

ADEA SIG on FOREIGN-EDUCATED DENTAL PROFESSIONALS

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Submitted by:

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Twenty participants were present representing 14 international programs.

Those present at the beginning of the session gave introduction identified their school affiliation and the number of students in their programs. Some stated they had online distance learning pre-matriculation, numbers in application pools, and types of skills assessment given during test and interview sessions.

The issue of culture and hygiene was raised, and how to the hygiene issue should be handled. Male faculty talking to male student and female faculty talking to females students were the primary ways of resolving the problem. One school would put soap and deodorant in the student mail box and usually the student got the hint.

Cultural treatment of helping each other and cheating was discussed. Culturally some students feel they are helping their peers when in the American system they are helping their peers cheat. No true resolve was given for this issues; just examples.

Schools were asked what their plans were in reference to the NBI going to Pass/Fail. Listed are some of the responses:

- Losing the scores for NBI won't be an issue because during the interview process the candidates take a dexterity test and are given a case study; this eliminates the need for the NBI;
- Ethical questions are asked during the interview which may have several responses. The questions are not written; they are arbitrarily asked during the interview;
- A comprehensive exam would be given; this exam cover the first two years of a foundational program during the regular DDS program. This exam, which includes clinical scenarios, would be given to the applicants when they come to the school for test and interview;
- Require a minimum of 126 credit hours, which is what is required by most U.S. schools. If the applicant doesn't have that amount of credit hours, then they would be encouraged to get them here in the U.S. before their application would be further considered.

ECE reports are a concern because some countries are no longer giving "Cs;" the report is submitted after the applicant has sent the report to the programs of choice. This is affecting India, especially, but also Pakistan and Bangladesh. This is proving

generally unfair to the applicants, the schools and those not from the above three countries.

Dr. Peter Berthold is going to submit a link to FEDP which will let the members know which schools in India are accredited and which are not. This could affect the way schools consider applicants from Indian schools.

Members were curious about how many schools are using CAAPID and if they are experiencing any challenges. The majority of schools present was displeased with CAAPID and experienced the program as being cumbersome, frustrating and a waste of paper. One of the schools has chosen to not be on CAAPID and have experienced an increase in their application pool, another school never became a part of CAAPID and has experienced continued growth in its application pool.

Sharon Segal, ADEA liaison for the administrative counsel session, presented the following:

- Program funding for sections and SIG groups;
- Broader levels of ideas and direction with ADEA.

Meeting was adjourned at 2:00PM