

COMPLETE ADEA ANNUAL SESSION SCHEDULE (by day)

Friday, March 13

Eleventh Annual ADEA Regional Predental Advisors' Workshop

8:00 a.m.—4:00 p.m.
PCC - North 222 A/C
Reservations required

Dental Hygiene Graduate Program Directors Meeting

By invitation only
8:30 a.m.— 4:00 p.m.
PCC - North 221 A

ADEA Council of Sections Administrative Board Meeting

By invitation only
Noon—5:00 p.m.
PCC - North 224 B

ADEA Annual Session Planning Committee Meeting

12:30—3:00 p.m.
PCC - North 224 A

ADEA Leadership Institute Orientation

1:00—5:00 p.m.
PCC - North 221 C

ADEA Leadership Institute Commencement Reception

By invitation only
6:30—7:15 p.m.
HR - Cassidy Foyer

ADEA Leadership Institute Commencement Dinner

By invitation only
7:15— 9:00 p.m.
HR - Cassidy

Saturday, March 14

ADEA/Johnson & Johnson Healthcare Products/Enid Neidle Scholar-In-Residence Program Selection Committee Meeting

By invitation only
6:30—9:00 a.m.
PCC - North 224 B

ADEA Council of Hospitals and Advanced Education Programs Meeting

7:00—8:00 a.m.
PCC - North 221 B

ADEA Council of Deans Administrative Board Meeting

By invitation only
7:00—9:00 a.m.
PCC - North 221 A

American Association of Oral and Maxillofacial Surgeons (AAOMS) Committee on Residency Education and Training (CRET) Meeting

By invitation only
7:30 a.m. —7:00 p.m.
HR - Remington AB

Admissions Committee Training Workshop

By invitation only
8:00—10:00 a.m.
PCC - North 226 C

ADEA Board of Directors Meeting

By invitation only
8:00 a.m. —1:00 p.m.
HR - Cassidy

American Academy of Periodontology (AAP) Education Committee Meeting

By invitation only
8:30 a.m. — 3:15 p.m.
HR - Suite 314

Enhancing Your Teaching with Teaching Resources: Career Development of New Faculty **SoTifest**

9:00 —10:30 a.m.
PCC - North 231 A
Special Interest Group program: Career Development
for the New Educator
CE credits: 1.5

Learning Objectives:
Describe available teaching resources. Increase motivation
to teach in oral health settings. Discover opportunities to
share resources for teaching.

Dr. Dieter J. Schonwetter, University of Manitoba, Prof. Laura M. MacDonald, University of Manitoba, Dr. Randall D. Mazurat, University of Manitoba

The Teaching Resource Portfolio, a collection of helpful references of teaching resources, will be showcased. Over 500 annotations spanning the disciplines of teaching in dental hygiene and dentistry will be selectively highlighted, including general teaching handbooks, oral health teaching resources, and specific articles reflecting key areas of teaching.

Imagine to Reality: Integrating Risk Assessment in the Curriculum and Clinic

9:00—11:00 a.m.

PCC - North 222 AB

Symposium

CE credits: 2

Learning Objectives:

Discover essential elements of risk assessment in the curriculum. Describe factors to enhance success of integrating risk assessment in the sim lab and clinical setting. Evaluate potential third-party risk assessment applications and assess the feasibility of technological integration with existing systems.

Mr. Thomas S. Wirtz, Marquette University, Dr. Paul Luepke, Marquette University, Dr. Andrew Dentino, Marquette University, Prof. Lynn Bergstrom Bryan, Marquette University

Risk assessments must be incorporated into dental education to promote evidence-based dentistry in dental practice. This program details the curricular, clinical, and technological factors in the implementation of a real-time, clinic-wide, web-based risk assessment tool.

Changing 21st Century Dental Student Demographics to Meet the Needs of 21st Century Communities

9:00—11:00 a.m.

PCC - North 225 AB

Symposium

CE credits: 2

Learning Objectives:

Identify key factors contributing to the lack of diversity in the health professions, with focus on dentistry. Describe dimensions of diversity and issues to be addressed in the development of a comprehensive strategy. Outline exemplary practices by different stakeholders to increase health professions workforce diversity. Recognize local,

regional, statewide, national, and institutional actions, and opportunities to be created by the coordination of efforts.

Dr. Kevin Barnett, Public Health Institute

Demographic trends and persistent health disparities require definitive action to build a workforce that is prepared to address the challenges of the 21st century. We will share selected findings and recommendations from a comprehensive statewide initiative to increase diversity and cultural competency in dentistry and other health professions.

The Emotionally Intelligent Leader

9:00 a.m. —3:30 p.m.

PCC - North 226 AB

ADEA Signature Series

CE credits: 6

Dr. Judith E.N. Albino, Academy for Academic Leadership

Leadership styles can differ greatly from one successful individual to another, and we generally expect our leaders to be “intelligent.” Increasingly, however, we are coming to understand that the skills and attributes associated with emotional – rather than cognitive -- intelligence are the better predictors of an individual’s ability to succeed in meeting the demands of leadership in complex organizations. In this session, the components of emotional intelligence will be described and explored, and participants will have opportunities to self-evaluate their own skills in five realms of Emotional Intelligence, or EQ-i: the Intrapersonal, the Interpersonal, Adaptability, Stress Management, and General Mood. We’ll examine the manifestations of EQ-I in our academic work environments, and we’ll work in small groups to gain an understanding of how these skills can be learned and used to improve our effectiveness in the workplace.

Best Practices for Teaching Online: Imaginative Pathways to Learning

SoTLfest

9:00 a.m.—Noon

PCC - North 229 B

Faculty Development Workshop #72

CE credits: 3

Learning Objectives:

Explain the concept of “engaged learning” in the online environment. Describe the “engaged learning model” for use in online courses. Identify activities that orient, engage, and stimulate the online student to the online

course. Identify activities and strategies that build an online "community." Identify strategic approaches and key elements of engaged learning in an online environment.

Prof. Jayne A. McWherter, University of Texas Health Science Center at Houston, Prof. Donna Warren Morris, University of Texas Health Science Center at Houston, Prof. Darla K. McKittrick, University of Texas Health Science Center at Houston, Prof. Harold A. Henson, University of Texas Health Science Center at Houston

Learn best practices for creating an effective online environment that both challenges and engages students. Plan learning activities to orient, engage, and stimulate the online learner.

ADEA Council of Students Orientation

11:00 a.m.—Noon
PCC - North 227 AB

Members' Forum - SIG on Career Development for the New Educator

10:45—11:45 a.m.
PCC - North 231 A

ADEA Council of Allied Dental Program Directors Administrative Board Meeting

11:00 a.m. —1:00 p.m.
PCC - North 221 C

ADEA Council of Sections Meeting

Noon—3:45 p.m.
PCC - North 228 AB

ADEA Council of Students Meeting

Noon—3:45 p.m.
PCC - North 227 AB

Journal of Dental Education Editorial Review Board

By invitation only
1:00 p.m. — 2 p.m.
PCC - North 231 C

Commission on Dental Accreditation (CODA) Orientation for Dental School Administrators with Site Visits in 2009-11

By invitation only
1:00 —2:30 p.m.
HR - Gilbert

The Need for Evidence-Based Dental Ergonomic Education in the Schools: A New Paradigm for Wellness

1:00—3:00 p.m.
PCC - North 222 AB
Symposium
CE credits: 2

Learning Objectives:

Recognize the 12 most common ergonomic problems in the dental school. Apply evidence-based preventive strategies. Modify existing equipment and correct students' improper practices. Construct proactive preventive ergonomic education to ensure students' wellness and career longevity following graduation.

Prof. Bethany Valachi, Oregon Health & Science University

Musculoskeletal pain and early retirement are pervasive problems in dentistry. Over 70% of dental students report pain by their third year. An effective dental ergonomic program will apply current research in ergonomics, biomechanics, and kinesiology to address and resolve the primary ergonomic problems in dental schools and provide preventive ergonomic education. Specific ergonomic challenges for each year (bench lab, sim lab, and clinic) will be introduced, with suggested modifications and interventions.

What It Takes to Make an Academic Workplace Environment Great

1:00—3:00 p.m.
PCC - North 225 AB
Symposium
CE credits: 2

Learning Objectives:

Describe how institutions need to compete in today's "creative economy" where time and space for research, collaboration, and special projects are required. Explain how well-designed academic workplaces incorporate the attributes from our "Great Place To Work" study. Evaluate current academic workplace experiences and environments using Best Place to Work criteria. Create recommendations for improving academic workplaces that are based upon our study's findings and participants' self-assessment.

Mr. Lawrence Schnuck, Kahler Slater, Mr. Russell Borkin, Kahler Slater

Explore and expand upon key findings from the ADEA Dental School Faculty Work Environment survey regarding key attributes of what makes academic work environments great.

ADEA/Macy Foundation Bridging the Gap Grant Program

By invitation only
1:00—3:45 p.m.
PCC - North 224 A

ADEA Council of Deans Meeting

2:00—3:45 p.m.
PCC - North 221 A

ADEA Corporate Council Annual Meeting

2:00—3:45 p.m.
PCC - North 221 B

ADEA Council of Allied Dental Program Directors Meeting

2:00 —3:45 p.m.
PCC - North 221 C

ADEA Council of Faculties Meeting

2:00—3:45 p.m.
PCC - North 222 C

American Academy of Periodontology (AAP) Predoctoral Directors Organization Business Meeting

By invitation only
4:00—5:00 p.m.
HR - Regency C

Opening Session of the ADEA House of Delegates

4:00—5:00 p.m.
PCC - West 301 AB

The William J. Gies Awards for Vision, Innovation, and Achievement

6:00—9:30 p.m.
Sheraton - Phoenix Grand Ballroom
Fee assessed with registration

American Association of Oral and Maxillofacial Surgeons (AAOMS) Committee on Residency Education and Training (CRET) Meeting

By invitation only
6:30—9:00 p.m.
HR - Regency AB

Sunday, March 15

American Dental Association (ADA)/ADEA Officers Joint Breakfast

By invitation only
7:00—8:00 a.m.
PCC - West 101A

Breakfast for Invited Guests

By invitation only
7:00—8:30 a.m.
PCC - West 301C

Welcome Breakfast for All Participants

7:45—8:15 a.m.
PCC - West 301D

Omicron Kappa Upsilon (OKU) Board of Directors Meeting

By invitation only
8:00 a.m.—12:30 p.m.
HR - Moran

ADEA Opening Ceremony and Plenary Session with Frank Caliendo

8:30—10:00 a.m.
PCC - West 301 AB
Plenary Session
Sponsored by the ADEA Corporate Council

ADEA Council of Allied Dental Program Directors Program Directors Conference Planning Committee Meeting

10:00 a.m. —Noon
PCC - North 231 C

The California Endowment (TCE) California Dental Pipeline Program II Evaluation Meeting

By invitation only
10:15—11:15 a.m.
PCC - North 221 B

Continuing Education: Who Could Imagine How Much It Impacts Your School?

10:15—11:45 a.m.
PCC - North 221 A
Section Program sponsored by Continuing Education
CE credits: 1.5

Learning Objectives:

Identify how CE can help with recruitment and retention of faculty. Recognize the use of CE to connect students and

alumni to the school in a tangible way. Demonstrate how to partner CE with alumni and development functions to increase alumni engagement. Discover ways to use CE as an asset for the school.

Ms. Carol Trecek, Marquette University, Dr. Patrick M. Lloyd, University of Minnesota, Ms. Penni Ryan, University of Iowa, Dr. Samuel B. Low, University of Florida

A strong continuing education (CE) program impacts a school in many ways and has substantial benefits - some obvious, others not quite so obvious. Chart the far-reaching effects of a solid continuing education program and how to get the most out of it at your institution.

ADA Compliance Issues for U.S. Dental Schools: How Schools Manage as Accommodation Requests Increase

10:15—11:45 a.m.

PCC - North 221 C

Section/Special Interest Group Program sponsored by Academic Affairs, Legal Issues, Student Affairs and Financial Aid, Dental School Admissions Officers

CE credits: 1.5

Learning Objectives:

Explain ADA compliance at the professional school level. Summarize how dental schools are managing demand for accommodations and their specific obligations. Identify when a disability can or should be identified and outline correct responses. Give examples of managing compliance across the curriculum, including didactic, preclinic, clinic, national, and clinical board examinations.

Mr. Kim Bryan, University of Kentucky, Prof. Cheryl DeVore, The Ohio State University, Ms. Cheryl White, University of Medicine and Dentistry of New Jersey, Dr. Pamela R. Overman, University of Missouri-Kansas City

Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies, and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment.

Adopting New Technologies: Benefits and Cost Considerations for Making Wise Educational and Fiscal Decisions

10:15—11:45 a.m.

PCC - North 222 C

Section Program sponsored by Business and Financial Administration and Clinic Administration

CE credits: 1.5

Learning Objectives:

Recognize new technologies and their clinical application to patient care and student education. Review the fiscal requirements for implementation and continuing infrastructure support of new technologies in clinical patient care.

Dr. Wilbert H. Milligan III, University of Pittsburgh, Dr. John A. Valenza, University of Texas Health Science Center at Houston, Prof. Lois Pereira, University of Southern California

Dental schools are continually faced with decisions about what new clinical technologies to select, how to use them, and their impact on the educational process. Find out how to assess the value of new technologies for clinical education and patient care.

Where's the Evidence? Using Probiotics to Teach Evidence-Based Dentistry

10:15—11:45 a.m.

PCC - North 226 C

Section Program sponsored by Biochemistry, Nutrition, and Microbiology

CE credits: 1.5

Learning Objectives:

Review how searching for the best evidence and critical appraisal of information fits into an evidence-based dental practice. Review assessment techniques used to evaluate the competency of students in locating the highest level of evidence. Assess the translation of basic science information from the bench to chairside application. Describe two critical appraisal skills using examples relevant to biochemistry, nutrition, and microbiology.

Dr. Alan E. Levine, University of Texas Health Science Center at Houston, Dr. Michael G. Schmidt, Medical University of South Carolina, Dr. John D. Rugh, University of Texas Health Science Center at San Antonio, Prof. Michelle Hurlbutt, Loma Linda University

Probiotic dietary supplements can serve as a model to incorporate evidence-based dentistry into the teaching of biochemistry, nutrition, and microbiology. Discussion will include a perspective of how three distinct disciplines might use an integrating topic such as probiotics to lend clinical relevance to essential foundation knowledge associated with basic sciences.

Temporomandibular (TMD) Predoctoral Curriculum and ADEA Competencies for the New General Dentist

10:15—11:45 a.m.
 PCC - North 227 C
 Special Interest Group program sponsored by Temporomandibular Disorders
 CE credits: 1.5

Learning Objectives:
 Describe best-practice didactic and clinical components of a predoctoral TMD curriculum. Compare and contrast state-of-the-art teaching materials that can be employed in the predoctoral teaching of TMD. Revise proposed curriculum guidelines for the predoctoral study of TMD relative to the ADEA Competencies for the New General Dentist.

Dr. Ronald Attanasio, University of Nebraska, Dr. Yoly M. Gonzalez-Stucker, University at Buffalo

Focus on the teaching of the predoctoral TMD curriculum as it relates to the recently approved ADEA Competencies for the New General Dentist.

A Comprehensive Approach to Teaching Practice Management

10:15—11:45 a.m.
 PCC - North 228 B
 Section Program sponsored by Practice Management
 CE credits: 1.5

Learning Objectives:
 Define the New Dentist Practice Management Competencies. Compare and contrast current instructional materials used by section members to teach practice management. Compare and contrast the resources currently being used by the ADA in teaching practice management. Combine the Practice Management resources currently being used by the ADA and instructional resources to develop modules. Design a plan to make these developed Practice Management modules available to dental schools.

Dr. Dunn H. Cumby, University of Oklahoma

Review instructional materials from members, the ADA, and other sources with the goal of identifying weaknesses or shortages in materials needed to teach practice management competencies and develop the proposed modules identified by the ADA.

Imagine Using Digital, Three-Dimensional, Interactive, Collaborative Learning Solutions for Dental Education

10:15—11:45 a.m.
 PCC - North 231 B
 Section Program sponsored by Dental Anatomy and Occlusion and Operative Dentistry and Biomaterials
 CE credits: 1.5

Learning Objectives:
 Develop a curriculum to enhance dental students' education. Define the type of learners in dental school. Discover how to teach dental morphology, operative dentistry, and fixed prosthodontics in a virtual reality world.

Dr. Richard S. Green, University of Southern California

Discover the new technologies for teaching the millennial dental student that have been developed.

Team Learning in Dental Education

10:15 a.m.—12:15 p.m.
 PCC - North 222 AB
 Presidential Symposium
 CE credits: 2

Learning Objective:
 Describe the rationale for team learning.

Dr. Frank A. Scannapieco, University at Buffalo, Dr. Anthony M. Palatta, New York University, Dr. Peter M. Loomer, University of California, San Francisco, Ms. Sheila M. Nguyen, University of California, San Francisco, Ms. LeeAnn Clark, New York University

Dental education has long depended on traditional learning strategies for the education of students, such as the lecture and traditional laboratory. The strengths of such methods include the efficient presentation of content in a direct, organized, and logical manner. These methods can be easily implemented in a large group setting. Traditional methods are, however, limited in several ways. In some cases content experts may not be good teachers. Also, often the audience is passive, learning is difficult to gauge, and communication is one way. Several alternative strategies have been implemented to overcome some of the limitations inherent to traditional methods.

Team learning is an alternative cooperative learning strategy that utilizes students' entering diversity of experience and knowledge. Team learning attempts to construct a framework for learning that exploits the

knowledge students already possess. This framework thus allows new knowledge to more likely become the student's own. Team learning encourages student collaboration and cooperation through sharing of respective experiences and knowledge background as they master the course material. Furthermore, team learning forces students to be responsible for their learning and that of their colleagues.

Features of team learning include: the assignment of students to permanent, heterogeneous groups; grading based on a combination of individual performance, group performance, and peer evaluation; the use of the majority of class time in small group activities; and the use of a fixed instructional activity sequence that helps students learn to use concepts as opposed to simply learn about them. Importantly, implementation of team learning requires relatively few faculty and a minimum of resources.

Bring 'em Young! Creating Effective Peer-Teaching Programs **SoTifest**

10:15 a.m. —1:15 p.m.

PCC - North 224 A

Faculty Development Workshop #49

CE credits: 3

Learning Objectives:

Describe the features of effective teaching assistant programs. Compare and contrast programs from other institutions. Develop ways to evaluate the effectiveness of these programs.

Dr. Maureen McAndrew, New York University, Ms. Lee Ann Clark, New York University

The dental faculty shortage is widespread and expected to worsen. Efforts to recruit faculty and encourage graduates to enter academia have not succeeded in addressing this crisis in dental education. Peer teaching encourages dental students to consider part- or full-time careers in academia. In addition, peer teaching is widely recognized as an effective educational strategy. New York University's programs will be described as a springboard for discussion of methods to drive interest in academic careers.

Adventures in Teaching with Tablet PC, Snapkast, and Camtasia

10:15 a.m.—1:15 p.m.

PCC - North 224 B

Faculty Development Workshop #50

CE credits: 3

Learning Objectives:

Describe the attributes of the Net Gen learner. Identify the educational benefits of using the Tablet PC in teaching. Identify the benefits of using Snapkast in teaching. Identify the benefits of using Camtasia in teaching. Apply Tablet PC with Snapkast, Camtasia, or both in teaching. Apply Tablet PC with Snapkast, Camtasia, or both in engaging the Net Gen learner.

Dr. Elizabeth Nance, Virginia Commonwealth University, Dr. Margrit Maggio, University of Pennsylvania

Find a new way to meet the educational expectations of the Net Gen student. The Tablet PC and software programs Snapkast and Camtasia will be demonstrated.

How to Submit to MedEdPORTAL **SoTifest**

10:15 a.m. —1:15 p.m.

PCC - North 228 A

Faculty Development Workshop #62

CE credits: 3

Learning Objectives:

Describe how MedEdPORTAL will increase cross-disciplinary education across campuses and the world. Explain the peer review process and how intellectual property rights and licensing come into play.

Ms. Sue Sandmeyer, American Dental Education Association, Dr. Nadeem Karimbux, Harvard School of Dental Medicine

Learn why MedEdPORTAL should be used by dental educators and about the types of teaching resources available. Find out how to use MedEdPORTAL for faculty development, teaching and training purposes, enhancing curriculum, personal study, and assessment and evaluation. Hands-on submission assistance will be available. Bring resources for submission.

Peer Review Strategies to Enhance Learning **SoTifest**

10:15 a.m.—1:15 p.m.

PCC - North 229 A

Faculty Development Workshop #51

CE credits: 3

Learning Objectives:

Develop a plan for the use of peer review in courses. Develop the process for planning, implementation, and evaluation of peer review sessions. Experience a peer review activity.

Prof. Ellen Rogo, Idaho State University

Integration of peer review into education is a strategy faculty members can use in the clinical, laboratory, and classroom settings. Peer review strategies help developing students learn a valuable professional skill, one that can be used throughout their professional careers, whether it is clinical practice or education.

Integration of Curricular Elements to Demonstrate Outcomes of Critical Thinking in Evidence-Based Practice
SoTfest

10:15 a.m.—1:15 p.m.

PCC - North 229 B

Faculty Development Workshop #52

CE credits: 3

Learning Objectives:

Identify the relevance of critical thinking to dental and allied dental curricula. Identify the significance of outcome measurement in critical thinking. Analyze and refine own assignment for measurable outcomes in critical thinking elements necessary for evidence-based practice. Integrate assignments within curricula demonstrating outcomes in critical thinking necessary for evidence-based practice.

Prof. Lorinda Coan, Indiana University, Prof. Joyce Hudson, Indiana University

CODA supports the implementation of critical thinking as an essential component in both dental and allied dental curricula. Designing purposeful assignments measuring attainment of effective critical thinking skills is problematic. Gain assistance with developing assignments that measure critical thinking necessary for evidence-based practice.

ADEA Council of Students Meeting

10:15 a.m.—2:00 p.m.

HR - Regency CD

Sigma Phi Alpha Dental Hygiene Honor Society Business Meeting

10:15—11:00 a.m.

HR - Russell

Navigating the Transition to Evidence-Based Dental Hygiene

11:00 a.m. —Noon

HR - Russell

Educational Session sponsored by Sigma Phi Alpha

Dr. Tricia Moore, Northern Arizona University

Clinic Coordinators' Luncheon and Workshop

11:45 a.m.—1:50 p.m.

PCC - North 232 A/C

Special Interest Group program sponsored by Dental Hygiene Clinical Coordinators

CE credits: 1.5

Learning Objectives:

Analyze the impact of the 2009 accreditation standards on clinical management and faculty recruitment. Evaluate common problems associated with clinical teaching. Analyze the impact of unemployment and increased transportation costs on patient access.

Prof. Karen Ridley, University of Michigan, Prof. Patricia Campbell, Tufts University

An opportunity for dental hygiene clinic coordinators to meet and share clinical teaching tips. Clinical issues of mutual concern are discussed in roundtable format.

Members' Forum - Continuing Education

Noon—1:00 p.m.

PCC - North 221 A

Members' Forum - Dental School Admissions Officers and Student Affairs and Financial Aid

Noon—2:00 p.m.

PCC - North 221 C

Members' Forum - Business and Financial Administration

Noon—1:00 p.m.

PCC - North 222 C

Members' Forum - Clinic Administration

Noon—1:00 p.m.

PCC - North 222 C

Members' Forum - Biochemistry, Nutrition, and Microbiology

Noon—1:00 p.m.

PCC - North 226 C

Members' Forum - SIG on Temporomandibular Disorders

Noon—1:00 p.m.

PCC - North 227 C

Members' Forum - Practice Management

Noon—1:00 p.m.
PCC - North 228 B

Members' Forum - Dental Anatomy and Occlusion

Noon—1:00 p.m.
PCC - North 231 A

Members' Forum - Academic Affairs

Noon—1:00 p.m.
PCC - North 221 B

Members' Forum - Operative Dentistry and Biomaterials

Noon—1:00 p.m.
PCC - North 231 B

Collaborative Periodontics and Prosthodontics Treatment Planning for the 21st Century

12:45—3:45 p.m.
HR – Phoenix Ballroom
Section Program sponsored by Prosthodontics and Periodontics
CE credits: 3

Learning Objectives:
Implement innovative prosthodontic and periodontal treatment planning ideas from other institutions at your institution. Integrate knowledge to sequence treatment for optimal outcomes.

Dr. Sharon C. Siegel, Nova Southeastern University, Dr. Binnaz Leblebicioglu, The Ohio State University, Dr. Soraya C. Villarroel, The Ohio State University, Dr. Peter M. Loomer, University of California, San Francisco, Dr. Swati Y. Rawal, University of Tennessee, et al.

Treatment planning in the 21st century is exciting and challenging. This program presents the best of the best collaborative teaching programs in treatment planning, from dental school teams of periodontist and prosthodontist educators. It concludes with an interactive panel discussion with the teams and the audience.

Members' Forum - SIG on Dental Hygiene Clinical Coordinators

1:45—2:45 p.m.
PCC - North 232 A/C

Academic Integrity

2:00—3:30 p.m.
PCC - North 221 A

Section Program sponsored by Dental Hygiene Education
CE credits: 1.5

Learning Objectives:
Appraise the moral crisis that exists in American society today as it pertains to academic integrity. Evaluate student justifications, attitudes, and beliefs toward cheating. Recognize the various techniques that students use to participate in academic dishonesty and develop interventions to eliminate cheating behavior. Recognize the need to value, promote, and model an atmosphere of academic integrity in the classroom. Summarize the role and influence that educators exert in shaping the ethical values of students.

Prof. Christine Blue, University of Minnesota, Prof. Kelly Muhney, Baylor College of Dentistry

Academic dishonesty is a serious concern on most college campuses. Academic integrity is a fundamental value of teaching, learning, and scholarship. Increasing numbers of colleges and universities are reporting widespread cases of academic dishonesty. Students today may have different ideas of what constitutes cheating. This presentation will examine student justifications, beliefs, and attitudes concerning academic dishonesty. Factors, predictors, and demographics of cheaters will be identified as well as the methods used to engage in academic dishonesty. Recommendations for faculty to deter dishonest behavior and promote academic integrity will be given.

The Role of Disparities Centers on Improving Access to Dental Care

2:00—3:30 p.m.
PCC - North 222 C

Section Program sponsored by Community and Preventive Dentistry
CE credits: 1.5

Learning Objectives:
Describe the disparities in oral health in the United States. Identify the methods to improve the access to dental care for the underserved populations. Recognize the efforts to eliminate disparities in oral health.

Dr. Sena Narendran, Case School of Dental Medicine, Dr. Peter Milgrom, University of Washington, Dr. Robert Weyant, University of Pittsburgh

The landmark Surgeon General's Report on Oral Health highlighted disparities in oral health and access to dental care. NIDCR responded to the call for action by funding

research related to oral health disparities. Two NIDCR grantees will provide overviews of their projects, including goals, missions, and activities.

Imagine Inclusion: Creating a Model for an "Educational Community of Inclusion"

2:00—3:30 p.m.

PCC - North 228 B

Section Program sponsored by Gay-Straight Alliance

CE credits: 1.5

Learning Objectives:

Recognize the institutional, community, and individual benefits of promoting inclusion, acceptance, and diversity within dental recruitment, admissions, and education.

Describe and discuss current admissions and faculty recruitment models employed in professional school recruitment of students, faculty, and staff. Understand the principles of, and gain access to, practical steps toward adapting these models of recruitment and admission.

Understand climate and culture issues for females, underrepresented minorities, and LGBT applicants, students, staff, faculty, and administrators.

Dr. John L. Zimmerman, Columbia University, Dr. Christine Clark, University of Nevada, Las Vegas, Mr. John White, Mr. Mark Gonthier, Tufts University

We draw from experts outside and inside dental education who have successfully fostered an environment that is open, inclusive, and welcoming to everyone. The program will outline the benefits of inclusion and diversity, discuss evidence-based practices for recruiting and retention, and offer a forum for discussion.

Development and the Alumni Connection

2:00—3:30 p.m.

PCC - North 228 A

Section Program sponsored by Development, Alumni Affairs, and Public Relations

CE credits: 1.5

Learning Objectives:

Describe how connections between faculty leaders and alumni benefit fundraising. Identify ways to use local media sources to promote school activities. Define and list ways to find and track hidden gifts-in-kind to your school. Explain how to develop a culture of giving back among students.

Outline the advantages of different alumni tracking systems and identify which is best for your school.

Ms. Ashley Sharp, New York University, Prof. Rita Startup, New York University

Dental development, alumni affairs, and public relations professionals can learn from expert speakers and share with each other successes and mistakes throughout the year.

Imagine: Four Distinct Journeys, One Main Goal: Education

SoTLfest

2:00—3:30 p.m.

PCC - North 231 B

Section Program sponsored by Endodontics

CE credits: 1.5

Attendance is required is required for certificate

Learning Objectives:

Identify the main issues that promote a successful transition to academia. Identify the main obstacles for a successful transition to academia.

Dr. Roberta Pileggi, University of Florida, Dr. Merlyn Vogt, University of Nebraska, Dr. Anne Williamson, University of Iowa, Dr. Asma A. Khan, University of North Carolina at Chapel Hill, Ms. Maggie Wang, University of Florida

Based on the number of vacancies currently encountered in our dental schools and the minimal interest of senior students in becoming academicians, conditions that promote and reinforce retention in the academic arena must be reinforced. See how faculty members emerged from four different backgrounds with one final goal: education.

ADEA Center for Educational Policy and Research Advisory Committee Meeting

2:00—3:30 p.m.

PCC - North 221B

Imagine: Elevating Teaching to Recognized Scholarship

SoTLfest

2:00—4:00 p.m.

PCC - North 222 AB

Symposium

CE credits: 2

Learning Objectives:

Identify the scholarship of teaching and learning (SoTL).

Describe methods of evaluation for SoTL. Demonstrate the

steps necessary to disseminate scholarly achievements. Identify the link between SoTL and requirements for promotion and tenure. Identify skills necessary to achieve SoTL.

Dr. John W. Killip, University of Missouri-Kansas City, Dr. Janet Hafler, Tufts University School of Medicine, Dr. Paula O'Neill, University of Texas Health Science Center at Houston, Dr. Sharon Lanning, Virginia Commonwealth University, Dr. Charles Shuler, University of British Columbia

Dental faculty need to enhance the skills necessary to engage in the Scholarship of Teaching and Learning (SoTL). Meet dental faculty currently engaged in SoTL and understand university structures that recognize these achievements in the advancement, promotion, and tenure framework. Teaching will equal scholarship!

Imagine a School Without Diversity: Challenges Faced In Creating a 21st Century Diverse Dental Workforce

2:00—4:00 p.m.

PCC - North 225 AB

Symposium sponsored by ADEA Section on Minority Affairs
CE credits: 2

Learning Objectives:

Describe how Michigan law (Proposal 2) has changed the landscape of recruiting dental students. Recognize how changes in the admissions policy can have an effect on access to care for disadvantaged and rural populations. Apply strategies to present need for institutional commitment to a strategic diversity plan to meet the challenges of the 21st century. Describe some curricula and cultural competencies needed for the new dentist to practice in a diverse society.

Dr. Cornell Thomas, Southern Illinois University, Dr. Luis A. Vazquez, New Mexico State University, Dr. W. David Brunson, American Dental Education Association, Ms. Maya Kobersy, University of Michigan, Dr. Sharon P. Turner, University of Kentucky

To ensure that diversity is achieved, those carrying out mission statements and policies must be addressed on all levels and held accountable during the hiring, promotion, advancement of faculty, research endeavors, and admission and retention of students in practices and opportunities. Dental schools must develop and encourage programs that provide opportunities for underrepresented minorities to choose dentistry as a career.

State of the Art and Beyond in Advanced Simulation

2:00—4:00 p.m.

PCC - North 226 AB

Symposium

CE credits: 2

Learning Objectives:

Identify how virtual reality-based technology is being used in dental education and its impact on learning. Explain the status of development of pure virtual haptic technology for education of dental students. Identify ways simulation is being used in an interdisciplinary manner. Name resources needed for simulation centers.

Dr. Judith A. Buchanan, University of Minnesota

Simulation in health education is increasing logarithmically. Simulation in dental education has possibly been ahead of the progress in other health care fields. Discuss state-of-the-art simulation in dental education and insights into the next generation of advanced simulation for health care education.

Imagine the Possibilities: A Collaborative Team Approach to Caries Disease Management

2:00—4:00 p.m.

PCC - North 226 C

Special Interest Group program sponsored by Cariology
CE credits: 2

Learning Objectives:

Extend the discussion on the Caries Management by Risk Assessment (CAMBRA) Consensus Statement to identify the rationale for standardized terminology for caries disease management.

Dr. Douglas A. Young, University of the Pacific Arthur A. Dugoni School of Dentistry, Dr. Mark S. Wolff, New York University, Dr. Margherita Fontana, Indiana University-Purdue University Indianapolis

What do you know about the management of dental caries? Dental caries is a disease that disproportionately affects the underserved. Using current science to prevent, halt, reverse, and treat this disease requires a collaborative team approach. This program will offer the basis for an interdisciplinary approach to dental caries management.

Going the Distance With Distance Ed

2:00—5:00 p.m.

PCC North 224 B

Faculty Development Workshop #54

CE credits: 3

Learning Objectives:

Summarize the history of distance education. Describe effective learning strategies for distance education. Analyze common challenges associated with distance education.

The increasing demand for dental hygiene workforce presents a challenge for educational institutions to increase numbers of graduates. Distance education provides a potential solution, utilizing evolving technology in the delivery of instruction to students in remote sites.

Prof. Carolyn Ray, University of Oklahoma; Prof. Tammie Vargo, University of Oklahoma; Prof. Jane Gray, University of Oklahoma

Using Humor, Media, and Gaming Games to Enhance Clinical Learning

2:00—5:00 p.m.

PCC - North 224 A

Faculty Development Workshop #53

CE credits: 3

Learning Objectives:

Identify characteristics and learning preferences of the millennial student. Apply engaging teaching methodologies to educate these students. Identify legal issues related to the utilization of media for educational purposes. Incorporate games as an adjunct to teaching critical thinking and problem solving.

Dr. Ivy D. Peltz, New York University, Dr. Eric S. Studley, New York University, Dr. Maureen McAndrew, New York University, Dr. D. Timothy Culotta, New York University, Dr. Ralph P. Cunningham, New York University

Gain an introduction to innovative teaching methods that engage students and enhance learning.

Imagine Teaching Single-Visit Ceramic Restorations Using CAD/CAM Technology

2:00—5:00 p.m.

PCC - North 229 A

Faculty Development Workshop #55

CE credits: 3

Learning Objectives:

Name what can and cannot be accomplished in dentistry utilizing CAD/CAM technology for conservative esthetic restorations. Demonstrate how to teach this technology to large numbers of students, both in clinic and in simulation. Become familiar through hands-on experience with the use of CEREC technology. Become comfortable in the use of CEREC software to design restorations on your own computer. Become familiar with methods of standardizing the faculty needed to teach this technology, both in clinic and in simulation.

Dr. Denise Estafan, New York University, Dr. Andrew Schenkel, New York University, Mr. James Apitauer, Dr. Mark S. Wolff, New York University

Use of CAD/CAM in dentistry is becoming more mainstream every day. Teaching this technology in the clinics and in simulation gives us the opportunity to emphasize the importance of marginal fit, contact, occlusion, anatomy, and shade selection. Learn what can and cannot be accomplished using CAD/CAM.

Passion, Purpose, and Practice: Teaching Innovation and Community Health from Classroom to Practice

2:00—5:00 p.m.

PCC - North 229 B

Faculty Development Workshop #56

CE credits: 3

Learning Objectives:

Define social entrepreneurship and list examples of its application as a dental practice model. Describe the process of planning and implementing community health initiatives within a dental practice. Apply business principles to social purpose initiatives within a dental practice. Describe and assess at least five opportunities for being involved in community oral health locally, nationally, or internationally.

Ms. Abena Asare, Columbia University

How do we create a culture of social responsibility while nurturing the entrepreneurial spirit of the dental profession? Examine novel approaches for planting the seeds of social entrepreneurship within the dental curriculum.

Imagine Retooling for an Aging America: Integration of Oral Disease Prevention in Clinical Teaching

2:15—3:45 p.m.

PCC - North 221 C

Section Program sponsored by Gerontology and Geriatrics Education

CE credits: 1.5

Learning Objectives:

Evaluate issues related to access to oral care for the elderly population in the 21st century. Describe unique risk assessment methodologies and the application of risk assessment strategies to detect dental and periodontal disease in aging adults. Identify strategies for oral disease prevention and the interrelationship of lifestyle, pathologies, and systemic diseases.

Dr. Georgia Dounis, University of Nevada, Las Vegas, Dr. Marcia Ditmyer, University of Nevada, Las Vegas, Dr. Robert McCants, Priority Care LTC Pharmacy, Dr. Connie Mobley, University of Nevada, Las Vegas, Dr. David Cappelli, University of Texas Health Science Center at San Antonio

Changing demographics of the 21st century present many challenges and opportunities for oral health care professionals and the geriatric population. Explore barriers; use of professional services; oral risk assessment; interrelationship of lifestyle, systemic and oral disease; and strategies of oral disease prevention for quality improvement.

Commission on Dental Accreditation (CODA) Dental and Advanced Dental Consultant Update Session

By invitation only

3:00—4:30 p.m.

HR - Ellis East

Members' Forum - Dental Hygiene Education

3:45—4:45 p.m.

PCC - North 221 A

Members' Forum - Community and Preventive Dentistry

3:45—4:45 p.m.

PCC - North 222 C

Members' Forum - Development, Alumni Affairs, and Public Relations

3:45—4:45 p.m.

PCC - North 228 A

Members' Forum - Gay-Straight Alliance

3:45—4:45 p.m.

PCC - North 228 B

Members' Forum - Endodontics

3:45—4:45 p.m.

PCC - North 231 B

Members' Forum - Gerontology and Geriatrics Education

4:00—5:00 p.m.

PCC - North 221 C

Introducing ADEA AADSAS 2010

4:00—5:00 p.m.

PCC - North 226 AB

Educational Session

ADEA AADSAS 2010 will launch on June 1, 2009, with a new platform, a new look, and new features. This session will include a preview of the ADEA AADSAS 2010 application, including portals for admissions officers and health professions advisors.

Omicron Kappa Upsilon (OKU) Annual Business Meeting

By invitation only

4:00—5:30 p.m.

HR - Curtis AB

Dental Pipeline Meeting

By invitation only

4:00—5:30 p.m.

HR - Sundance

Members' Forum - Periodontics

4:15—5:15 p.m.

PCC - North 232 A/C

Members' Forum - Prosthodontics

4:15—5:15 p.m.

PCC - North 231 C

Members' Forum - SIG on Cariology

4:15—5:15 p.m.

PCC - North 226 C

ADEA Annual Session Reception for First Timers, New ADEA Members, and Annual Session Mentors and Mentees

5:00—6:30 p.m.

HR - Regency AB

Dental Specialty Organization Reception for Deans

By invitation only
5:00—7:00 p.m.
HR - Regency CD

Dental Pipeline Reception

By invitation only
5:30—6:30 p.m.
HR - Sundance

University of Manitoba Reception

6:00—8:00 p.m.
Wyndham - Goldwater Salon 5-6

ADEA Leadership Institute Reception for the Class of 2010

By invitation only
6:30—8:00 p.m.
HR - Cassidy

An Evening Plenary on Gender Issues: Discourse and Dessert with Isabel Garcia

8:00—10:00 p.m.
Wyndham - North Ballroom

Monday, March 16

Women Liaison Officers' Breakfast

6:30—8:00 a.m.
PCC - North 232 A/C

American Association of Oral and Maxillofacial Surgeons (AAOMS) Deans' Breakfast

By invitation only
7:00—8:00 a.m.
HR - Suite 316

American Association of Oral and Maxillofacial Surgeons (AAOMS) Committee on Residency Education and Training (CRET) Meeting

By invitation only
7:30 a.m.—5:00 p.m.
HR - Remington AB

Commission on Dental Accreditation (CODA) Orientation for Allied Site Visits

By invitation only
8:00—10:00 a.m.
HR - Russell

Plenary Session: ADEA Political Spotlight with Torie Clarke

8:30—10:00 a.m.
PCC - West 301 AB

Commission on Dental Accreditation (CODA) Allied Site Visitor Update

By invitation only
10:00—11:00 a.m.
HR - Remington

Members' Forum - SIG on Implant Dentistry

10:15—11:15 a.m.
PCC - North 221 A

Members' Forum - Minority Affairs

10:15—11:15 a.m.
PCC - North 221 C

Members' Forum - Educational Research/Development and Curriculum

10:15—11:15 a.m.
PCC - North 222 C

Members' Forum - Oral Biology

10:15—11:15 a.m.
PCC - North 226 C

Imagine: Progress through Unity for a Better Tomorrow

10:15—11:45 a.m.
PCC - North 231 A

Section Program sponsored by Dental Assisting Education
CE credits: 1.5

Learning Objectives:

Describe current scope of practice for dental assistants. Name future trends in health care that impact the role and practice of the dental assistant. Identify issues affecting dental assisting education. Construct multiple approaches for effecting legislative change.

Ms. Cynthia Durley, DANB, Dr. Carolyn K. Breen, University of Medicine and Dentistry of New Jersey

Discuss issues affecting dental assisting education that impact the design and delivery of instruction and application in practice. Education and credentialing issues will be highlighted for consideration in outlining future directions and impacts on dental assisting practice.

Comparison of Approaches to Predoctoral Competency Training at Different Institutions

SoTifest

10:15—11:45 a.m.

PCC - North 228 B

Section Program sponsored by Orthodontics

CE credits: 1.5

Learning Objectives:

Describe different approaches used in training for predoctoral orthodontic competence. Point out factors that are considered in defining orthodontic competence. Describe methods used to assess orthodontic competence.

Dr. Mitchell Lipp, New York University

Approaches to define and assess predoctoral orthodontic competence at four institutions are explored. Information about the scope and context of foundation knowledge, simulation, and clinical experiences and how curricula have evolved in recent years is presented. Assessments, course evaluations, and exit polls demonstrate the effectiveness of the programs.

Admission Requirements for the International Program Applicant

10:15—11:45 a.m.

PCC - North 231 B

Special Interest Group program sponsored by Foreign-Educated Dental Professionals

CE credits: 1.5

Learning Objectives:

Evaluate admissions requirements relative to success. Evaluate changes to the Dental National Boards and the impact on the international program. Outline alternatives to the Dental National Boards.

Dr. David B. Nielsen, University of the Pacific Arthur A. Dugoni School of Dentistry, Dr. Carol A. Bibb, University of California, Los Angeles

Review admissions requirements for applicants to international programs. All aspects will be considered, with special emphasis on the proposed changes in the National Board protocol.

The Alaskan Dental Health Aide Therapist Program: A Description and the Evaluation Plan

10:15—12:15 p.m.

PCC - North 222 AB

Symposium

CE credits: 2

Learning Objectives:

Describe the educational program for DHATs. Outline the system of care in which DHATs function. Explain the manner in which supervising dentists and DHATs interact to provide care. Critique the plan to evaluate the implementation of this program in Alaska.

Dr. Allan J. Formicola, Columbia University, consultant to the W.K. Kellogg Foundation on evaluation of the DHAT program, Dr. Ron Nagel, Alaska Native Tribal Health Consortium, Dr. Mark Kelso, Director of the Norton Sound Health Corporation Dental Program in Nome, Alaska, Ms. Aurora Johnson, DHAT, Unalakleet, Alaska, Dr. Scott Wetterhall, Senior Program Director at RTI International, Dr. Caswell Evans, University of Illinois at Chicago, chair of the W.K. Kellogg Foundation's National Advisory Committee for evaluation of the DHAT program

The Alaska Native Tribal Health Consortium (ANTHC) is a statewide organization that is part of the Alaska Tribal Health System. ANTHC provides a range of health services for Alaska Natives. With the support of the W.K. Kellogg Foundation and in collaboration with five other foundations (Rasmuson, Bethel Community Services, Murdock, Paul G. Allen, and Ford) and the Indian Health Service, ANTHC has educated and deployed Dental Health Aide Therapists (DHAT) to reach remote population groups in great need of dental care. There are 10 DHATs now providing dental care in Alaska under the supervision of dentists. The foundations have provided a grant to Research Triangle International (RTI) to evaluate the program, and the evaluation plan that is under way will be presented. This symposium will include presentations, a question-and-answer period, and a moderated panel discussion.

A Practical Guide for Finding the Evidence for Clinical Decision Making

10:15 a.m.—1:15 p.m.

PCC - North 224 A

Faculty Development Workshop #57

CE credits: 3

Learning Objectives:

Identify the components of evidence-based decisionmaking. Identify key features of PubMed and how they relate to levels of evidence-based decisionmaking and structuring a PICO question. Describe what constitutes the evidence

and the value of systematic reviews. Compare a PubMed 'traditional' search with a PubMed Clinical Queries search.

Dr. Jane L. Forrest, University of Southern California, Dr. Pamela R. Overman, University of Missouri-Kansas City

Treatment provided by dental clinicians has a substantial research base. A simple search of the PubMed database identified over 100,000 citations. Given this wealth of scientific information, evidence-based decisionmaking helps practitioners identify what is relevant so that it can be incorporated into practice.

Using Problems to Develop Thinking Skills **SoTLfest**

10:15 a.m.—1:15 p.m.

PCC - North 224 B

Faculty Development Workshop #58

CE credits: 3

Learning Objectives:

Solve a problem using the INFORMED model (experience PBL from the student perspective). Hypothesize a PBL experience for your setting (experience PBL from the faculty perspective). Compare problem-based learning with traditional educational approaches.

Dr. Tricia Moore, Northern Arizona University

Learn the what, why, when and how of problem-based learning (PBL). Experience PBL from student and faculty perspectives: encounter a problem, apply a problem solving model (INFORMED), learn strategies to encourage thinking, and conceptualize a PBL experience for your own setting.

Interdisciplinary Collaboration for Elder Oral Health: Imagine the Possibilities

10:15 a.m.—1:15 p.m.

PCC - North 229 A

Faculty Development Workshop #59

CE credits: 3

Learning Objectives:

Define topics that would make up an ideal curriculum for geriatrics within the dental or allied dental curriculum. Identify service-learning educational opportunities for dental and allied dental students in elder oral care. Identify possible collaborative interdisciplinary projects that promote the improvement of elder oral health care and awareness. Identify online and classroom activities that promote learning experiences and awareness of elder care issues.

Identify resources and materials available for teaching elder issues and geriatric dental care.

Prof. Donna Warren-Morris, University of Texas Health Science Center at Houston, Dr. June Sadowsky, University of Texas Health Science Center at Houston

Focus on topics in elder oral care, including educational strategies, service learning activities, and interdisciplinary student and faculty projects that enhance the geriatric oral health curriculum.

Recognizing the S in SoTL When You See It: Imagine Redefining Your School's Scholarship Expectations **SoTLfest**

10:15 a.m.—1:15 p.m.

PCC - North 229 B

Faculty Development Workshop #73

CE credits: 3

Learning Objectives:

Critically evaluate scholarship statements from various schools. Create or redefine expectations of scholarship using the scholarship statement examples. Describe the implications of the statement of scholarship on promotion, tenure, and the reward process for faculty.

Dr. Paula O'Neill, University of Texas Health Science Center at Houston, Dr. Ted D. Pate, University of Texas Health Science Center at Houston

Focus on redefining your school's expectations of scholarship and developing ideas presented at the SoTLfest symposia. Participants will be exposed to models of scholarship that may help them redesign their school's statement of scholarship. A variety of different statements of scholarship will guide workshop activities.

ADEA Council of Students Meeting

10:15 a.m.—2:45 p.m.

HR - Phoenix Ballroom

Commission on Dental Accreditation (CODA) Orientation for Advanced Programs with Site Visits in 2009-11

By invitation only

10:30 a.m.—11:30 p.m.

HR - Cowboy Artist Room

AClient Users Meeting

10:30 a.m.—Noon
PCC - North 227 C

MedEdPORTAL Advocate Training

11:00 a.m.—Noon
PCC - North 221 B

ADEA Exhibition

11:00 a.m.—6:00 p.m.
PCC - Exhibit Hall DE

Members' Forum - Graduate and Postgraduate Education

11:30 a.m.—12:30 p.m.
PCC - North 221 A

Members' Forum - SIG on Legal Issues

11:30 a.m.—12:30 p.m.
PCC - North 221 C

Members' Forum - Pediatric Dentistry

11:30 a.m.—12:30 p.m.
PCC - North 222 C

Members' Forum - SIG on Lasers in Dentistry

11:30 a.m.—12:30 p.m.
PCC - North 226 C

Poster Presentations

11:30 a.m. — 1:00 p.m.
PCC - Exhibit Hall DE

Should Parts I and II of the NBDE be Merged?

11:30 a.m.—1:30 p.m.
PCC - North 226 AB

Symposium sponsored by ADEA Sections on Oral Biology and on Educational Research/Development and Curriculum
CE credits: 2

Learning Objective:

Identify the challenges and opportunities that a merged part I and II of the NBDE would present.

Dr. Andrew I. Spielman, New York University, Mr. Wayne Stevens, Columbia University, Dr. Marcia A. Boyd, Dr. Laura Neumann, American Dental Association, Prof. William Hendricson, University of Texas Health Science Center at San Antonio

One idea circulating among dental educators is the merging of the National Board Parts I and II. This symposium will

present five views: perspectives from ADEA, ASDA, and JCNDE; the Canadian experience with a single exam; and the view of an educator on the challenges and opportunities of one exam.

Members' Forum - Basic Science Caucus

Noon—1:00 p.m.
PCC - North 228 A

Members' Forum - Orthodontics

Noon—1:00 p.m.
PCC - North 228 B

Members' Forum - Dental Assisting Education

Noon—1:00 p.m.
PCC - North 231 A

Members' Forum - SIG on Foreign-Educated Dental Professionals

Noon—1:00 p.m.
PCC - North 231 B

MedEdPORTAL Advisory Group

By invitation only
Noon—1:00 p.m.
PCC - North 231 C

Lunch is available for purchase at concessions in the Exhibit Hall.

Good, Better, Best Grading Practices in Predoctoral Clinical Education

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #1
CE credit: 1

Learning Objectives:

Explain what works and what doesn't regarding the determination of clinical grades related to competency.
Acquire and apply different grading philosophies.

Dr. Janet L. Woldt, Arizona School of Dentistry and Oral Health

Grading in U.S. dental schools has recently been the subject of much discussion, particularly with regard to clinical grading. Which is better: letter grades, pass/fail grades, or something else? Depending upon the grading criteria, any way in which grades are determined may be subjective. But which is the best way?

Effectively Teaching Self-Assessment to Prepare the Millennial Dental Hygiene Student to Provide Quality Care

SoTifest

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #2
CE credit: 1

Learning Objectives:

Recognize the relationship between self-assessment and quality assurance/quality care. Identify the importance of utilizing a self-assessment module in the curriculum based on the literature. Analyze how your program is currently teaching self-assessment. Formulate ideas to more effectively teach self-assessment.

Prof. Sarah Jackson, Eastern Washington University

Research has demonstrated dental hygiene curricula need to be enhanced regarding self-assessment; however, there is no published curriculum module to effectively teach this skill. A self-assessment educational module was designed using published research and adult learning principles and was effective in improving hygiene students' perceptions and clinical application of self-assessment.

Integrating Oral Pathology into the Dental Hygiene Clinic

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #3
CE credits: 1

Learning Objectives:

Apply a concise approach to correlating oral pathology lecture content with clinical practice. Using simulated cases, demonstrate a tool for developing skills in identifying and describing oral lesions in the clinic setting. Identify ways in which this tool can be incorporated into daily clinic activity, including incentives.

Dr. Alice E. Curran, University of North Carolina at Chapel Hill, Dr. Terry Dean, Western Kentucky University

Imagine your future dental hygiene graduates practicing under less restrictive supervision, where they must refer patients with oral lesions for appropriate diagnosis and management. Gain an introduction to a tool that enhances pathology lectures by integrating a clinical oral pathology experience into the clinic appointment.

Outcomes of Critical Thinking for Evidence-Based Practice Integrated Across the Curricula

SoTifest

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #4
CE credit: 1

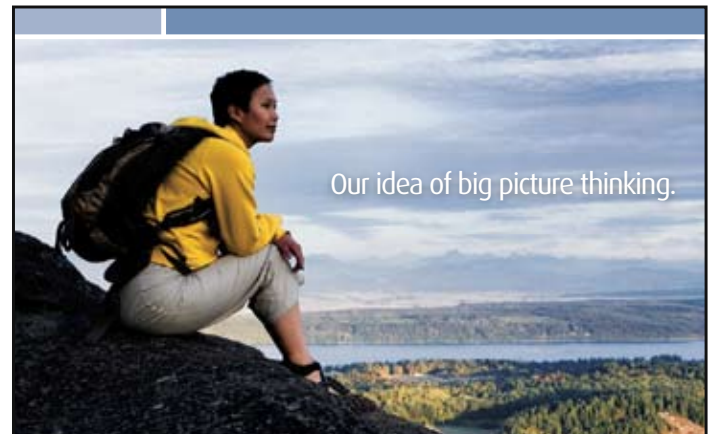
Learning Objectives:

Describe the relevance of critical thinking in dental and allied dental curricula. Identify the significance of outcome measurement in critical thinking. Share best practices that measure outcomes in critical thinking necessary for evidence-based practice. Establish networks for sharing ideas and collaborating on development of teaching methods that promote critical thinking for evidence-based practice.

Prof. Lorinda Coan, Indiana University, Prof. Joyce Hudson, Indiana University

CODA supports the implementation of critical thinking as an essential component in both dental and allied dental

MONDAY



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curricula. Designing purposeful assignments measuring attainment of effective critical thinking skills is problematic. The purpose of this workshop is to assist educators in developing assignments that measure critical thinking necessary for evidence-based practice.

The Future of Caries Management: Implementing Risk Assessment and Curative Strategies into Clinical Practice

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #5
CE credit: 1

Learning Objectives:

Compare and contrast risk assessment tools available for caries disease management in the educational and clinical settings. Describe evaluation instruments helpful in determining student competence in caries management.

Dr. Douglas A. Young, University of the Pacific Arthur A. Dugoni School of Dentistry, Dr. Mark S. Wolff, New York University

Caries Management By Risk Assessment (CAMBRA) is an evidence-based approach to caries risk assessment and management, preventive care, and minimally invasive treatment modalities. The future of caries management must include a comprehensive understanding and application of strategies that will enhance optimal oral health for our patients.

CEREC: Beyond the Imagination: Teaching New Technology in the Presence of a Financial Crisis

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #6
CE credit: 1

Learning Objective:

Discover how CEREC technology has been implemented in dental education programs. Identify ways to access new technology despite financial constraints.

Dr. Geraldine Weinstein, University of Florida

A universal dilemma faced by dental schools is the lack of funding for specialty programs. An exchange of ideas between schools may help overcome the difficulties of implementing CEREC technology in the predoctoral dental setting.

An Alternative Classification System for Medical Risk Assessment

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #7
CE credit: 1

Learning Objectives:

Describe an alternative system of medical risk assessment. Evaluate whether the new classification system allows for more accurate identification of the need for modification of dental procedures.

Dr. Miriam Robbins, New York University, Dr. Debra Ferraiolo, New York University

Patients are living longer with more complex medical conditions. In order to safely provide dental treatment for these patients, an assessment based on clinically relevant risk information with appropriate treatment modifications must be done. A new medical risk assessment system that includes modification of dental treatment will be discussed.

Imagine: Defining the S in SoTL

SoTLfest

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #8
CE credit: 1

Learning Objectives:

Identify key features of SoTL. Describe scholarship in the context of SoTL. List examples that demonstrate scholarly teaching. Identify resources that support SoTL. Change a teaching activity into a scholarly activity.

Dr. Diane C. Hoelscher, University of Detroit Mercy, Dr. Nadeem Karimbux, Harvard School of Dental Medicine

The Scholarship of Teaching and Learning (SoTL) promotes teaching as scholarly work. What makes teaching scholarly? How can faculty members convert everyday teaching activities into "scholarly" activity? Clarifying these issues promotes better understanding and improves faculty success. Explore these questions and develop strategies for success.

Integration of an Electronic Health Record into the Clinical Program

12:15—1:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #9
 CE credit: 1

Learning Objectives:
 Recognize skills needed to organize faculty, staff, and students for integration of an electronic health record. Discover a systematic approach for integrating an electronic health record into a dental school clinical program. Identify ways to evaluate the effectiveness of integration of an electronic software program.

Prof. Machel Thompson, Meharry Medical College, Dr. William Scales, Meharry Medical College, Dr. Cherae Farmer-Dixon, Meharry Medical College

Electronic health records allow dental faculty, students, and staff the ability to access patient records in a more timely manner, document patient treatment in real time, enhance work flow, and increase utilization of advanced technology. Learn about one school's seamless transition from a paper-based system to an electronic program.

Learning Styles vs. Teaching Styles: How Can the Two Work Together?



12:15—1:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #11
 CE credit: 1

Learning Objectives:
 Identify different learning styles. Identify different teaching styles. Integrate learning styles with teaching styles in course work. Identify limitations of matching learning styles with teaching styles.

Prof. Wanda Cloet, Central Community College

Discuss instruments that identify learning styles and teaching styles. If students' learning styles are not compatible with instructors' teaching styles, avenues will be discussed for addressing this issue. Once learning styles are identified, how do instructors incorporate this information into the classroom? Lastly, if instructors change their teaching styles to suit students' learning styles, does it really benefit students or act as a limitation?

Communication Between Predoctoral Dental Students and the Outsourced Dental Laboratory

12:15—1:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #12
 CE credit: 1

Learning Objectives:
 Define various methods of communication between the dental student and the laboratory technician. Construct a line of communication with an outsourced dental laboratory. Create a template for dental students working with an outsourced dental laboratory. Describe the benefits of using standardized terminology.

Prof. Donnie G. Poe, University of the Pacific Arthur A. Dugoni School of Dentistry

Accurate and complete communication between predoctoral students and the off-site or outsourced dental laboratory is absolutely essential for a meaningful and rewarding educational experience. This development of the dental team is a fundamental necessity with the advent of more advanced technologies and procedures.

Poster Presentations

1:00—2:30 p.m.
 PCC - Exhibit Hall DE

ADEA TechExpo

1:00—4:00 p.m.
 PCC - Exhibit Hall DE

ADA Foundation OLOF Steering Committee Meeting

By invitation only
 1:00—5:00 PM
 HR - Borein AB

Lunch is available for purchase at concessions in the Exhibit Hall.

Integrating Service Learning in the Dental Curriculum

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #13
 CE credit: 1

Learning Objectives:
 Identify three components of the Dentistry in the Community service-learning course. Describe methods

used to assess service-learning projects and community participation experiences. Identify possible community partners.

Prof. Michelle Panico, Arizona School of Dentistry and Oral Health

As dental educators we are charged with modeling compassion, ability, and integrity for our students. Through instruction, students can be inspired to become community leaders. Discuss integrating service learning into the dental curriculum through curricular time, assessment, and self-reflection.

Obstacles in Teaching First-Year Dental and Second-Year Dental Hygiene Students Periodontology

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #14

CE credit: 1

Learning Objectives:

Create a supportive learning environment that includes students at differing educational levels. Integrate technology to help engage two different populations with different knowledge bases. Devise learning activities that incorporate a diverse group of students.

Prof. Lisa Bilich, Eastern Washington University

Dental students have not had clinical experience in their education. Dental hygiene students have not had higher levels of anatomy and histology. The challenge is to teach the same subject to these two groups of students and make it meaningful to both.

Imagine a World Without Lawsuits: Minimizing the Threat of Malpractice Claims through Dental Education

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #15

CE credit: 1

Learning Objectives:

Describe the ongoing design of a web-based, case-based curriculum for dental practice risk management accessible to any dental educator. Explain how dental practice risk management can be integrated within a school's curriculum using actual litigation or malpractice cases. Show an educational-corporate partnership that fosters efficient use of learning time in the crowded dental curriculum. Describe

the potential positive impact of this collaborative curriculum initiative related to dental malpractice cases.

Mr. William C. Passolt, Fortress Insurance Company, Dr. Michael Ragan, Dr. Katherine F. Schrubbe, Marquette University

What if a cooperative education-business endeavor increased dental students' preparation for practice management while also improving patient management and preventing malpractice lawsuits? Dental educators and clinical deans, in conjunction with a malpractice insurer, are designing an innovative web-based and case-based dental practice risk management curriculum accessible to any dental educator.

Tobacco Cessation in the Dental Curriculum: A Monograph and CD-ROM Program — an Innovative Approach

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #16

CE credit: 1

Learning Objectives:

List the effects of short-term and long-term tobacco use on oral health and systemic health. Identify the risk of tobacco use on dental treatments of periodontal conditions, placement of implants, and delayed wound healing. Explain health benefits of smoking cessation on oral health, dental treatment, and systemic health. Describe intervention methodology in treatment of tobacco use according to the United States Public Health Service. Identify first-line medications (nicotine and non-nicotine) that have been shown to reliably increase long-term smoking abstinence.

Dr. Abdel R. Mohammed, The Ohio State University

This presentation will showcase the didactic and practical aspects of the tobacco cessation program at The Ohio State University College of Dentistry. This is consistent with the goal of health promotion by helping patients attain and maintain optimum oral health as stated in the recommendations of a modern dental curriculum.

Quality Control: Clinical and Financial Tracking to Reduce the Number of Remakes and Associated Expenses

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #17
CE credit: 1

Learning Objectives:

Assess the value of gathering data to calibrate faculty and recognize more consistent clinical teaching. Assess the value of gathering data to evaluate and strategize ways to reduce the incidence of pre-insertion refabrication. Assess the value of gathering data to evaluate trends and develop strategies to reduce the incidence of patient reimbursements.

Dr. Robert Meador Jr., University of Alabama at Birmingham

Clinical and financial tracking undertaken for quality control can reduce the number of remakes and associated direct and indirect expenses to the school.

Best Practices: Clinical Evidence Relating to Antibiotic Prophylaxis for Infective Endocarditis

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #18

CE credit: 1

Learning Objectives:

Review the current AHA guidelines for the prophylaxis of infective endocarditis and the patients at highest risk. Recognize that most cases of endocarditis are not related to dental procedures. Describe the underlying cardiac conditions associated with the highest risk of adverse outcome from infective endocarditis. Describe the rationale behind the changes in the guidelines and the evidence used to support the changes.

Dr. Miriam Robbins, New York University, Dr. Analia Veitz Keenan, New York University, Dr. Debra Ferraiolo, New York University

The interrelationship between infective endocarditis and dental treatment is complex and in many instances uncertain. The American Heart Association's (AHA) 2007 recommendations attempted to clarify which patients are at risk and to simplify the guidelines concerning the need for antibiotic prophylaxis prior to dental treatment.

Making the Most of Case-Based Learning by Promoting Critical Thinking

SoTifest

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #19

CE credit: 1

Learning Objectives:

Identify present challenges in dental education. Define critical thinking and the importance of its role in patient care. Describe what strategies are used to promote critical thinking during case series.

Dr. Silvia Spivakovsky, New York University, Dr. Analia Veitz Keenan, New York University, Dr. Miriam Robbins, New York University

The new generation of students is challenging our traditional methods of teaching. In order to meet the challenge, we need to implement highly interactive activities and guidance to facilitate active learning. Case-based learning can provide the ingredients that engage students in critical thinking and knowledge transfer using EB methodology.

Considerations for Selection and Assessment of Community-Based Sites for Dental Students' Extramural Clinical Experiences

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #20

CE credit: 1

Learning Objectives:

Identify criteria for community-based site selection for fourth-year dental students' clinical rotations. Identify criteria for community-based preceptor selection for fourth-year dental students' clinical rotations. Describe a process for site assessment and adjunct faculty credentialing leading to an affiliation agreement.

Dr. Christine Hryhorczuk, University of Illinois at Chicago, Dr. Aljernon J. Bolden, University of Illinois at Chicago

A standardized administrative process was developed to engage, recruit, and partner with community-based oral health sites that provide clinical services. These sites are used for clinical service-learning rotations for fourth-year dental students.

MONDAY

Examining the Previous Training and Educational Experiences of Advanced Placement Dental Students

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #21
 CE credit: 1

Learning Objectives:
 Write specific questions to assess the previous training, education, and clinical experience of advanced placement D-3 and D-4 students. Compare and contrast advanced placement students' previous training with that of an accredited U.S. school by interpreting survey data. Recognize that advanced placement students' previous training can vary greatly with regard to clinical experience and Minimal Disciplinary Requirements (MDRs). Define and categorize areas of potential strengths and weaknesses of advanced placement students' previous training. Design strategies that develop the critical thinking and improve clinical performance and proficiency by building upon previous training and experiences.

Dr. Morey Gendler, New York University

Advanced placement dental students at New York University College of Dentistry (NYUCD) were surveyed to gain a better understanding of their previous training, education, and clinical experiences. Questions analyzed the students' prior training including location, time, degree earned, and the number and type of procedures rendered to comparing this experience to their current training at NYUCD.

Improving Access to Dental Care: A Treatment Planning Model

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #22
 CE credits: 1

Learning Objectives:
 Compare and contrast the old and new access to care models within the University of Alabama at Birmingham School of Dentistry. Explain the purpose of the new treatment planning model in meeting educational objectives.

Dr. Sonya Mitchell, University of Alabama at Birmingham

University of Alabama at Birmingham has initiated a new treatment planning model that improved patient access to

dental care. The new treatment planning model has reduced the amount of time between initial screening and first patient treatment appointments and reduced the number of visits required to initiate treatment.

Developing Rubrics for Competency-Based Clinical Grading

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #23
 CE credit: 1

Learning Objectives:
 Evaluate the potential for current clinical grading systems, to include a competency-based format. Identify ways in which competency-based grading can be incorporated into existing clinical grading systems. Operate a web-based rubric program to develop rubrics for clinical grading. Construct a rubric cell with specific grading criteria.

Prof. Karen Ridley, University of Michigan

Learn how to use the rubric format for competency-based clinical grading.

Enhancing Students' Academic Performance and Classroom Participation Through Utilization of the Personal Response System

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #24
 CE credit: 1

Learning Objectives:
 Discover how the Personal Response System works. Review sample questions that may be used with the Personal Response System. Evaluate results of the Personal Response System.

Dr. Cherae Farmer-Dixon, Meharry Medical College, Prof. Machele Thompson, Meharry Medical College

The Personal Response System (clickers) was integrated to enhance students' academic learning and classroom participation. The clickers allow the lecturer to engage students simultaneously in a form of communication. Implementation resulted in increased student classroom participation and enhanced performance on examinations and provided instant feedback on lecture materials.

AClient Steering Committee

By invitation only
2:00—3:00 p.m.
PCC - North 231 C

The Computer-Based National Board Dental Hygiene Examination

2:00—3:30 p.m.
HR - Curtis AB
Educational Session sponsored by the Joint Commission on National Dental Examinations

Recruiting and Engaging the Millennial Resident: Imagination and Technology

SoTifest

2:00—3:30 p.m.
PCC - North 221 A
Section Program sponsored by Postdoctoral General Dentistry
CE credits: 1.5

Learning Objectives:
Discover teaching styles that keep your residents motivated. Construct a curriculum that allows outcome assessment while adapting to the current styles of learning. Identify technology to improve resident competency and the differences between current undergraduate curricula and technology and your existing program.

Major Sheryl Kane, U.S. Air Force Dental Service, Dr. Jeffrey Hicks, University of Texas Health Science Center at San Antonio, Dr. Kevin Gureckis, University of Texas Health Science Center at San Antonio, Dr. Richard Green, University of Southern California

The panel will discuss technology they utilize and the techniques they have acquired to engage the millennial generation residents. They will share their successes and failures, then open the floor to questions and discussion.

Strategies for Developing a Culture of Mentoring in Postdoctoral Periodontology

2:00—3:30 p.m.
PCC - North 221 C
Educational Session
CE credits: 1.5

Learning Objectives:
Identify reasons for the current crisis in dental faculty recruitment and retention. Review the principles of mentoring. Describe the mentoring strategy utilized in the

periodontology department at Tufts University. Evaluate the outcome of the mentoring strategy utilized at Tufts University.

Dr. Timothy Hempton, Tufts University, Dr. Terrence Griffin, Tufts University

Developing a culture of mentoring in periodontology programs can be an important tool to enable individuals to become more involved in the process of teaching and mentoring during their postdoctoral training. This program will describe the mentoring program utilized in the postdoctoral periodontology program at Tufts University.

Imagine the Clinical Curriculum of Tomorrow... Today!

2:00—3:30 p.m.
PCC - North 222 C
Section Program sponsored by Comprehensive Care and General Dentistry
CE credits: 1.5

Learning Objectives:
Evaluate the rationale for the ADEA Commission on Change and Innovation (ADEA CCI), the development of new competencies, and the necessity for change in the dental curriculum. Contrast and compare current dental school clinical models and why they are changing. Analyze and compare two schools' clinical curricula and how they approach innovation.

Dr. Kim Skaggs, University of Missouri-Kansas City, Dr. Fred Fendler, University of the Pacific Arthur A. Dugoni School of Dentistry, Prof. William Hendricson, University of Texas Health Science Center at San Antonio, Dr. K. William Stillwell, University of Florida, Dr. Marsha Pyle, Case School of Dental Medicine

Competencies for the New General Dentist were developed by ADEA to encourage curricular reform and innovation. This program is designed to specifically look at how some dental schools are developing innovative clinical models to address these new directions in dental education.

Valid Evaluation Methods: Creating and Utilizing Valid, Objective Evaluation Methods in Dental Education

SoTifest

2:00—3:30 p.m.
PCC - North 226 C

Section Program sponsored by Oral and Maxillofacial Surgery, Anesthesia, and Hospital Dentistry
CE credits: 1.5

Learning Objectives:

Identify how objective evaluations can be used in dental education. Recognize objective and valid technologies and methods in use for evaluating students and residents. Describe how to create a valid objective evaluation.

Dr. Pamela J Hughes, University of Minnesota, Dr. Alice Urbankova, Stony Brook University, Ms. Jane Miller University of Colorado at Denver

Objectively evaluating predoctoral and postdoctoral candidates and current students and residents continues to be a challenge for most dental education programs, even though objective measures are recommended by accreditation bodies. Recent technologies and methods have been described to develop and validate admission and clinical competency evaluation processes.

Successful Development of Case-Based Student Learning in the Diagnostic Sciences

SoTI_{fest}

2:00—3:30 p.m.

PCC - North 227 C

Section Program sponsored by Oral Diagnosis/Oral Medicine
CE credits: 1.5

Learning Objectives:

Summarize the goals of case-based learning and how to and when to use it. Evaluate success in using case-based learning.

Dr. Robert Arm, Christiana Care, Dr. Jerry Bouquot, University of Texas Health Science Center at Houston, Dr. Stephen Stefanac, University of Michigan

The formal lecture is no longer the standard for education. Case-based learning, where students must think, will be reviewed. With audience participation, presenters will discuss different formats from computer-based to actual patients. Successes, problems, and suggestions for improvement of the formats will be reviewed.

Tobacco Cessation Education in U.S. Dental Hygiene Programs

2:00—3:30 p.m.

PCC - North 228 A

Educational Session
CE credits: 1.5

Learning Objectives:

Summarize the state of tobacco education in U.S. dental hygiene schools. Identify the pros and cons of the optimal level of tobacco cessation competency students should be able to demonstrate. Formulate a tobacco cessation competency recommendation.

Prof. Joan M. Davis, Southern Illinois University Carbondale

This program will offer a brief historical overview of tobacco education in dental hygiene curricula over the past twenty years. The results and possible implications from a 2007-08 national tobacco education survey of U.S. dental hygiene program directors will be shared.

Simulation for Dental Practice Management

2:00—3:30 p.m.

PCC - North 228 B

Educational Session

CE credits: 1.5

Learning Objectives:

Recognize a new modality for practice management instruction. Create new teaching scenarios for practice management instruction. Apply a new teaching vehicle to current practice management pedagogy.

Dr. Joseph DiDonato III, University of Rochester Eastman Dental Center

A web-based computer simulation and teaching companion for studies in dental practice management is presented. The user creates a dental practice model and business strategy, which is tested over 10 periods resulting in financial outputs for analysis. The simulation is a vehicle for learning accounting, finance, and business management.

Case-Based Scenarios in the Preclinical Environment

SoTI_{fest}

2:00—3:30 p.m.

PCC - North 231 A

Section Program sponsored by Clinical Simulation

CE credits: 1.5

Learning Objectives:
Identify ways to include case-based scenarios in the preclinic environment. Integrate 'patient data' into manikin procedures. Identify central issues and the potential teaching value of a particular case. State how case-based teaching can lead to case-based student evaluations.

Dr. Kenneth Allen, New York University, Dr. David Glotzer, New York University, Dr. Mark S. Wolff, New York University, Dr. James Kaim, New York University

Transitioning from the preclinical environment to the clinic is challenging for many students. Using case-based treatment plans, students learn to deal with a simulated patient. This 'patient' has a medical and dental history, radiographs, and a treatment plan, together with a complete treatment record.

ADEA Leadership Institute Alumni Association Education Program

By invitation only
2:00—4:00 p.m.
PCC - North 232 A/C

Imagine - Calibrated Clinical Faculty: Fantasy or Reality?

2:00—5:00 p.m.
PCC - North 224 A
Faculty Development Workshop #60
CE credits: 3

Learning Objectives:
Demonstrate an understanding of the importance and challenges of faculty calibration. Apply tools and methods for addressing calibration issues. Develop a calibration plan for clinical faculty specific to your institution.

Prof. Salme Lavigne, University of Manitoba, Dr. Cecelia Dong, University of Manitoba, Prof. Joanna Asadoorian, University of Manitoba

Review literature surrounding clinical faculty calibration, present tools and methods used for calibration, and develop a calibration plan for administration and faculty. There will also be an opportunity for roundtable discussions of addressing these difficulties.

Teaching and Technology: How Can One Enhance the Other?

2:00—5:00 p.m.
PCC - North 224 B

Faculty Development Workshop #61
CE credits: 3

Learning Objectives:
Analyze how the incorporation of technology can assist educators in making curricular changes to better meet the needs of students. Explain the necessity for curricular change based upon characteristics of today's students and an ever-changing environment. Analyze ways to incorporate current technology into coursework in a way that will enhance teaching and learning.

Dr. Cynthia Gadbury-Amyot, University of Missouri-Kansas City, Prof. Kimberly Bray, University of Missouri-Kansas City, Prof. Sheryl Syme, University of Maryland, Dr. Joseph Whitt, University of Missouri-Kansas City

This workshop will provide an overview of current technologies utilized at two universities and explore the process engaged in to determine how best to utilize technology to enhance the teaching and learning environment. Participants will have the opportunity to examine and formulate ways to incorporate technology into their teaching.

Developing Objectively Scorable Test Items that Measure Higher Level Thinking

SoTLfest

2:00—5:00 PM
PCC - North 229 B
Faculty Development Workshop #63
CE credits: 3

Learning Objectives:
Explain advantages and disadvantages of different item types for assessing higher level cognitive skills. Use item performance characteristics to improve item-writing skills. Generate and transform items to tap essential dental competencies.

Dr. Laura M. Neumann, American Dental Association, Dr. Thomas M. Haladyna

This program will assist faculty in understanding and developing methods for assessing higher-level cognitive skills related to didactic instruction. The workshop format will include lecture and discussion as well as practice in writing and critiquing test items.

ADEA Town Hall Meeting on Oral Health and Health Care Reform

2:30—4:00 p.m.

PCC - North 231 B

Is a health care system without oral health care a true solution to the American health care crisis? This is the topic explored in this ADEA town hall meeting. The meeting will inform an invited representative from the health reform team of President Barack Obama with regard to unmet oral health needs and the consequences that result by continuing to ignore oral health within our nation's broader health care reform agenda. In addition to an overview of the need for oral health in health care reform and a review of President Barack Obama's health care reform plan, other speakers will include ADEA members representing a variety of perspectives, including dental public health, children, oral health disparities, community dental education partnerships, elderly and special needs populations, insurance coverage, and the practicing community.

Imagine the General Dentist Being Comfortable and Confident in Conducting an Age One Dental Visit

2:30—4:30 p.m.

PCC - North 222 AB

Symposium sponsored by ADEA Section on Pediatric Dentistry

CE credits: 2

Learning Objectives:

Describe how to perform an infant oral examination, including the knee-to-knee dental examination of an infant. Identify topics to discuss with parents as "anticipatory guidance" during an infant oral visit. Identify children at high risk of developing dental caries or other dental diseases. Create a presentation for parents of babies on the importance of the age one dental visit. Perform a download of educational material on infant oral exams from MedEdPORTAL.

Mr. Scott Dalhouse, American Academy of Pediatric Dentistry, Dr. Nicolas G. Mosca, Mississippi Department of Health, Dr. Lina M. Cardenas, University of Texas Health Science Center at San Antonio, Dr. Joan E. Kowolik, Indiana University

This symposium is intended for dental school deans, faculty, curriculum specialists, and general dentists and will provide guidance in the teaching of the necessary skill set for beginning general dentist to be confident in conducting an age one dental visit for the child patient and parent.

Not One or the Other: Understanding Integrative Medicine (IM)

2:30—4:30 p.m.

PCC - North 225 AB

Symposium

CE credits: 2

Learning Objective:

Identify how mainstream medical therapies and alternative medicine (CAM) therapies can be used in the dental curriculum.

Prof. Pamela Zarkowski, University of Detroit Mercy, Dr. Henri Roca III (Invited), Medical Director of the Greenwich Hospital Center for Integrative Medicine, Dr. Susan Silverton, Laurentian University

The Western medical paradigm includes a new science paradigm known as integrative medicine (IM). IM combines mainstream medical therapies and complementary and alternative medicine (CAM) therapies. This panel will discuss current CAM and IM practices that may have implications for dental curriculum, cultural competency concepts, legal issues, and treatment.

The Robert Wood Johnson Foundation Dental Pipeline Program Evaluation: Findings, Best Practices, and Future Directions for Community-Based Dental Education

2:30—4:30 p.m.

PCC - North 227 AB

Symposium

CE credits: 2

Learning Objectives:

Explain major findings of the evaluation study, examining both short- and long-term outcomes expected from the Pipeline program. Demonstrate how findings inform best practices for dental education programs and curricula. Outline future directions and policy implications for oral health and other health professions. Describe community-based dental education, workforce diversity, and access to oral health care for underserved and low-income populations.

Dr. Ronald Andersen, University of California, Los Angeles School of Public Health, Dr. Howard Bailit, University of Connecticut, Ms. Daisy Carreon, University of California, Los Angeles School of Public Health, Dr. Allan J. Formicola, Columbia University, Dr. Pamela Davidson, University of California, Los Angeles School of Public Health, et al.

The National Evaluation Team (NET) will present findings from the evaluation of the Pipeline, Profession and Practice: Community-Based Dental Education Program with goals of increasing underrepresented minority enrollment, developing community-based dental education curricula, and extending extramural clinical rotations. The NET will highlight best practices to attain these goals.

ADEA Reference Committee on Association Policy

3:00 p.m.—4:00 p.m.
PCC - North 221B

ADEA AADSAS Task Force

By invitation only
3:15—5:00 p.m.
PCC - North 231 C

Members' Forum - Postdoctoral General Dentistry

3:45—4:45 p.m.
PCC – North 221 A

Members' Forum - Comprehensive Care and General Dentistry

3:45—4:45 p.m.
PCC - North 222 C

Members' Forum - Oral and Maxillofacial Surgery/Anesthesiology/Hospital Dentistry

3:45—4:45 p.m.
PCC - North 226 C

Members' Forum - Oral Diagnosis and Oral Medicine

3:45—4:45 p.m.
PCC - North 227 C

Members' Forum - Clinical Simulation

3:45—4:45 p.m.
PCC - North 231 A

How to Submit a Proposal for the 2010 ADEA Annual Session

4:00—5:00 p.m.
PCC - North 226 AB
Educational Session

ADEA Annual Session experiences provide glimpses of the evolving future of dental education. At the 2010 ADEA Annual Session, these glimpses will guide and frame our vision of the future through *Assessment as Portraits of Change*. Attend this interactive and informative program to learn how to submit proposals for educational programming at the next ADEA Annual Session.

Fostering Change and Innovation in a Fiscally Conservative Environment

4:00—5:00 p.m.
HR - Curtis AB

Educational Session sponsored by the ADEA Commission on Change and Innovation in Dental Education (ADEA CCI)
CE credit: 1

Learning Objectives:

Describe the opportunities and challenges that arise when pursuing change and innovation in the midst of financially difficult times.

Scott D. Pattison, J.D., Executive Director, National Association of State Budget Officers

Like other areas of higher education, dental schools face increasing challenges, from financial constraints to new student learning behaviors. Many intersect with salient issues such as diversity, faculty recruitment and retention, and curriculum reform. The complexity of the challenges and any corresponding solutions can be daunting, even for the most seasoned leader, especially when financial resources are being cut. This special session, sponsored by the ADEA Commission on Change and Innovation in Dental Education, will explore the vision, strategies, and collaboration required to foster change and innovation within a context of diminishing financial resources. Current examples and strategies will be presented that will help participants navigate change on their campus, especially within the context of a weakened U.S. economy. The emphasis of this session will be on transformative change that is systemic and long-term. Too often efforts to create change fall flat because of problems with implementation, support, or momentum. It is the view of this session that real change can only be transformative if it is systemwide, intentional, and with long term impact. The discussion will present examples of change from the higher education community. Many of the lessons from this session are applicable to leaders in dental education and underscore our commonalities with the larger higher education community.

Connecting with Colleagues Reception

5:00—6:00 p.m.
PCC - Exhibit Hall

ADEA Commission on Change and Innovation in Dental Education (ADEA CCI) Liaisons Meeting

5:00—6:00 p.m.
HR - Curtis AB

Dr. Gene A. Kramer, American Dental Association, Dr. Judith E. N. Albino, Academy for Academic Leadership, Prof. William Hendricson, University of Texas Health Science Center at San Antonio

ADEA Commission on Change and Innovation in Dental Education Reception

6:00—7:00 p.m.
HR - Atrium

AADR/ADEA Academic Dental Careers Fellowship Program (ADCFP) Reception

By invitation only
6:00—7:30 p.m.
HR - Cassidy and Cassidy Foyer

American Dental Hygienists' Association and The Procter & Gamble Company Reception

By invitation only
6:00—8:00 p.m.
HR - Sundance

American Association of Oral and Maxillofacial Surgeons (AAOMS) Reception for Deans

By invitation only
6:00—8:00 p.m.
HR - Phoenix Ballroom

SELAM Meeting

6:00—9:00 p.m.
HR - Regency AB

ADEA Legislative Leadership Dinner Sponsored by Sunstar Americas, Inc.

By invitation only
6:30—10:00 p.m.
HR - Ellis

Tuesday, March 17**American Academy of Periodontology (AAP) Deans' Breakfast**

By invitation only
8:00—9:00 a.m.
HR - Ellis East

American Association of Oral and Maxillofacial Surgeons (AAOMS) ADEA Liaison Committee Breakfast Meeting

By invitation only
8:00—9:00 a.m.
HR - Suite 312

Bridging the Generation Gap Plenary Session

8:30—10:00 a.m.
PCC - West 301 AB
Plenary Session

Mr. Richard Sweeney, New Jersey Institute of Technology, and Arizona School of Dentistry and Oral Health students

Local students between the ages of 19 and 24 will participate in a 90-minute live exchange about their preferences, tastes, and styles in their use of technology, what they read, how they get information, and similar questions regarding how to engage and teach this generation. The lively forum will be enjoyable and enlightening and is sure to engage all who want to know more about these students' expectations and experiences.

American Dental Association Foundation DOWG Meeting

By invitation only
9:30—11:00 a.m.
HR - Suite 314

Commission on Dental Accreditation (CODA) Feedback Session

By invitation only
10:00—11:00 a.m.
HR - Remington

Update on the National Board Dental Examinations

10:00—11:30 a.m.
HR - Curtis AB
Educational Session sponsored by the Joint Commission on National Dental Examinations

Peer Assessment and Developing Professional Competence

10:15 a.m.—12:15 p.m.

PCC -222 AB

Presidential Symposium

Learning Objectives:

Describe the rationale for formative, multi-modal assessment for health professions students, including major features of one comprehensive model. Explain the unique role of peer assessment within such a system, including design, psychometrics, acceptability, and impact for students. Compare areas of similarity and difference between medical and dental education models, and share ideas about future directions (through panel discussion and audience input).

Dr. Anne C. Nofziger, University of Rochester; Dr. Caroline Damsky, University of California, San Francisco; Dr. Fred More, New York University; Mr. Nathan Granillo, University of California, San Francisco; Ms. Jennifer Frangos, New York University

At a time when health professions education is working to foster students whose professional competence goes well beyond knowledge and skills, it has become necessary to push beyond traditional assessment formats. The focus on outcomes and competency has led to assessments that attempt to provide students with more than a score reflecting their knowledge acquisition on the day of the exam. Ideally, assessment can allow students to demonstrate their ability to perform in situations of uncertainty, integrating knowledge and skills from multiple domains, and applying them in new situations to solve complex, meaningful problems. Peer assessment can be a particularly powerful source of feedback about students' competence, particularly in domains of professionalism that have been difficult to capture using traditional assessment modalities. Most importantly, assessment must prompt reflection: having reviewed credible, high-quality data and recognized areas of relative strength and weakness, the student can prioritize learning needs and plan ways to improve future performance. This ability to direct one's own learning is itself a part of professionalism and ethical practice. Many factors can facilitate or hinder this type of formative assessment and reflection, among them class size, availability of resources, availability of mentoring, and curriculum structure.

This session will begin with a discussion about assessment of professional competence in medical students, with a focus on the unique role that peer assessment can play within a broader, multi-modal assessment program. Data

from an active peer assessment program will be reviewed, including reliability and validity, and the personal impact of peer assessment as reported by medical students. Lessons and pitfalls related to implementation of peer assessment will also be discussed.

The presentation will be followed by a panel discussion with dental educators and students, with an opportunity for input from the audience.

Members' Forum - Physiology, Pharmacology, and Therapeutics

10:15—11:15 a.m.

PCC - North 221 C

Members' Forum - Dental Informatics

10:15—11:15 a.m.

PCC - North 226 C

Clinical Teaching in the Undergraduate Dental Clinic

10:15 a.m.—1:15 p.m.

PCC - North 224 A

Faculty Development Workshop #64

CE credits: 3

Learning Objectives:

Identify how to set the emotional tone in the clinic. Apply techniques to facilitate students' learning. Describe cognitive load theory and other theories of student learning. Recognize the importance of being a role model.

Dr. Lorne Chapnick, University of Toronto

Research has shown that current dental pedagogical programs for full- and especially part-time predoctoral clinical teachers are insufficient. Yet, at least anecdotally, students seem pleased with their clinical instructors. Gain specific, practical, and evidence-based techniques for the clinical teacher.

TUESDAY

Back to the Future: Documenting Diverse Academic Journeys through Professional Portfolios for Tenure and Promotion

SoTifest

10:15 a.m.—1:15 p.m.

PCC - North 224 B

Faculty Development Workshop #65

CE credits: 3

Learning Objectives:

Identify key components of the professional portfolio in preparation for a successful tenure and promotion application. Integrate national and international standards used to evaluate professional portfolio elements. Apply a successful professional portfolio rubric/tool. Evaluate teaching, research, and service efforts in preparation for successful professional portfolio development. Outline innovative professional portfolios and best practices.

Dr. Dieter J. Schonwetter, University of Manitoba, Prof. Laura M. MacDonald, University of Manitoba, Dr. Vanessa Swain, University of Manitoba

Based on best practices and guided by current literature on professional portfolios, this presentation will provide administrators, educational developers, and faculty with an electronic rubric/tool that can be used to record and present teaching, research, and service efforts in preparation for a successful tenure and promotion portfolio and application.

Tools for Assessing the Outcomes of Professional Ethics Education in Dentistry

SoTifest

10:15 a.m.—1:15 p.m.

PCC - North 229 A

Faculty Development Workshop #66

CE credits: 3

Learning Objectives:

Identify ethical assessment tools available for use with students in dental education settings. Describe their development and reliability as well as the use of their results. Implement the tests as appropriate.

Dr. Phyllis L. Beemsterboer, Oregon Health & Science University, Dr. Muriel Bebeau, University of Minnesota

Several outcome measures have been designed to assess the effectiveness of dental ethics education. Grounded in a well-researched theory of ethical development, each measure enables the user to assess components of ethical

development: ethical sensitivity, moral reasoning and judgment, and professional identity formation.

Fit to Sit: Technology Enhanced Curriculum to Teach Body Mechanics

10:15 a.m.—1:15 p.m.

PCC - North 229 B

Faculty Development Workshop #67

CE credits: 3

Learning Objectives:

Identify risk factors that contribute to musculoskeletal pain and disorders (MSDs). Demonstrate structurally stable sitting positions and movement strategies, and evaluate common clinical postures using a six-point Movement & Alignment Tool. Perform stretches that target specific areas where clinicians experience stress and pain. Identify key characteristics of chairs and magnification loupes that support good posture. Identify how online resources can be used to integrate Fit to Sit concepts across the curriculum.

Dr. Jane L. Forrest, University of Southern California, Dr. Jacquelyn Dylla, University of Southern California

Fit to Sit is an interactive program based on the six components of posture to minimize occupational pain or injury. Technology-enhanced modules for teaching and evaluating students and incorporating fitness to develop good postural habits are presented. Also, a guide for selecting chairs and magnification to support body alignment is discussed.

ADEA Council of Students Meeting

By invitation only

10:15 a.m.—1:45 p.m.

HR - Gilbert

Introducing ADEA CAAPID (Centralized Application for Advanced Placement for International Dentists)

10:30—11:30 a.m.

PCC - North 225 AB

On June 8, ADEA will launch a new centralized application service for international dentists applying to advanced placement programs in the United States and Canada. Learn more about the ADEA CAAPID application and the services provided to programs.

TUESDAY

Is Congress Planning to Restructure the GME Program?

10:30 a.m.—Noon
PCC - North 226 AB

Ms. Laura Loeb, King & Spalding

Some in Congress are talking about restructuring the Graduate Medical Education (GME) program by creating a commission that would consider, among other changes, aligning GME with other federal subsidies to ensure that health professionals are trained and distributed to meet workforce needs; replacing the current method of paying for GME; expanding the entities eligible for GME funds to include non-teaching hospital-based entities; and adjusting Medicare caps on GME to increase the number of primary care residents, general dentistry residents, geriatric fellowships, and other health professionals trained in federal medical facilities. Ms. Loeb will discuss potential changes in the GME program and other issues of importance to academic dental schools receiving GME funding.

ADEA Exhibition

11:00 a.m.—3:00 p.m.
PCC - Exhibit Hall DE

Members' Forum - SIG on Tobacco-Free Initiatives

11:30 a.m.—12:30 p.m.
PCC - North 226 C

Poster Presentations

11:30 a.m.—1:00 p.m.
PCC - Exhibit Hall ED

ADEA AFASA Planning Committee

By invitation only
Noon—1:00 p.m.
PCC - North 231 C

Lunch is available for purchase at concessions in the Exhibit Hall.

Integrating Service Learning in the Dental Curriculum

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #25
CE credit: 1

Learning Objectives:

Identify three components of the Dentistry in the Community service-learning course. Describe methods used to assess service-learning projects and community participation experiences. Identify possible community partners.

Ms. Michelle Panico, Arizona School of Dentistry and Oral Health

As dental educators, we are charged with modeling compassion, ability, and integrity for our students. Through instruction, students can be inspired to become community leaders. Join a discussion on integrating service-learning into the dental curriculum. Topics to be discussed include curricular time, assessment, and self-reflection.

Obstacles in Teaching First-Year Dental and Second-Year Dental Hygiene Students Periodontology

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #26
CE credit: 1

Learning Objectives:

Create a supportive learning environment that includes students at differing educational levels. Integrate technology to help engage two populations with different knowledge bases. Devise learning activities that incorporate a diverse group of students.

Prof. Lisa Bilich, Eastern Washington University

Dental students have not had clinical experience in their education. Dental hygiene students have not had higher levels of anatomy and histology. The challenge is to teach the same subject to these two groups of students and make it meaningful to both.

Imagine a World Without Lawsuits: Minimizing the Threat of Malpractice Claims through Dental Education

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #27
CE credits: 1

Learning Objectives:

Describe the ongoing design of a web-based, case-based curriculum for dental practice risk management accessible to any dental educator. Explain how dental practice risk management can be integrated within a school's curriculum

TUESDAY

using actual litigation or malpractice cases. Show an educational-corporate partnership that fosters efficient use of learning time in the crowded dental curriculum. Describe the potential positive impact of this collaborative curriculum initiative related to dental malpractice cases.

Mr. William C. Passolt, Fortress Insurance Company, Dr. Michael Ragan, Dr. Katherine F. Schrubbe, Marquette University

What if a cooperative education-business endeavor increased dental students' preparation for practice management while also improving patient management and preventing malpractice lawsuits? Dental educators and clinical deans, in conjunction with a malpractice insurer, are designing an innovative web-based and case-based dental practice risk management curriculum accessible to any dental educator.

Tobacco Cessation in the Dental Curriculum: An Innovative Monograph and CD-ROM Program

12:15—1:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #28

CE credit: 1

Learning Objectives:

List the effects of short-term and long-term tobacco use on oral health and systemic health. Identify the risk of tobacco use on dental treatment of periodontal conditions, placement of implants, and delayed wound healing. Explain health benefits of smoking cessation on oral health, dental treatment, and systemic health. Describe intervention methodology in treatment of tobacco use according to the American Public Health Service. Provide first-line medications (nicotine and non-nicotine) that have been shown to reliably increase long-term smoking abstinence.

Dr. Abdel R. Mohammad, The Ohio State University

Be introduced to the didactic and practical aspects of the tobacco cessation program at The Ohio State University College of Dentistry. The program is consistent with the goal of health promotion by helping patients attain and maintain optimum oral health as stated in the recommendations of a modern dental curriculum.

Quality Control: Clinical and Financial Tracking to Reduce the Number of Remakes and Associated Expenses

12:15—1:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #29

CE credit: 1

Learning Objectives:

Assess the value of gathering data to calibrate faculty and recognize more consistent clinical teaching. Assess the value of gathering data to evaluate and strategize ways to reduce the incidence of pre-insertion refabrication. Assess the value of gathering data to evaluate trends and develop strategies to reduce the incidence of patient reimbursements.

Dr. Robert Meador Jr., University of Alabama at Birmingham

Clinical and financial tracking undertaken for quality control can reduce the number of remakes and associated direct and indirect expenses to the school.

Best Practices: Clinical Evidence Relating to Antibiotic Prophylaxis for Infective Endocarditis

12:15—1:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #30

CE credit: 1

Learning Objectives:

Review the current AHA guidelines for the prophylaxis of infective endocarditis and the patients at highest risk. Recognize that most cases of endocarditis are not related to dental procedures. Describe the underlying cardiac conditions associated with the highest risk of adverse outcome from infective endocarditis. Describe the rationale behind the changes in the guidelines and the evidence used to support the changes.

Dr. Miriam Robbins, New York University, Dr. Debra Ferraiolo, New York University

The interrelationship between infective endocarditis and dental treatment is complex and in many instances uncertain. The American Heart Association's (AHA) 2007 recommendations attempted to clarify which patients are at risk and to simplify the guidelines concerning the need for antibiotic prophylaxis prior to dental treatment.

Making the Most of Case-Based Learning by Promoting Critical Thinking

SoTifest

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #31
CE credit: 1

Learning Objectives:

Identify the present challenges in dental education. Define critical thinking and the importance of its role in patient care. Describe what strategies are used to promote critical thinking during case series.

Dr. Silvia Spivakovsky, New York University, Dr. Analia Veitz Keenan, New York University, Dr. Miriam Robbins, New York University, Dr. Debra Ferraiolo, New York University

The new generation of students is challenging our traditional methods of teaching. In order to meet the challenge, we need to implement highly interactive activities and guidance to facilitate active learning. Case-based learning can provide the ingredients that engage students in critical thinking and knowledge transfer using evidence-based methodology.

Considerations for Selection and Assessment of Community-Based Sites for Dental Students' Extramural Clinical Experiences

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #32
CE credit: 1

Learning Objectives:

Identify criteria for community-based site selection for fourth-year dental students' clinical rotations. Identify criteria for community-based preceptor selection for fourth-year dental students' clinical rotations. Describe a process for site assessment and adjunct faculty credentialing leading to an affiliation agreement.

Dr. Christine Hryhorczuk, University of Illinois at Chicago, Dr. Aljernon J. Bolden, University of Illinois at Chicago

A standardized administrative process was developed to engage, recruit, and partner with community-based oral health sites that provide clinical services. These sites are used for clinical service learning rotations for fourth-year dental students.

Examining the Previous Training and Educational Experiences of Advanced Placement Dental Students

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #33
CE credit: 1

Learning Objectives:

Write specific questions to assess the previous training, education, and clinical experience of advanced placement D-3 and D-4 students. Compare and contrast advanced placement students' previous training with that of an accredited U.S. school by interpreting survey data. Recognize that advanced placement students' previous training can vary greatly with regards to clinical experiences and Minimal Disciplinary Requirements (MDRs). Define and categorize areas of potential strengths and weaknesses of advanced placement students' previous training. Design strategies that develop the critical thinking and improve clinical performance and proficiency by building upon previous training and experiences.

Dr. Morey Gendler, New York University

Advanced placement dental students at the New York University College of Dentistry were surveyed to gain a better understanding of their previous training, education, and clinical experiences. The analysis presented includes locations, durations, degrees earned, and the number and type of procedures rendered prior to their current training at NYUCD.

Improving Access to Dental Care: A Treatment Planning Model

12:15—1:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #34
CE credit: 1

Learning Objectives:

Compare and contrast the old and new access to care models within the University of Alabama at Birmingham School of Dentistry. Explain the purpose of the new treatment planning model in meeting educational objectives.

Dr. Sonya Mitchell, University of Alabama at Birmingham

The University of Alabama at Birmingham has initiated a treatment planning model that has improved patient access to dental care. The new model has reduced the amount of

time between initial screening and first patient treatment and reduced the number of visits required to initiate treatment.

Enhancing Students' Academic Performance and Classroom Participation through Utilization of the Personal Response System

12:15—1:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #36

CE credit: 1

Learning Objectives:

Discover how the Personal Response System works. Review sample questions that may be used with the Personal Response System. Evaluate results of the Personal Response System.

Dr. Cherae Farmer-Dixon, Meharry Medical College, Prof. Mabelle Thompson, Meharry Medical College

The Personal Response System was integrated to enhance students' academic learning and classroom participation. "Clickers" allow the lecturer to engage students simultaneously in a form of communication. Implementation resulted in increased student classroom participation and enhanced performance on examinations and provided instant feedback on lecture materials.

Members' Forum - Oral and Maxillofacial Radiology

12:15—1:15 p.m.

PCC - North 228 A

ADEA Reference Committee on Administrative Affairs Hearing

1:00—2:00 p.m.

PCC - North 222 AB

Poster Presentations

1:00—2:30 p.m.

PCC - Exhibit Hall

American Society for Dental Ethics (ASDE) Business Meeting

1:15—2:30 p.m.

HR-Sundance Room

Lunch is available for purchase at concessions in the Exhibit Hall.

Good, Better, Best Grading Practices in Predoctoral Clinical Education

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #37

CE credit: 1

Learning Objectives:

Explain what works and what doesn't regarding the determination of clinical grades related to competency. Acquire and apply different grading philosophies.

Dr. Janet L. Woldt, Arizona School of Dentistry and Oral Health

Grading in U.S. dental schools has recently been the subject of much discussion, particularly with regard to clinical grading. Which is better: letter grades, pass/fail grades, or something else? Depending upon the grading criteria, any way in which grades are determined may be subjective. But which is the best way?

Integrating Oral Pathology into the Dental Hygiene Clinic

1:15—2:15 p.m.

PCC - Exhibit Hall

Lunch & Learn #39

CE credit: 1

Learning Objectives:

Apply a concise approach to correlating oral pathology lecture content with clinical practice. Using simulated cases, demonstrate a tool for developing skills in identifying and describing oral lesions in the clinic setting. Identify ways in which this tool can be incorporated into daily clinic activity, including incentives.

Dr. Alice E. Curran, University of North Carolina at Chapel Hill, Dr. Terry Dean, Western Kentucky University

Imagine your future dental hygiene graduates practicing under less restrictive supervision, where they must refer patients with oral lesions for appropriate diagnosis and management. The purpose of this session is to introduce a tool that enhances pathology lectures by integrating a clinical oral pathology experience into the clinic appointment.

Outcomes of Critical Thinking for Evidence-Based Practice Integrated Across the Curricula

SoTI^{fest}

1:15—2:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #40
CE credit: 1

Learning Objectives:

Describe the relevance of critical thinking in dental and allied dental curricula. Identify the significance of outcome measurement in critical thinking. Share best practices that measure outcomes in critical thinking necessary for evidence-based practice. Establish networks for sharing ideas and collaborating on development of teaching methods that promote critical thinking for evidence-based practice.

Prof. Lorinda Coan, Indiana University, Prof. Joyce Hudson, Indiana University

CODA supports the implementation of critical thinking as an essential component in both dental and allied dental curricula. Designing purposeful assignments measuring attainment of effective critical thinking skills is problematic. The purpose of this workshop is to assist educators in developing assignments that measure critical thinking necessary for evidence-based practice.

The Future of Caries Management: Implementing Risk Assessment and Curative Strategies into Clinical Practice

1:15—2:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #41
CE credit: 1

Learning Objectives:

Compare and contrast risk assessment tools available for caries disease management in the educational and clinical settings. Describe evaluation instruments helpful in determining student competence in caries management.

Dr. Douglas A. Young, University of the Pacific Arthur A. Dugoni School of Dentistry, Dr. Mark S. Wolff, New York University

Caries Management By Risk Assessment (CAMBRA) is an evidence-based approach to caries risk assessment and management, preventive care, and minimally invasive

treatment modalities. The future of caries management must include a comprehensive understanding and application of strategies that will enhance optimal oral health for our patients.

CEREC: Beyond the Imagination: Teaching New Technology in the Presence of a Financial Crisis

1:15—2:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #42
CE credit: 1

Learning Objectives:

Discover how CEREC technology has been implemented in dental education programs. Identify ways to access new technology despite financial constraints.

Dr. Geraldine Weinstein, University of Florida

A universal dilemma of dental schools is the lack of funding for specialty programs. An exchange of ideas between schools may help overcome the difficulties of implementing CEREC technology in the predoctoral dental setting.

An Alternative Classification System for Medical Risk Assessment

1:15—2:15 p.m.
PCC - Exhibit Hall
Lunch & Learn #43
CE credit: 1

Learning Objectives:

Describe an alternative system of medical risk assessment. Evaluate whether the new classification system allows for more accurate identification of the need for modification of dental procedures.

Dr. Miriam Robbins, New York University

Patients are living longer, with more complex medical conditions. In order to safely provide dental treatment for these patients, an assessment based on clinically relevant risk information with appropriate treatment modifications must be done. A new medical risk assessment system that includes modification of dental treatment will be discussed.

Imaging: Defining the S in SoTL**SoTLfest**

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #44
 CE credit: 1

Learning Objectives:

Identify key features of SoTL. Describe scholarship in the context of SoTL. List examples that demonstrate scholarly teaching. Identify resources that support SoTL. Change a teaching activity into a scholarly activity.

Dr. Diane C. Hoelscher, University of Detroit Mercy, Dr. Nadeem Karimbux, Harvard School of Dental Medicine

The Scholarship of Teaching and Learning (SoTL) promotes teaching as scholarly work. What makes teaching scholarly? How can faculty members convert everyday teaching activities into "scholarly" activity? Clarifying these issues promotes better understanding and improves faculty success. Explore these questions and develop strategies for success.

Integration of an Electronic Health Record into the Clinical Program

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #45
 CE credit: 1

Learning Objectives:

Recognize skills needed to organize faculty, staff, and students for integration of an electronic health record. Discover a systematic approach for integrating an electronic health record into a dental school clinical program. Identify ways to evaluate the effectiveness of integration of an electronic software program.

Prof. Machel Thompson, Meharry Medical College, Dr. Cherae Farmer-Dixon, Meharry Medical College, Dr. William Scales, Meharry Medical College

Electronic health records allow dental faculty, students, and staff the ability to access patient records in a more timely manner, document patient treatment in real time, enhance work flow, and increase utilization of advanced technology. This session discusses one school's seamless transition from a paper-based system to an electronic program.

Learning Styles vs. Teaching Styles: How Can the**Two Work Together?****SoTLfest**

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #47
 CE credit: 1

Learning Objectives:

Identify different learning styles. Identify different teaching styles. Integrate learning styles with teaching styles in course work. Identify limitations of matching learning styles with teaching styles.

Prof. Wanda Cloet, Central Community College

Discuss instruments that identify learning styles and teaching styles. If students' learning styles are not compatible with instructors' teaching styles, avenues will be discussed for addressing this issue. Once learning styles are identified, how do instructors incorporate this information into the classroom? Lastly, if instructors change their teaching styles to suit students' learning styles, does it really benefit students or act as a limitation?

Communication Between Dental Predoctoral Students and the Outsourced Dental Laboratory

1:15—2:15 p.m.
 PCC - Exhibit Hall
 Lunch & Learn #48
 CE credit: 1

Learning Objectives:

Define various methods of communication between the dental student and the laboratory technician. Construct a line of communication with an outsourced dental laboratory. Create a template for dental students working with an outsourced dental laboratory. Describe the benefits of using standardized terminology.

Prof. Donnie G. Poe, University of the Pacific Arthur A. Dugoni School of Dentistry

Accurate and complete communication between predoctoral students and the off-site or outsourced dental laboratory is absolutely essential for a meaningful and rewarding educational experience. This development of the dental team is a fundamental necessity with the advent of more advanced technologies and procedures.

Social Work in Dentistry: Transdisciplinary Approaches to Dental Education, Patient Retention and Access to Care

1:15 p.m. – 2:15 p.m.

PCC – Exhibit Hall

Lunch & Learn #46

CE Credit: 1

Learning Objectives:

Summarize transdisciplinary approaches that increase access to dental care, improve patient retention rates, and broaden dental education. Recognize methods of increasing access to dental care within their own dental community

Ms. Cynthia DuPont, University at Buffalo, Ms. Britt Holdaway, University at Buffalo, Dr. Joan Doris, University at Buffalo

Social work services within a dental school can increase patient retention and access to services as well as provide education regarding the social context in which dental students are expected to practice. Research has demonstrated the efficacy of this approach. The CARES program will serve as a model to discuss transdisciplinary approaches.

Imagine Incorporating a Failure 101 Course into the Ideal Dental Curriculum

2:00—2:25 p.m.

PCC - North 221 B

Idea Session

Dr. Gitta Radjaepour, University of the Pacific Arthur A. Dugoni School of Dentistry

With new technologies, dental schools should be able to document unfavorable outcomes of dental treatments and their reasons. Adopting a course during the first year of the dental curriculum that explains why some procedures did not work will introduce students to a different learning experience and perspective.

From Mouth to Heart: The Oral-Systemic Health Connection

2:00—3:30 p.m.

PCC - North 221 A

Educational Session

CE credit: 1.5

Learning Objectives:

Identify the bidirectional nature of the oral-systemic health connection as it relates to health promotion and

disease prevention. Describe benefits of collaboration between nurse practitioners and dentists. Identify strategies for improving oral-systemic outcomes for all patients. Recognize potential oral-systemic health partnerships and new models of health care.

Prof. Madeline Lloyd, New York University College of Nursing, Prof. Rose Knapp, New York University College of Nursing, Prof. Caroline Dorsen, New York University College of Nursing, Dr. Judith Haber, New York University College of Nursing

Understand a vision for creating a collaborative clinical practice model in which nurse practitioners and dentists partner to provide primary health care and dental care under one roof. Strategies to implement this "one-stop shopping" approach that increases access to comprehensive, high-quality, and cost-effective health care are presented.

Using the Blackboard Learning System for Online Prematriculation Training of International Dentists

2:00—3:30 p.m.

PCC - North 226 C

Educational Session

CE credit: 1.5

Learning Objectives:

Demonstrate use of Blackboard CE6 for online prematriculation training of foreign-trained dentists. Use features in Blackboard CE6 for remote and local online teaching and educational instruction.

Dr. David M. Bohnenkamp, University of Texas Health Science Center at San Antonio

The Blackboard Learning System provides a resource for the design and implementation of an online instructional course for foreign-trained dentists accepted into a two-year International Dentist Education Program (IDEP) to review the first and second years of the dental school curriculum.

Dental Education 101

SoTLfest

2:00—3:30 p.m.

PCC - North 228 A

SoTL Community of Interest program

CE credits: 1.5

Learning Objectives:

Apply evidence-based clinical practices. Demonstrate guiding dental students in problem-based learning and development of critical thinking skills.

Dr. Ivy D. Peltz, New York University

Many dental faculty begin teaching without any formal exposure to learning theory. Take advantage of this learning theory primer.

Head and Neck Examination in Predoctoral Education: How Much is Enough?

2:00—3:30 p.m.

PCC - North 228 B

Section program sponsored by Oral and Maxillofacial Pathology

CE credits: 1.5

Learning Objectives:

Compare and contrast how oral and maxillofacial pathology instructors teach the head and neck exam. Identify consensus among instructors regarding what elements must be included in a thorough head and neck examination. Apply the presented elements to your own courses.

Dr. Michael A. Kahn, Tufts University, Dr. Linda M. Kaste, University of Illinois at Chicago, Dr. James R. Geist, University of Detroit Mercy

The updated Competencies for the New General Dentist challenge ADEA to establish a protocol for a head, neck, and oral cancer examination. Join this program to help build consensus about this protocol. Section members will be surveyed in advance regarding their opinions; results will be presented and discussed.

Supporting Students Beyond the Classroom and Clinic

2:00—3:30 p.m.

PCC - North 231 A

Section Program sponsored by Behavioral Sciences

CE credits: 1.5

Learning Objectives:

Discover emotional and adjustment issues students face in dental education. Identify probable causes of and potential solutions for these issues, including recognizing stressors and their impact on students. Describe possible methodologies of prevention for dental school adjustment issues.

Prof. Kimberly Werth, University of Detroit Mercy, Dr. Jane Rosenthal, New York University, Ms. Karen Miller, University at Buffalo

Students' dental school experience includes multifaceted adjustments throughout the academic process. Supporting students in this process is an integral part of a dental school's mission and vision. Learn ways to assist the student with emotional and personal adjustments, and identify opportunities to deliver this support from orientation to graduation.

Meeting of the Curriculum Panel of the Macy Study

By invitation only

3:00—4:45 p.m.

HR - Suite 316

AADR/ADEA Academic Dental Careers Fellowship Program Career Options in Academic Dentistry Seminar

2:00—5:00 p.m.

HR - Phoenix Ballroom

Dr. John N. Williams, University of North Carolina at Chapel Hill

Information and perspectives for all students considering academic careers in dental education. Faculty with expertise in teaching, research, scholarship, and academic administration will provide insights into roles and growth opportunities in the dental education and health science center environments. A plenary session focuses on the dental faculty shortage and the rewards and challenges found on different career paths. Breakout sessions led by 2008 AADR/ADEA ADCFP Fellows and Mentors address the research focus, education focus, service and clinical teaching, the Classic Triple Threat, academic administration, and the blend of practice and clinical teaching.

Imagine Yourself in Five Years: Preparing for Tenure and Promotion

2:00—5:00 p.m.

PCC - North 224 A

Faculty Development Workshop #74

CE credits: 3

Learning Objectives:

Define effective tenure and promotion preparatory practices based on theory and best practices. Identify the stages of tenure and promotion preparation.

Dr. Dieter J. Schonwetter, University of Manitoba, Dr.

Paula O'Neill, University of Texas Health Science Center at Houston

Explore effective tenure and promotion preparatory practices in this interactive, participatory workshop. Based on best practices and guided by current research, new and experienced faculty and administrators will examine the complexities of tenure and promotion preparatory practices to develop the confidence and productivity of new faculty and thereby increase their retention.

The Adaptive Work of Leadership

2:00—5:00 p.m.

PCC - North 224 B

Faculty Development Workshop #68

CE credits: 3

Learning Objectives:

Demonstrate four leadership competencies in a real-time setting. Distinguish between technical and adaptive challenges. Identify personal vulnerabilities that cause one to self-destruct as a leader and recommend an intervention based on context.

Dr. Peter A. Cohen, Wichita State University

Dental educators must experience leadership practices, not simply hear and read about them. This program applies "case-in-point" methodology to examine naturally occurring leadership dynamics. Leaders are often forced to work on the edge of their competence, which creates a lot of discomfort but is essential to leadership growth.

Informal Assessment of Student Learning and Your Teaching Effectiveness

SoTLfest

2:00—5:00 p.m.

PCC - North 229 A

Faculty Development Workshop #69

CE credits: 3

Learning Objectives:

Describe two methods for obtaining informal feedback from learners. Interpret informal learner feedback in the context of teaching effectiveness. Create a strategy to use informal learner feedback to improve teaching effectiveness.

Dr. Allan Levine, University of Texas Health Science Center at Houston, Prof. Holly Rice, University of Texas Health Science Center at Houston

Assessment of dental and allied dental school instruction can be a benefit to both learners and instructors. Utilizing a variety of techniques that require a minimal time commitment, information can be obtained about learner knowledge and your teaching effectiveness. Participants will have the opportunity to practice techniques as a learner and an instructor.

E-learning: Designing Discipline-Specific Courses in Anatomy, Histology, and Periodontics for Online Curricula

2:00—5:00 p.m.

PCC - North 229 B

Faculty Development Workshop #70

CE credits: 3

Learning Objectives:

Describe the challenges and successes of creating effective online courses and actively engaging the online learner. Identify and apply e-learning software tools and technologies for developing interactive online lessons and assessments. Give examples of techniques for creating effective communication channels in the online classroom. Describe guidelines and policies utilized by the University of Maryland's online dental hygiene program.

Prof. Kathryn Spears, University of Maryland, Prof. Bianca Harris, University of Maryland, Prof. MaryAnn T. Schneiderman, University of Maryland

Creating online curricula that address the needs of millennial students is challenging. Blueprints for developing and delivering online courses will be presented, with the use of cutting-edge software demonstrated and the development of meaningful e-learning activities emphasized.

Members' Forum - Anatomical Sciences

2:30—3:30 p.m.

PCC - North 231 B

ADEA PASS Enhancements for 2010

2:30—3:30 p.m.

PCC - North 232 A/C

With the launch of the 2010 application cycle, ADEA PASS applicants seeking postdoctoral positions that utilize the Dental Match will be able to register for both services within the PASS applicant portal. Learn more about how this combined registration process will work.

Underserved Populations in America: How Do We Get Our Students to Care?

2:30—4:30 p.m.

PCC - North 222 AB

Symposium

CE credits: 2

Learning Objectives:

Recognize where underserved communities exist and who underserved populations are. Identify the barriers to delivering care in underserved communities. Formulate a cohesive plan to improve student participation in these communities.

Dr. Mark S. Wolff, New York University, Dr. Charles N. Bertolami, New York University, Dr. Christopher Halliday, Division of Oral Health, Indian Health Services

Millions of Americans do not have access to dental care. This is due not necessarily to financial barriers, but to the lack of availability of trained dentists to deliver care in underserved communities. Where and why dental access to care shortages exist and strategies for solutions from dental education will be discussed.

Out of the Bottom Drawer: Explore the University of Maryland Dental School ToothWiki

2:30—4:30 p.m.

PCC - North 225 AB

Symposium

CE credits: 2

Learning Objectives:

Compare and contrast the traditional written paradigm with the wiki-based approach to administrative documentation. Apply wiki principles and practices to documentation of clinical administration. Use ToothWiki's hands-on example to assess the participatory interface. Evaluate the potential impact of ToothWiki on clinical and administrative outcomes. Determine the applicability of the ToothWiki case study process to your institution.

Dr. Steven Kramer, University of Maryland, Dr. Eleanor M. Henry, University of Maryland, Dr. Ronald R. Chenette, University of Maryland

Administrative procedures evolve in response to public and institutional policies, new educational approaches, and clinical innovation. This is a wiki-based, technology-enriched paradigm for managing policies and procedures. University of Maryland "ToothWiki" offers promise for keeping

guidelines current, participatory, and accessible, to improve clinical and administrative outcomes.

Informatics Curriculum: Preparing Our Students for the Future in Health Care

2:30—4:30 p.m.

PCC - North 227 AB

Symposium

CE credits: 2

Learning Objectives:

Identify current needs in an informatics curriculum in dental and health care education. Define characteristics and components of an informatics curriculum in dental and health care education.

Dr. Elise S. Eisenberg, New York University, Dr. Michelle Robinson, University of Alabama at Birmingham, Dr. John L. Zimmerman, Columbia University, Dr. Titus K.L. Schleyer, University of Pittsburgh

The use of technology in support of clinical practice and health care clinical education is an expectation for our students and patients. Explore the need for and content of an informatics curriculum in a 21st century dental school.

PeerCasting: Application of Syndication Technologies to Connect Experts and Learners Using Expression of Content Value

2:30—4:30 p.m.

PCC - North 226 AB

Symposium

CE credits: 2

Learning Objectives:

Implement the technologies to build a personal "PeerCast." Describe subscriptions to personal, university, and society-based PeerCasts and understand their uses.

Dr. Robert Watkins Jr., East Carolina University, Dr. Linc J. Conn, University of Texas Health Science Center at San Antonio

The first generation of educational dental informatics involved the distribution of primary content using personal computers, replacing analog formats. The second generation involves the distribution of syndicated metadata that conveys value. A multischool project that connects expert opinion using "PeerCasting" will be demonstrated.

Standardizing Faculty in an Alternative Classification System for Medical Risk Assessment

2:35—3:00 p.m.

PCC - North 221 B

Idea Session

Dr. Miriam Robbins, New York University, Dr. Silvia Spivakovsky, New York University, Dr. Analia Veitz Keenan, New York University, Dr. Debra Ferraiolo, New York University

Patients are living longer, with more complex medical conditions. In order to safely provide dental treatment for these patients, an assessment based on clinically relevant risk information with appropriate treatment modifications must be done. Adoption of a new medical risk assessment system and training the faculty will be discussed.

Commission on Dental Accreditation (CODA) Open Hearing

3:00—4:30 p.m.

HR - Remington

Are Great Clinicians Born or Made? Athletic Development Strategies in Clinical Education

3:10—3:35 p.m.

PCC - North 221 B

Idea Session

Dr. Jane Rosenthal, New York University, Dr. Scott Podell, New York University

Explore the stages of motor skills development found in sports and applied to clinical skills development. Understanding of motor skills development stages and coaching strategies gives new insight into the role of students' innate ability and faculty teaching strategies in the clinical setting.

Members' Forum - Behavioral Sciences

3:45—4:45 p.m.

PCC - North 228 A

Members' Forum - Oral and Maxillofacial Pathology

3:45—4:45 p.m.

PCC - North 228 B

Creating Positive and Lasting Educational Experiences in Professional and Practice Strategic Planning for Dental Students

3:45—4:45 p.m.

PCC - North 221 B

Idea Session

Presenter: Dr. Antonio Furino, University of Texas Health Science Center at San Antonio, Dr. Scott G. Stafford, University of Texas Health Science Center at San Antonio

Developing dental students practice management competencies has been challenging to educators because of teaching and learning constraints. Components of a new interactive web-based curriculum with visuals and advanced Internet technology have been beta tested in a classroom for five years with promising results.

ADEA PASS Task Force

By invitation only

4:00—5:00 p.m.

PCC - North 231 C

ADEA Board of Directors Meeting

By invitation only

4:00—5:00 p.m.

HR - Cassidy

Rubric-driven Evaluation of Performance and Calibration of Raters

4:20—4:45 p.m.

PCC - North 221 B

Idea Session

Dr. Ranier Adarve, University of Minnesota, Dr. Carlos H. Barrero, University of North Carolina at Chapel Hill

Part of the teaching and learning process is the evaluation of the learner's performance. To be effective, faculty as raters should utilize valid measures and aim for consistency to provide meaningful feedback for learners. Rubrics as assessment tools have been widely used in education. This presentation discusses an innovative computer-based evaluation system that is rubric-driven and incorporates the evaluation of students' performance, students' self evaluation, and faculty calibration.

American Academy of Periodontology (AAP) Education Committee Meeting

By invitation only

4:30—6:30 p.m.

HR - Suite 316

University of Kentucky Reception

By invitation only

5:30—7:00 p.m.

HR - Sundance

Wednesday, March 18

ADEA Council of Deans Caucus

7:00—8:00 a.m.

PCC - North 232 A/C

ADEA Council of Sections Caucus

7:00—8:30 a.m.

PCC - North 231 B

ADEA Council of Faculties Caucus

8:00—9:00 a.m.

PCC - North 221 A

ADEA Council of Hospitals and Advanced Education Programs Caucus

8:00—9:00 a.m.

PCC - North 221 C

ADEA Council of Allied Dental Program Directors Caucus

8:00—9:00 a.m.

PCC - North 231 A

Dental Drama: Role-Play Seminar

8:30—8:55 a.m.

PCC - North 221 B

Idea Session

Dr. David A. Newitter, University of Connecticut

A novel application of role-play to dental education was used as an alternative to the lecture format for teaching clinical decisionmaking for triage of distressed patients. This modality promoted collaborative student efforts to seek, organize, and rationalize information for their presentation of cases to the class.

Imagining the Possibilities of Digital Dental Education: Critical Educational Components Worth Considering

8:30—10:30 a.m.

PCC - North 222 AB

Symposium

CE credits: 2

Learning Objectives:

Define effective curriculum design practices for transformative and distributed practice based on theory and best practices. Understand the fundamental learning theories and principles needed to support a successful digital dental curriculum. Discover digital dental curriculum

working models that incorporate haptic devices. Explore various computer technologies that deliver the new dental digital curriculum.

Dr. Dieter J. Schonwetter, University of Manitoba, Dr. Robert Hasel, Northwestern University College of Dental Medicine, Dr. Paul Brown, University of Detroit Mercy, Dr. Jessie Vallee, University of the Pacific Arthur A. Dugoni School of Dentistry

Guided by current research and best practices, participants will explore the complexities of transformative and distributed digital dental curriculum preparatory practices to develop a more engaging manner of education that not only increases students' retention of material learned but also advances their clinical skills through computer technology.

Assessing Our Assessments

SoTLfest

8:30—10:30 a.m.

PCC - North 226 AB

Symposium

CE credits: 2

Learning Objectives:

Compare the advantages and disadvantages of self-assessment and peer assessment. Compare the short-term and long-term benefits of students completing self-assessments.

Dr. Don Curtis, University of California, San Francisco, Dr. Kevin Gureckis, University of Texas Health Science Center at San Antonio, Dr. Charles N. Bertolami, New York University, Dr. Rita Parma, University of Texas Health Science Center at San Antonio, Prof. Sam Lind, St. Mary's College, Ms. Gwen Essex, University of California, San Francisco

The use of self-assessment and peer assessment have gained acceptance and show promise as educational tools. Outline how self-assessment and peer assessment techniques can be used to improve learning outcomes.

ADEA Minority Dental Faculty Development (MDFD) — "Grow Your Own" Models for Diversity

8:30—10:30 a.m.

PCC - North 227 AB

Symposium

CE credits: 2

Learning Objectives:

Explain how to recruit, retain, and develop URM/LI faculty for careers in dental education

Dr. Jeanne C. Sinkford, American Dental Education Association, Dr. Ernie S. Lacy, Baylor College of Dentistry, Dr. Joseph West, The Westwell Group, Dr. Leo E. Rouse, Howard University

An external evaluator will engage in dialogue with representatives from two dental schools that received W.K. Kellogg/ADEA Minority Dental Faculty Development (MDFD) Grants to help in efforts to recruit, retain, and develop URM/LI faculty for careers in dental education. Lessons learned and outcomes from these grantee institutions will be presented.

The Dental Practice: A Management Simulation Users Group

8:30—11:30 a.m.

PCC - North 224 A

Faculty Development Workshop #71

CE credits: 3

Learning Objectives:

Initiate a dental simulation game. Compute simulation results for players. Describe how to integrate the dental simulation into the dental management curriculum.

Dr. David O. Willis, University of Louisville, Dr. David G. Dunning, University of Nebraska

The Dental Practice: Management Simulation is a computerized business management game designed to help teach dental students basic business principles and strategic planning in a dental practice. Explore this learning system whether you are new to simulation or currently using a dental simulation program.

ADEA Council of Sections New Officer Orientation

8:45—9:45 a.m.

PCC - North 226 C

ADEA Council of Sections Planning Committee

8:45—9:45 a.m.

PCC - North 227 C

ADEA Council of Students Caucus

9:00—11:45 a.m.

PCC - North 222 C

American Academy of Periodontology (AAP) Education Committee Meeting

By invitation only

9:00 a.m.—1:00 p.m.

HR - Suite 320

Daily Evaluation of Clinical Competency I: Development and Refinement of Assessment Instrument

9:05—9:30 a.m.

PCC - North 221 B

Idea Session

Dr. Cheryl Morarend, University of Iowa, Dr. Michael Spector, University of Iowa, Dr. Richard Williamson, University of Iowa, Dr. David Holmes, University of Iowa

In 2007, a new assessment instrument was developed for daily evaluation of clinical competency in the D4 Family Dentistry clinic at The University of Iowa. Understand the development process and refinement of this assessment instrument.

Daily Evaluation of Clinical Competency II: Implementation of Assessment Instrument and Faculty Calibration

9:40—10:05 a.m.

PCC - North 221 B

Idea Session

Dr. Michael Spector, University of Iowa, Dr. Cheryl Morarend, University of Iowa, Dr. Richard Williamson, University of Iowa, Dr. David Holmes, University of Iowa

In 2007, a new assessment instrument was developed for daily evaluation of clinical competency in the D4 Family Dentistry clinic at the University of Iowa. Understand the development of evaluation criteria for this assessment instrument and the calibration of faculty in its use.

ADEA Council of Sections Administrative Board Meeting

10:00—11:00 a.m.

PCC - North 227 C

Learning and Working Together: Interprofessional Development in the United States and United Kingdom

10:15—10:40 a.m.

PCC - North 221 B

Idea Session

Dr. Jane Rosenthal, New York University, Dr. Susan Morison, Queen's University in Belfast

Recent dental education research has found teamwork and expanding roles of individuals within the dental team requires opportunities for learning together to prepare for working together. Contrast interprofessional developments at institutions in the United States and United Kingdom. Discuss perceptions, opportunities, and barriers to interprofessional development.

Integrating Isolite™ into the Clinical Curriculum: Increasing Productivity, Patient Satisfaction, and Student Efficiency

10:50—11:15 a.m.
PCC - North 221 B
Idea Session

Dr. Jessie Vallee, University of the Pacific Arthur A. Dugoni School of Dentistry, Dr. Foroud F. Hakim, University of the Pacific Arthur A. Dugoni School of Dentistry

University of the Pacific incorporated four Isolite™ systems for dental isolation on the main clinic floor as a pilot study for initial evaluation of its benefits to a student-doctor population of practitioners. Explore initial findings and Pacific's plans for further integration of the Isolite™ into the clinical curriculum.

ADEA Board of Directors Meeting

By invitation only
11:00 a.m.—Noon
PCC-North 228 A

Closing Session of the ADEA House of Delegates

Noon—1:00 p.m.
PCC - West 301 AB

ADEA Board of Directors Meeting

By invitation only
1:00—2:00 p.m.
PCC-North 228 A

ADEA Annual Session Planning Committee Meeting

By invitation only
2:30—3:30 p.m.
PCC - North 224 A

ADEA EXHIBITION

Exhibit hours are 11:00 a.m.—6:00 p.m., Monday, March 16, and 11:00 a.m.—3:00 p.m., Tuesday, March 17. All participants are encouraged to visit the nearly 100 exhibitors. ADEA Corporate Members are marked with a star.

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(dlaratellez@panadent.com)

Pentron Clinical Technologies (Booth 408) ★
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Contact: Emma Dunford (emma@primalpictures.com)

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New Castle, DE 19720
800-872-8305
Fax 302-328-1617
Contact: Danita Mosley (dmosley@septodontna.com)

Sirona Dental Systems, LLC (Booth 209) ★
CEREC Gov't
4835 Sirona Drive, Suite 100
Charlotte, NC 28273
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Contacts: Buddy Auten/Betsy Ashworth
(elizabeth.ashworth@sirona.com)

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Contact: Sarah Cressman
(sarah.cressman@straumann.com)

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207-467-2239
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Contact: Susanne Kuehl (skuehl@tomsomaine.com)

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505 West 10200, South
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801-553-4266
Fax 801-553-4092
Contact: Camille Van Dusen
(vcamille@ultradent.com)

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(nancy.maccreeery@ingramdigital.com)

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Fax 502-634-4512
Contact: Rita Davis (rdavis@whipmix.com)

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760-929-4300
Fax 760-431-7811
Contact: Devika Blasi (devika.blasi@zimmer.com)

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Educational Exhibitors

American Association for Dental Research (Booth 129)
1619 Duke Street
Alexandria, VA 22314
703-299-8087
Fax 703-548-1883
Contact: Denise Streszoff (dstreszoff@iadr.org)

The American Association for Dental Research (AADR), headquartered in Alexandria, Va., is a non-profit organization with more than 3,900 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. The AADR is the largest Division of the International Association for Dental Research (IADR).

American Dental Education Association (ADEA) (Booth 103)
1400 K Street, NW
Suite 1100
Washington, DC 20005
202-289-7201

Spend some time at the ADEA booth and learn more about the products, services, and benefits the Association provides. From ADEA AADSAS and ADEA PASS to ExploreHealthCareers.org, MedEdPORTAL, and more, this is the home of essential resources for dental education.

Indian Health Service (Booth 421)

801 Thompson Avenue, #335

Rockville, MD 20852

301-443-0029

Fax 301-594-6610

Contact: Dr. Tim Lozon (timothy.lozon@ihs.gov)

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King's College London Dental Institute / IVIDENT - International Virtual Dental School (Booth 232)

Centre of Flexible Learning in Dentistry

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United Kingdom

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Fax 4.4207848137e+011

Contact: Gila Levi-Atzmon

(gilaleviatzmon@gmail.com)

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Contact: Margaret Onesios

(margaret.onesios@pearson.com)

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Stanford/NASA Bio-Communication Center (Booth 228)

875 Westridge Drive

Portola Valley, CA 94028

650-233-0200

Fax 650-854-2568

Contact: W. Paul Brown (wpbrown@stanford.edu)

University of Maryland (Booth 528)

650 West Baltimore Street

Baltimore, MD 21201

410-706-3388

Fax 410-706-3389

Contact: Dr. Carroll-Ann Trotman

(ctrotman@umaryland.edu)

The Virtual Dental School (VDS) of University of Maryland is an online 3-D virtual world and connected community that is designed to advance the mission and goals of the Dental School. Specifically, it is dedicated to the exploration of 3-D virtual spaces for actively engaging in global outreach, teaching, and creative exploration and experimentation in the field of dentistry. The virtual space allows for openness in a virtual environment where Individuals have the ability to collaborate; Students and faculty may conduct classes and attend lectures from experts in the field without the limitation of travel; and Individuals have a central place to present the most contemporary technology. In this presentation, various educational applications for the VDS will be described.

VOXEL-MAN Group/University Medical Center

Hamburg-Eppendorf (Booth 233)

House W26, West Wing, Ground Floor

Martinistrasse 52

Hamburg, Germany 20246

49407410-52300

Fax 49407410-54746

Contact: Andreas Pommert (pommert@uke.de)

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2009 ADEA Annual Poster Presentations

Presented in Block 1, Monday, March 16, 11:30 a.m.–1:00 p.m.

Educational Research Track

1. The Current State of Tobacco Cessation Education in U.S. Dental Hygiene Programs: Results of a National Survey

Joan Davis, Southern Illinois University; Beth Winfrey Freeburg, Southern Illinois University

2. Evaluation of Outcomes of Tobacco Cessation Counseling (TCC) Within a Dental Hygiene Curriculum

Peggy Maillet, Dalhousie University; Cara Lee Tax, Dalhousie University; Nancy R. Neish, Dalhousie University; Allison Denny, Dalhousie University

3. The Effect of Supplemental Instruction on Powerbrush Efficiency

Peggy Maillet, Dalhousie University; Erica Campbell, Dalhousie University

4. Calibration for Community-Based Adjunct Faculty

Becky Smith, University of Missouri–Kansas City; Joseph Parkinson, University of Missouri-Kansas City; Pamela Overman, University of Missouri-Kansas City; Michael McCunniff, University of Missouri-Kansas City; Moncy Mathew, University of Missouri-Kansas City

5. Clinical Decision-Making Skills in Genetics with Dental Hygiene Students: Baseline

Christine Klausner, University of Michigan; Amy Copen, University of Michigan; Wendy Kerschbaum, University of Michigan; Lynn Johnson, University of Michigan; Carol Anne Murdoch-Kinch, University of Michigan

6. Restorative Treatment Strategies Reported by U.S. Dental School Faculty

Margherita Fontana, Indiana University; Waller Smith; George Eckert, Indiana University; Sophie Doméjean-Orliaguet, University of Auvergne, France; Ivar Espelid, University of Oslo, Norway; Anna Tveit, University of Oslo, Norway

7. Best Practices in Local Anesthesia Curriculum Design for Dental Hygiene Education

Laura Webb, Truckee Meadows Community College

8. Dental Hygiene Students' Ability to Self-Assess Patient Care

Christine Blue, University of Minnesota; Sandra Eliason, University of Minnesota

9. Randomization Effects of Pretest Item Locations on Estimating Item Difficulties and Examinees' Abilities

Shu-Ren Chang, American Dental Association; Tsung-Hsun Tsai, American Dental Association; Chien-Lin Yang, American Dental Association; Anne Koch, American Dental Association

10. A Study Using Audience Response System and Collaborative Group Testing for Pediatric Dental Residents

Fouad Salama, University of Nebraska; Valerie Shostrom, University of Nebraska

11. Development of a Critical Thinking Assessment for Clinical Decision Making

Angela Monson, University of Minnesota; Brigette Cooper, University of Minnesota; Terri Brown, University of Minnesota

12. Dental Students and Occupational Exposures: Reporting of Incidents, Knowledge of Bloodborne Pathogen Transmission, and Exposure Management

Ronnie Myers, Columbia University; Julie Myers, Columbia University; Polly Wheat, Columbia University; Thomas Mele, Columbia University; Michael Yin, Columbia University

13. An Evaluation of Patient Screening Outcomes

Diane Hoelscher, University of Detroit Mercy; Kimberly Werth, University of Detroit Mercy; Anthony Neely, University of Detroit Mercy

14. Use of Podcasting to Improve Student Performance

Alexander Bendayan, Boston University; Celeste Kong, Boston University

15. Informational DVD for Incoming Dental School Patients

Dianne Buccella, University at Buffalo; Jude Fabiano, University at Buffalo

16. Effectiveness of Computer-Aided and Traditional Patient Education in a Culturally Diverse Population

Brigette Cooper, University of Minnesota; Angela Monson, University of Minnesota; Anne High, Rochester Community and Technical College

17. Self-Reflection: Test Prediction and Performance in a Dental Hygiene Classroom

Elizabeth McClure, University of Cincinnati

18. Effectiveness of a Basic Training Presentation on Infant Oral Health

Fouad Salama, University of Nebraska; Amy Kebriaei, University of Nebraska; Vincent Rothe, University of Nebraska

19. Infant Oral Health Curriculum in Ohio Dental Hygiene Programs

Homa Amini, The Ohio State University; Beth Noel, The Ohio State University

New Programs Track

20. Peer Review of Teaching: Creating Meaningful Documentation

Cynthia Stegeman, Raymond Walters College; Patricia Frese, Raymond Walters College

21. Beneficial Outcomes from a Service-Learning Community Program

Carolyn Ray, University of Oklahoma

22. Dental Postbaccalaureate Program

H. Eugene Brooks, University of Colorado at Denver

23. The Simulation Laboratory Comprehensive Care Patient

Charles Hill, University of Nevada, Las Vegas

24. Integrating Productivity from a New Outreach Program into an Operative Dentistry Clinical Curriculum

Daniel Boston, The Maurice H. Kornberg School of Dentistry, Temple University; Klara Sitzamer-Alperstein, The Maurice H. Kornberg School of Dentistry, Temple University; Ivonne Ganem, The Maurice H. Kornberg School of Dentistry, Temple University; Lionel Yearwood, The Maurice H. Kornberg School of Dentistry, Temple University

25. Student Preferences for Teaching and Learning with e-Technology

Ann McCann, Baylor College of Dentistry; Robert Hinton, Baylor College of Dentistry; Emet Schneiderman, Baylor College of Dentistry; Hoda Abdellatif, Baylor College of Dentistry; Susan Roshan, Baylor College of Dentistry; Ibtisam Al-Hashimi, Baylor College of Dentistry

26. Teaching Basic Life Support to Health Care Providers in a Large Dental School

Beverly McClure, The Ohio State University

27. Implementation of Smoking Cessation in Dental Clinics: An Educational and System Change Approach

Geera Butala, New York University; Donna Shelley, New York University

28. A Clinical Program to Acclimate New Students to Clinic Without Formal Orientation

Barbara Smith, New York University; Mark Wolff, New York University; Arthur Schackman, New York University

Works in Progress Poster Presentations

102. Innovative Dental Hygiene Education Model: The Dental Hygiene Clinical Enrichment Experience

Ellen Grabarek, Northern Arizona University; Maxine Janis, Northern Arizona University

103. Developing Critical Thinking in the Dental Curriculum

Randall Vaught, University of Louisville; Paula Collins, University of Louisville

104. Enhancing the Preclinical Experience Through e-Learning Simulation

Janet Weber, University of Maryland

105. Self-Assessment: An Addition to the Senior Dental Hygiene Competency Examination

Jennifer Klaus, Northern Arizona University

106. Identifying the Most Common Medical Diagnoses and Medications of Admissions Patients at NYUCD

Miriam Robbins, New York University; Silvia Spivakovsky, New York University; Debra Ferriolo, New York University; Analia Veitz-Keenan, New York University

107. Using an “Educational Prescription” to Promote Individual Critical Thinking in Large Groups of Students

Silvia Spivakovsky, New York University; Miriam Robbins, New York University; Debra Ferriolo, New York University; Analia Veitz-Keenan, New York University

Presented in Block 2, Monday, March 16, 1:00–2:30 p.m.

Educational Research Track

29. Methods of Oral Hygiene Instruction in Manual vs. Powered Brushing for Improving Gingival Health

Pouran Famili, University of Pittsburgh; Judith Gallagher, University of Pittsburgh; Linda Kelly, University of Pittsburgh; Elizabeth Short, University of Pittsburgh; M. Abdus Sattar, University of Pittsburgh; Patricia Inks, University of Pittsburgh

30. Enhancing Part II Score Reliability of the National Board Dental Examination Through the Use of Generalizability Theory

Tsung-Hsun Tsai, American Dental Association; Laura Neumann, American Dental Association; Anne Koch, American Dental Association; Barry Grau, American Dental Association; Gene Kramer, American Dental Association

31. Predictors of Success in Dental Hygiene Education: A Follow-Up Study

Sue Tucker Ward, Medical College of Georgia; Marie Collins, Medical College of Georgia; Ana Thompson, Medical College of Georgia; Mary Downey, Medical College of Georgia

32. Comparison of ADA Survey of Allied Dental Education Dental Hygiene Data to One Dental Hygiene Program

Eva M. Lupovici, New York University; Rosemary Hays, New York University; Lisa Stefanou, New York University; Cheryl Westphal, New York University

33. Integration of Curricular Elements to Demonstrate Outcomes in Critical Thinking

Joyce Hudson, Indiana University; Lorinda Coan, Indiana University

34. Promoting Faculty Development in Teaching Critical Thinking Skills

Gail Mitchell, University of Florida; Linda Behar-Horenstein, University of Florida

35. Examining Trends in Patient Care at Dental Schools

Matthew Mikkelsen, American Dental Association; Jon Ruesch; Adriana Menezes

36. Dental Students’ Perceptions, Understandings, and Attitudes Toward Academic Misconduct in Dental School

Michael Rowland, The Ohio State University; Kanokraj Srisukho, The Ohio State University

37. Tobacco-Dependence Treatment in a Dental School: A Four-Year Analysis

Sara Gordon, University of Illinois at Chicago; Jill Loewen, University of Detroit Mercy; Dana Villines; Julie Vecchio; Zainab Mackie

38. Using Exit Surveys for Institutional Assessment

Thomas Taft, Marquette University; Frederick Sutkiewicz, Marquette University

39. Quality Control and Productivity of Prosthodontic Procedures: Four-Year Data

Robert Meador Jr., University of Alabama at Birmingham; Perng-Ru Liu, University of Alabama at Birmingham; Lance Ramp, University of Alabama at Birmingham

40. Examining the Stability of Candidate Performance and Item Difficulty for the Dental Hygiene Examination

Chien-Lin Yang, American Dental Association; Laura Neumann, American Dental Association; Gene Kramer, American Dental Association

41. Student Perceptions of the Impact of e-Portfolio Development on Learning in an Online Graduate Dental Hygiene Program

Linda Boyd, Idaho State University; Ellen Rogo, Idaho State University

42. The Fidelity of Model Community-Based Clinical Dental Education Programs in Rural Settings

Sheila Stover, Marquette University; Frederick Sutkiewicz, Marquette University; William Lobb, Marquette University

43. When Students Call for More Clinical Experience in Elder Care: Impact of Geriatric Education on Student Attitudes and Elderly Patient Care

Sandra Challman, University of Kentucky; Pamela Stein, University of Kentucky; Robert Henry, U.S. Department of Veterans Affairs

44. Evolution of an Assignment: A Dose of Reality and a Splash of Creativity

Laura MacDonald, University of Manitoba; Dianne Gallagher, Camosun College

45. Applying a Path Analysis to Understand Relationships Between Performance Measures in Dental School

Frederick Sutkiewicz, Marquette University; Thomas Taft, Marquette University

46. URM Student Use and Perceived Effectiveness of First-Year Support Services

Dorothy Burk, University of the Pacific Arthur A. Dugoni School of Dentistry; Daniel Bender, University of the Pacific Arthur A. Dugoni School of Dentistry

47. Utilization of Tegrity in a Blended Dental Hygiene Course

Marsha Black, University of Missouri–Kansas City; Kimberly Bray, University of Missouri–Kansas City

New Program Track

48. Case-Based Teaching in the Simulation Laboratory

David Glotzer, New York University; James Kaim, New York University; Mark Wolff, New York University; Kenneth Allen, New York University

49. The Rural Oral Health Fellowship Program: A Field Report

William Lobb, Marquette University; Frederick Sutkiewicz, Marquette University; Sheila Stover, Marquette University

50. Creation of a Case-Based Library for Prosthodontics Education

Ival McDermott, University of Medicine and Dentistry of New Jersey; Reene Varghese, University of Medicine and Dentistry of New Jersey

52. Multimedia Learning Tool to Teach Standardized Gathering and Recording of Clinical Data in the Predoctoral Clinic

Ulla Britt Arvidson Buffano, University of Maryland; Julie Gilliam, University of Maryland

53. Clinical Outreach: Seven Years of a Self-Sustaining Model

Mark Fitzgerald, University of Michigan; Wilhelm Piskorowski, University of Michigan

54. The Spider Chart: An Educational Tool for Teaching Dental Students Caries-Risk Assessment

Negar Nasseripour, Boston University; Frederick Hains, Boston University; Anuradha Deshmukh, Boston University; Takanari Miyamoto; George Keleher, Boston University; Judith Jones, Boston University

55. Reducing the Failure Rate on Licensing Examinations by Improving Faculty Performance

James Kaim, New York University; Mark Wolff, New York University; Kenneth Allen, New York University; David Glotzer, New York University

56. Conversion from Patient-Based to Case-Based Competency Examinations in Periodontics

Lewis Claman, The Ohio State University; Binnaz Leblebicioglu, The Ohio State University; Angelo Mariotti; Hua-Hong Chien, The Ohio State University; Purnima Kumar, The Ohio State University

Works in Progress Poster Presentations

108. ComPACT: Developing a System of Evaluating, Monitoring, and Calibrating Student and Teacher Performance in Preclinical Dentistry

Ranier Adarve, University of Minnesota; Inderpreet Singh, University of Minnesota

109. Interprofessional Training in Community, Leadership, and Advocacy

Judith Skelton, University of Kentucky; Ted Raybould, University of Kentucky; Maria Boosalis, University of Kentucky; Timothy Smith, University of Kentucky; Baretta Casey, University of Kentucky; Nikki Stone, North Fork Valley Community Health Center

**Presented in Block 3, Tuesday,
March 17, 11:30 a.m. –1:00 p.m.**

Educational Research Track

58. Dental Hygiene Students' Knowledge of Genetics in Dentistry: Baseline Measures

Amy Coplen, University of Michigan; Christine Klausner, University of Michigan; Wendy Kerschbaum, University of Michigan; Carole Ann Murdoch-Kinch, University of Michigan; Lynn Johnson, University of Michigan

59. Construction and Validation of the Dentist's Values Scale

Angela Langille, Saint Mary's University; Victor Catano, Saint Mary's University; Thomas Boran, Dalhousie University; Donald Cunningham, Dalhousie University

60. Evaluation of a Mini Dental Implant Course: A Solution for Oral Health Disparities in Appalachia?

Mark Richards, West Virginia University; Stephen Fragale, West Virginia University; Richard Crout, West Virginia University; Larry Schoonover, private practice; Chad Boustany; Stan Wearden

61. Dental Instruments: Does One Size Really Fit All?

Elizabeth Kao, West Virginia University; Valerie Perrine, West Virginia University; Heather Ayers; Amber Bauer; Erdogan Gunel

62. Usage Patterns of Web-Based Teaching Modules by Dental Students

Allison Cavanaugh, University of North Carolina at Chapel Hill; Lorne Koroluk, University of North Carolina at Chapel Hill

63. The Effect of a Dental School Simulation Course on Dental Knowledge

Nathan Hawley, University of Nevada, Las Vegas; Jared Dye,

University of Nevada, Las Vegas; Marcia Ditmyer, University of Nevada, Las Vegas

64. The Portrayal of the Dental Profession on a Video-Sharing Website (YouTube)

Michael Kelly, University of Connecticut; Edward Thibodeau, University of Connecticut

65. Dental Education About Special Needs Patients: A National Survey

Meggan Krause, University of Michigan; Lauren Vainio, University of Michigan; Samuel Zwetchkenbaum, University of Michigan; Marita Inglehart, University of Michigan

66. Effects of MBTI Type, Self-Efficacy, and Test Anxiety on Dental School Students' Achievement

MinSeong Chae; Sukjin Hong

67. Color Deficiency Among Dental Students

Andrew Levy, New York University; Kenneth Allen, New York University

68. A Study of an Urban Dental School Patient Population

David Feller, University of California, Los Angeles; Michael Shoff, University of California, Los Angeles; Ben Freed, University of California, Los Angeles

69. Retrospective Study of Temperament Traits in a Midwestern Dental School

Jaren May, University of Oklahoma

70. Patients Presenting to NYUCD with Undiagnosed and Undertreated Hypertension

Debra Ferraiolo, New York University; Miriam Robbins, New York University; Silvia Spivakovsky, New York University; Analia Veitz-Keenan, New York University; Dennis Pham, New York University

71. Dental School Simulation Course Participants' Perceptions and Knowledge: One-Year Follow-Up Study

Nathan Hawley, University of Nevada, Las Vegas; Marcia Ditmyer, University of Nevada, Las Vegas

72. Effects of "Preview to Dentistry" Course for Undergraduate Students on Knowledge and Perceptions

Kris Smith, University of Nevada, Las Vegas; Nathan Hawley, University of Nevada, Las Vegas; Aaron Bjamason, University of Nevada, Las Vegas; Victor Sandoval, University of Nevada, Las Vegas

New Program Track

57. Teaching Evidence-Based Practice Skills to the Clinical Faculty and Predoctoral Dental Students

Andrew Schenkel, New York University; Mark Wolff, New York University

73. Growth in Critical Thinking Skills Associated with Problem-Based Learning

Rachael Revell, University of Iowa; Michael Finkelstein, University of Iowa; Teresa Marshall, University of Iowa; Marsha Cunningham, University of Iowa

Works in Progress

110. Development of an Independent and Integrated Learning Module for an Online International Dental Education Platform

Dr. Joseph Whitt, University of Missouri-Kansas City, Dr. Geralyn Crain, University of Missouri-Kansas City

111. Factors Influencing Student Outcomes in a Competency-Based Predoctoral Orthodontics Course at New York University College of Dentistry

Stacy Wolf, New York University; Mitchell Lipp, New York University

112. The Use of Student Course Evaluations in Guiding the Predoctoral Invisalign Educational Program at New York University College of Dentistry

LeeAnn Clark, New York University; Mitchell Lipp, New York University

AADR/ADEA Academic Dental Career Fellowship Program Posters

113. Irrigating Deserts

Raquel Capote, University of Connecticut

114. A Year in the Life of an Academician

Allison Cavanaugh, University of North Carolina at Chapel Hill

115. The Relationship Between Epithelial Ovarian Cancer and Hypodontia

Jerrod Dempsey, University of Kentucky

116. A Year in Dental Teaching: Lessons Learned

Joshua Fein, University of North Carolina at Chapel Hill

117. Perceptions of Communication, Ethics, and Professionalism in a Dental School Environment

Donna Henley-Jackson, Howard University

118. To Teach or Not to Teach: Reflection on Academic Dentistry by a 2008 ADCFP Fellow

Gloria Kim, Virginia Commonwealth University

119. A Taste of Teaching at the University of Mississippi, 2008 -2009 Academic Dental Career Fellowship Program

Reid Lester, University of Mississippi

120. From Student to Faculty: Exploring Academic Dentistry at the University of Iowa

Rachael Revell, University of Iowa

121. Genome Wide Methylation Array Analysis of Saliva DNA for the Early Diagnosis of Oral Cancer

Chi Viet, University of California, San Francisco

Presented in Block 4, Tuesday, March 17, 1:00–2:30 p.m.

122. ADCFP: A Journey Down the Path of Dental Education

Maggie Y. Wang, University of Florida

Educational Research Track

74. Underreporting of Bloodborne Exposures in a Dental School Clinic

Eve Cuny, University of the Pacific Arthur A. Dugoni School of Dentistry; Jeffrey Kirk, University of the Pacific Arthur A. Dugoni School of Dentistry; Terry Hoover, University of the Pacific Arthur A. Dugoni School of Dentistry

75. Assessing the Impact of MedEdPORTAL and Its Potential for You

Karen Novak, University of Kentucky; Sue Sandmeyer, American Dental Education Association; Laura Siaya, American Dental Education Association

76. Examining the Previous Training and Educational Experiences of Advanced Placement Dental Students

Morey Gendler, New York University

77. Preparing Underrepresented Dental Students for Leadership Roles

Shelia Price, West Virginia University; Richard Crout, West Virginia University; Elliot Shulman, West Virginia University; Stanley Wearden, West Virginia University; Elizabeth Gonzalez, West Virginia University

78. Traditional vs. Hybrid Problem-Based Learning: Dental Students Apply Basic Science to Clinical Cases

Amber Callis, Baylor College of Dentistry; Ann McCann, Baylor College of Dentistry; Emet Schneiderman, Baylor College of Dentistry; Ernestine Lacy, Baylor College of Dentistry; David Hale, Baylor College of Dentistry; William Babler, Indiana University

79. Personality Styles of Graduates and First-Year Students Who Chose the Dental Hygiene Profession

Judy Kreisman, New York University; Eva Lupovici, New York University; Cheryl Westphal, New York University

80. A Self-Assessment Educational Module for Dental Curricula

Sarah Jackson, Eastern Washington University

81. Reasons for American Indian College Students to Attend College: Implications for Recruitment

Naty Lopez, University of Minnesota

82. Examining the Impact of Item Formats on Candidate Performance of the NBDE Part II

Chien-Lin Yang, American Dental Association; Laura Neumann, American Dental Association; Gene Kramer, American Dental Association

83. Evaluation of Illumination During Ultrasonic Instrumentation

Michele Carr, The Ohio State University; Wendy Moore, The Ohio State University

84. Inclusion of Non-Academic Criteria in Dental School Admissions

Naty Lopez, University of Minnesota; Karl Self, University of Minnesota

85. Computer Simulation for Learning and Practice of Preclinical Cavity Preparations Using Z-Brush

Patricia Bauer, University of Michigan; Mark Fitzgerald, University of Michigan; Stephen Bayne, University of Michigan; Sharon Grayden, University of Michigan; Eric Maslowski

86. Trends in Learning Styles of At-Risk Students

Margaret Coleman, University of Detroit Mercy; Judy Kwapis-Jaeger, University of Detroit Mercy

87. A Comparison of MBTI Learning Styles Between Graduates and Withdrawals from a Dental Hygiene Program

Judy Kwapis-Jaeger, University of Detroit Mercy; Margaret Coleman, University of Detroit Mercy

88. Learning Experiences of Pediatric and General Practice Residents During Simultaneous Rotation

Timothy Durham, University of Nebraska; Fouad Salama, University of Nebraska; David Marx, University of Nebraska

89. Perceptions of Dental Students Regarding the Curriculum During the First Two Years of Dental School

Mary Lynn Froeschle, University of Nebraska; Fouad Salama, University of Nebraska; David Marx, University of Nebraska; Faika Abdelmegid, University of Nebraska

90. Using Admission Criteria to Predict Performance on the National Board Dental Hygiene Examination

Denise Kissell, The Ohio State University; Michele Carr, The Ohio State University

New Program Track

51. The Geriatric Caregiver Oral Health Training Program

Donna Warren-Morris, University of Texas Health Science Center at Houston; June Sadowsky, University of Texas Health Science Center at Houston

91. Using Advanced Internet Technology for Teaching Practice Management to Dental Students

Antonio Furino, University of Texas Health Science Center at San Antonio; Scott Stafford, University of Texas Health Science Center at San Antonio

92. Teledentistry: Digital Data Submission for Dental Examination to Prescribe Dental Hygiene Services in Underserved Communities

Fred Summerfelt, Northern Arizona University

93. Meeting Patient Expectations in Esthetic Treatment

Denise Estafan, New York University

94. Plant the Seed: Providing Opportunities for Peer Teaching

Maureen McAndrew, New York University; LeeAnn Clark, New York University

95. Preparedness in the Preclinical Laboratory: The Need for Improvement

Kenneth Allen, New York University; Mark Wolff, New York University; David Glotzer, New York University; James Kaim, New York University

96. Imagine Teaching Single-Visit Ceramic Restorations Using CAD/CAM Technology

Andrew Schenkel, New York University; Denise Estafan, New York University; Mark Wolff, New York University

97. Utilization of Mock Board Exams to Prepare, Prompt, and Predict

Jane Gray, University of Oklahoma

98. Faculty Role Model Clinical Experience Program: A Mechanism for Shaping the Oral Health Practitioner for Tomorrow

Jane Halaris, University of Detroit Mercy; Kathleen Neveu, University of Detroit Mercy

99. The University of Detroit Mercy/Henry Ford Health System School-Based Program: Increasing Oral Health

Kathi Shepherd, University of Detroit Mercy; Vinod Miriyala, University of Detroit Mercy; Mert Aksu, University of Detroit Mercy; Gail Stewart, University of Detroit Mercy

100. Operatory Design for Optimized Clinical Learning

Cheri Porth, University of British Columbia; Lance Rucker, University of British Columbia

101. Replication of Typodont Master Crown

Preparations for Use in Dental Education Using Computer-Aided Scanning and Milling
Nicholas Smith, University of Iowa; Steven Armstrong, University of Iowa; Jeffrey Millet

Works in Progress Poster Presentations

123. Transformation of a Clinical Assessment System, Including All Faculty as Stakeholders

Wilda Guzman, University of Puerto Rico; Maria Gely, University of Puerto Rico; Nilda Sanchez, University of Puerto Rico; Jose Matos, University of Puerto Rico

124. MAD Students: Making Madison Avenue Marketers Out of Dental Students

Eric Studley, New York University; Aneta Wojcik, New York University; Ivy Peltz, New York University

125. Engaging the HIV Community with Real Simulated Patients

Stuart Schrader, Indiana University; Cindy Budyn; Mark McCleerey; Lawrence Garetto, Indiana University; Isaac Spain

2009 ADEA TechExpo

1. Using Technology to Enhance Patient Education Courses

Lisa Bress, University of Maryland

2. Getting Connected: Online Learning As Prequel to Live Orientation Sessions

Marion Manski, University of Maryland

3. An Innovative Use of Technology to Motivate Students and Increase Hands-On Learning in Preclinical Courses

Gerald Klaczany, New York University; Denise Estafan, New York University; James

Apltauer, New York University; James Kaim, New York University; Mark Wolff, New York University

4. Developing a Web Application to Aid in Digitizing Oral Pathology Biopsy Records

David Feucht, Oregon Health & Science University; Jeffery Stewart, Oregon Health & Science University

5. Learning Dental Anatomy as a Self-Study Course in the Dental Curriculum

Blaine Cleghorn, Dalhousie University; Robert Hasel, Midwestern University; W. Paul Brown, University of the Pacific Arthur A. Dugoni School of Dentistry

6. Innovative Online, Interactive Skull Tutorial for Self-Directed Learning

Penprapa Klinkhachorn, West Virginia University; Robert Pope; Mahesh Kamsala; Allison Davis; Jeffrey Altemus; Saritha Reddy; Frank Reilly

7. Innovative Online, Interactive Head and Neck Radiology Tutorial for Self-Directed Learning

Penprapa Klinkhachorn, West Virginia University; Mahesh Kamsala; Allison Davis; Jeffrey Altemus; Frank Reilly

8. HEALth: Using Simulations, Problem-Based Learning, and Web 2.0 Strategies to Teach Clinical Problem-Solving Skills

Lynn Johnson, University of Michigan; Marilyn Lantz, University of Michigan

9. White Spot Lesion Caries Recognition Training Using a Haptic Virtual Reality Simulator for Classroom Use

Arnold Steinberg, University of Illinois at Chicago; Milos Zefran; Maxim Kolesnikov; Philip Bashook; Adriana Semprum, University of Detroit Mercy

10. Improving Access to Infection Control and Safety Compliance Training Through Online Programs and Evaluation

Peggy Spitzer, University of Colorado; Chris Rice, University of Missouri-Kansas City; Therese Long

11. Intraoral Blocks for Facial Anesthesia: A Multimedia Instructional Tool

Ershal Harrison, University of Kentucky; Pam Stein, University of Kentucky; Mark King; Tom Dolan; Kirk Laird



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12. Development of an Innovative Faculty Tool to Systematically Construct, Bank, and Retrieve Test Items

Ranier Adarve, University of Minnesota; Michael Madden, University of Minnesota

13. Use of Reflective Blogs to Promote Critical Thinking

Ann Wetmore, University of Texas Health Science Center at Houston; Linda Boyd, Idaho State University; Denise Bowen, Idaho State University; Robin Patillo

14. Orthodontic Diagnosis and Treatment Planning for the Dental Student Using an Interactive CD-ROM

Anil Ardesna, Arizona School of Dentistry and Oral Health

15. Muscles of Mastication Tutorial: A Multidisciplinary Interactive Curricular Aid for Dental Educators and Students

Pam Stein, University of Kentucky; Tom Dolan

16. Drug-Endangered Child Training Network: Methamphetamine Awareness for Dental Professionals

Ershal Harrison, University of Kentucky; Richard Crout, West Virginia University; Karen Skaff; Holly Hopper; Sharlee Burch, University of Kentucky; Heather Prentice

17. A Simplified Effective Method of Obtaining Scientific Evidence to Answer Clinical Questions Regarding Treatment Decisions

Andrew Schenkel, New York University

18. Replication of Typodont Master Crown Preparations Using Computer-Aided Scanning and Milling

Nicholas Smith, University of Iowa; Steven Armstrong, University of Iowa; Jeffery Millet; Matthew Henry

19. Teaching Dental Anatomy, John Madden-Style

Andrea Morgan, University of Maryland

20. Imagine Yourself in Videos

Wanda Cloet, Central Community College

21. 3-D Virtual Models: New Application of CBCT in Dentistry

Toni Neumeier, University of Alabama at Birmingham

22. Multidimensional Clinical Assessment Integrated into an Electronic Patient Record System

James George, University of North Carolina at Chapel Hill; George Gerdts, University of North Carolina at Chapel Hill; Douglas Solow, University of North Carolina at Chapel Hill

23. Integration of a PACS System with an Electronic Patient Record in a Cross-Platform Student Laptop Environment

Gary Guest, University of Texas Health Science Center at San Antonio; S. Dove

24. Commercially Available Electronic Dental Record Software to Meet Requirements for an Electronic Clinical Dental Patient Record

Gregory Zeller, University of Maryland

25. CAD/CAM Simulation Integration in the Preclinical Setting: Making the Imagination a Reality

Mark Wolff, New York University

26. Remote Internet Video Consultation

Roger Johansen, University of Medicine and Dentistry of New Jersey

27. Scenario-base E-learning in RPD: Use of Computer-based Tool to Map Out Different Learning Paths

Ranier Adarve, University of Minnesota

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