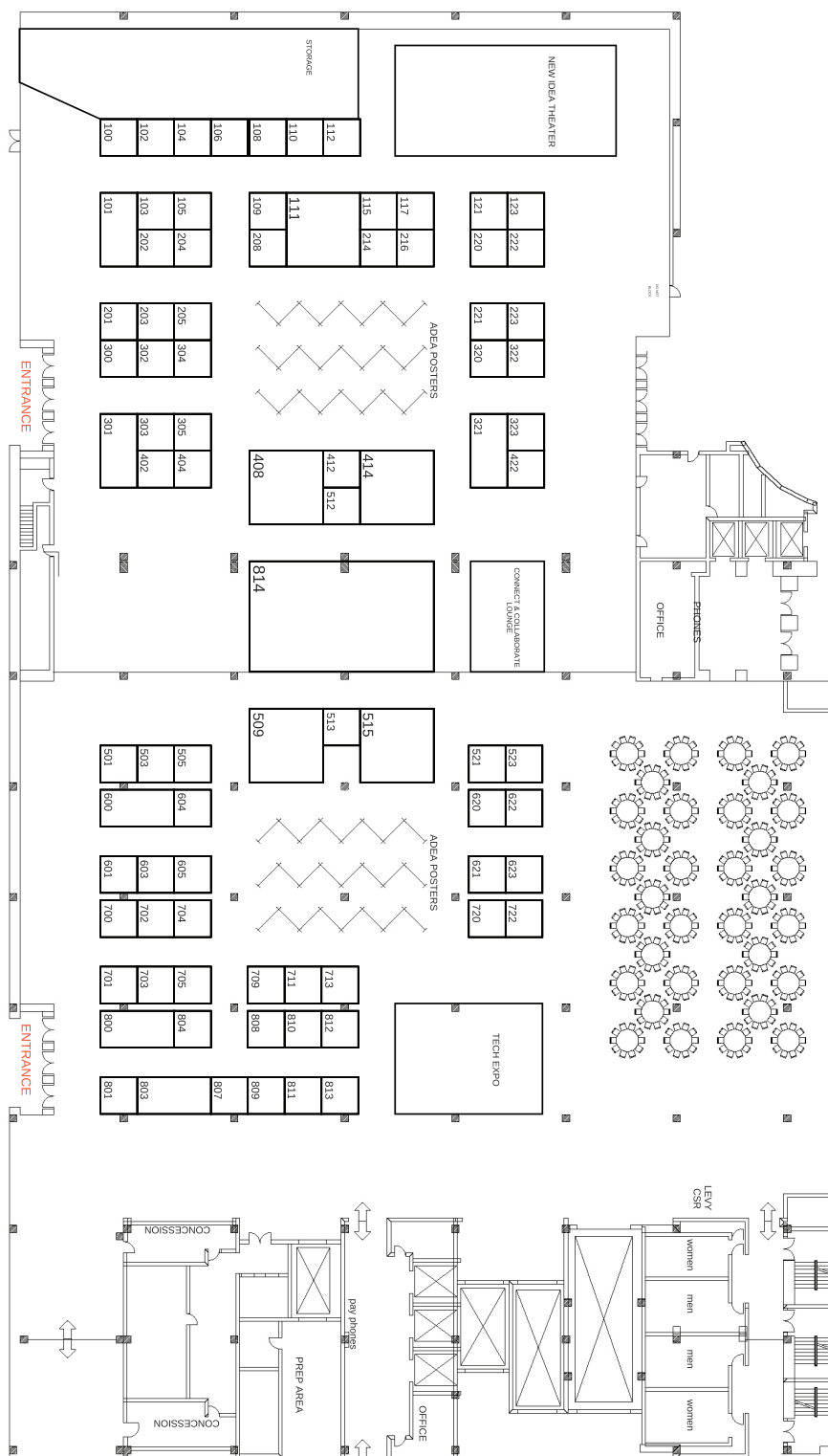


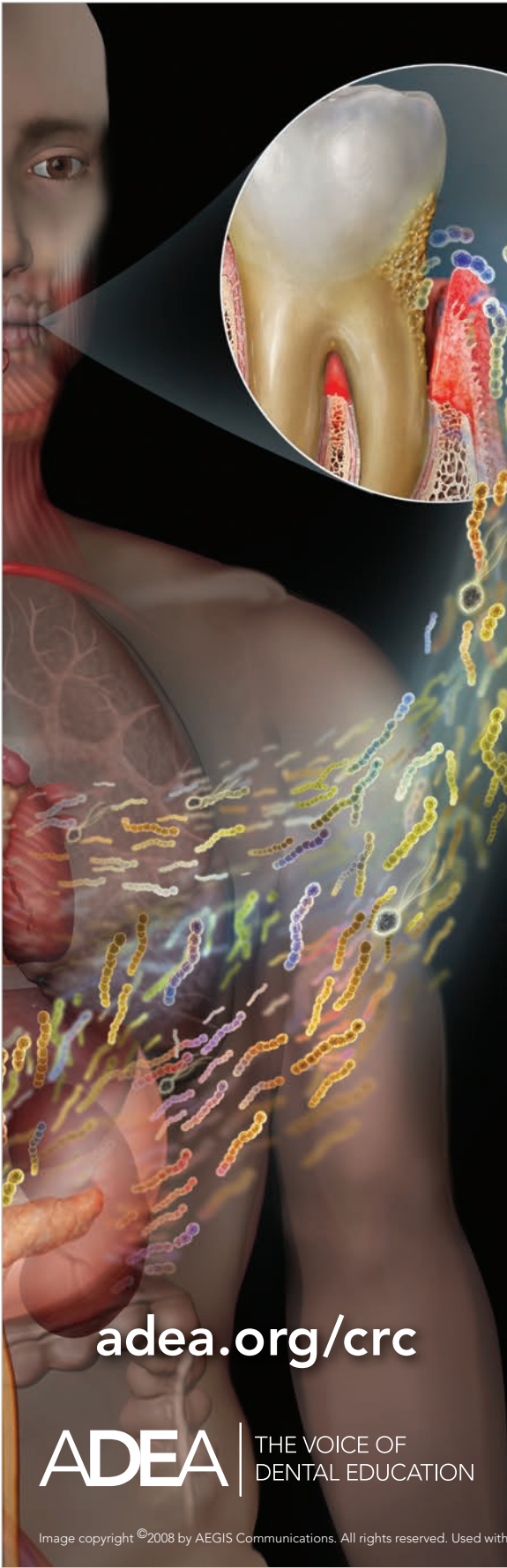
3RD LEVEL



Key		Ring Road
Pre-function	Lobby	Public Use
Meeting	Exhibit	Non-Public Access
Loading Dock	Food Services	Retail Space
Restrooms	Elevator	Escalator
		Freight

Exhibit Hall Map





ADEA Curriculum Resource Center

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April 2015

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Need to Keep Tabs on State Legislation?

Colorado 2015
Number: CO [R] HB 1029 - Updated (Status 02/02/2015)
Sponsor: Rep. Perry Buck (REP-CO)
Title: Health Care Delivery Via Telemedicine
Status: Introduced In Senate - Assigned to Health Committee

Connecticut 2015
Number: CT [R] HB 5181 - Updated (New 01/02/2015)
Sponsor: Rep. Christopher Davis (REP-CT)
Title: AN ACT REPEALING THE LAW AN ACT CLASSIFIED AS AN IN-STATE STUDENT
Abstract: AN ACT REPEALING THE LAW AN ACT CLASSIFIED AS AN IN-STATE STUDENT pay full-price tuition at the Connecticut State College of Podiatric Dental Medicine.
Status: Referred to Joint Committee on Higher Education

Number: CT [R] HB 5194 - Updated (Hearing 01/23/2015)
Sponsor: Insurance and Real Estate Committee
Title: AN ACT REQUIRING THE CONNECTICUT HEALTH INSURANCE EXCHANGE BOARD OF DIRECTORS TO REPORT ADDITIONAL MATTERS RELATING TO THE EXCHANGE
Abstract: AN ACT REQUIRING THE CONNECTICUT HEALTH INSURANCE EXCHANGE board of directors to report additional matters relating to the exchange to the standing committees of the General Assembly having cognizance of matters relating to health insurance.
Status: Public Hearing 02/05 - 01/28/2015

Number: CT [R] HB 5219 - Updated (Hearing 01/23/2015)
Sponsor: Rep. Devin Carney (REP-CT)
Title: AN ACT PROHIBITING THE USE OF ELECTRONIC CIGARETTES IN SCHOOLS
Abstract: AN ACT PROHIBITING THE USE OF ELECTRONIC CIGARETTES in schools to include a ban on the use of electronic cigarettes in schools.
Status: (PH) Reserved for Subject Matter Public Hearing - 01/21/2015

Number: CT [R] HB 5449 - Updated (Status 01/31/2015)
Sponsor: Rep. Jay Case (REP-CT)
Title: AN ACT PROHIBITING THE USE OF ELECTRONIC CIGARETTES IN THE SAME PLACES WHERE SMOKING IS PROHIBITED
Abstract: AN ACT PROHIBITING THE USE OF ELECTRONIC CIGARETTES IN THE SAME PLACES WHERE SMOKING IS PROHIBITED. To support public health and close a loophole in the smoking ban.
Status: Public Hearing - 01/30/2015

adea.org/legislativemap

The ADEA United States Interactive Legislative Tracking Map provides ADEA members access to current information on state legislation related to academic dentistry.

Select a topic

- All topics
- ACA Exchanges
- Accountable Care Organizations
- Alternative Workforce Models
- Dental Amalgam
- Dental Service Organizations
- Denturists
- Fluoride
- Higher Education Funding
- Immigration, Race & Higher Ed
- Insurance & Non-Covered Dental Service
- Interprofessional Education
- Medicaid - Adult Dental
- Medicaid Expansion
- Medicaid/CHIP Reimbursement -
- Dental Oral Health Programs
- Pediatric Dental-CHIP/Medicaid/ACE
- Prescription Drug Monitoring

With just one click, ADEA members have free and immediate access to relevant legislative information in each of the 50 states, the District of Columbia and Puerto Rico.

Gain real-time access to legislative information relevant to U.S. dental schools and allied dental education programs.

Take advantage of this valuable ADEA member resource today!

Use the ADEA United States Interactive Legislative Tracking Map to view:

- Status of bills
- Legislative hearing dates
- Current bill text and author/sponsor information

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- Conducting effective meetings
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CAAMP Instructors:

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N. Karl Haden, Ph.D.

Wyatt R. Hume, D.D.S., Ph.D., D.D.Sc.

Tobias E. Rodriguez, Ph.D.

Pamela Zarkowski, M.P.H., J.D.



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