2014 ADEA ANNUAL SESSION & EXHIBITION

March 15-18, 2014 • San Antonio, TX

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Dear ADEA Members, Colleagues and Friends:

On behalf of the American Dental Education Association (ADEA) Board of Directors, welcome to San Antonio for the 2014 ADEA Annual Session & Exhibition. We are thrilled you are joining us for this premier education and networking event for the dental education community.

Each year, the ADEA Annual Session & Exhibition offers ADEA members, other professional colleagues and industry experts the opportunity to collectively share their knowledge and learn from one another. This year’s theme, The Science of Learning, will bring into sharp focus our understanding of how the brain works and the implication for the ways we teach.

We challenge you to take advantage of the excellent educational programming and explore the neuroscience and neuropsychology of learning, including understanding learning disabilities and the implications of new technologies on the future of learning and teaching. We will examine traditional and innovative teaching and assessment methodologies and discuss how they apply to didactic and clinical teaching.

We have lined up some exciting speakers for this year’s plenary sessions. Nina Godiwalla, M.B.A., will discuss her experiences in corporate America and how women can thrive in a male-dominated corporate culture. Neuroscientist David Eagleman, Ph.D., will have you celebrating how much—and how little—is known about your conscious self and reality. Van Jones, J.D., will provide his insights into ways to fix our economy. And Rishi Desai, M.D., will give us a behind-the-scenes look at how the Khan Academy works, why it's different and how it's reshaping the way we learn and teach.

Over the course of the next few days, the array of educational programs will energize us, providing new avenues of thought and approaches to education and research, and opening up opportunities to network and share ideas. We will also honor significant achievements among our colleagues during various awards presentations and at the William J. Gies Awards for Vision, Innovation and Achievement.

As we convene for our annual gathering, we will not only challenge ourselves and each other, but also continue to raise the quality and consistency of our profession by striving to understand how the brain learns and how we can use that knowledge to provide our students with the best dental education possible.

Stephen K. Young, D.D.S., M.S.
Chair of the ADEA Board of Directors

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Dear ADEA Members and Friends:

On behalf of the ADEA Annual Session Program Committee, I am honored to join Dr. Stephen Young, Chair of the ADEA Board of Directors, in welcoming you to the 2014 ADEA Annual Session & Exhibition in San Antonio.

With this year’s theme focused on the Science of Learning, the information that follows will give you a sense of the wonderful scope and variety of this year’s ADEA educational programming. While it is always difficult to choose among the vast selection of sessions, events, member forums and speakers, we hope this Annual Session & Exhibition will make 2014 very informative and enjoyable.

This year, we included 20-minute New Idea Sessions to increase the number of opportunities for learning and we also increased the number of small group discussion groups to allow for more interaction with your peers. The educational session programming shares immediate relevance to dental education and research, health professions and patient care while challenging us to change our understanding about how the brain functions and how we learn.

The 2014 ADEA Annual Session & Exhibition will end with the closing of the ADEA House of Delegates at 4:30 p.m. on Tuesday, March 18. Exhibit Hall dates are Sunday and Monday, March 16–17, with dedicated hours on both days. We have also limited programming during that time so you can take advantage of enhanced Exhibit Hall including a “Recharge” area to take a break and recharge your electronics, and a dedicated coffee break and lunches for attendees and exhibitors. Please be sure to stop by the Exhibit Hall and visit the more than 60 exhibitor booths (including the One ADEA Showcase booth), the ADEA TechExpo and poster presentations by both faculty and students.

I know that you will enjoy your time in San Antonio and the ADEA Annual Session Program Committee looks forward to welcoming you. I also encourage you to find the time to attend governance activities such as the meetings of ADEA Councils and the ADEA House of Delegates. I hope this year’s ADEA Annual Session & Exhibition will help you to stay connected with your peers and expand your knowledge about the Science of Learning!

Denice C.L. Stewart, D.D.S., M.H.S.A.
Chair, ADEA Annual Session Program Committee
Welcome to San Antonio for the 2014 American Dental Education Association (ADEA) Annual Session & Exhibition! We are pleased to host you in our city.

Now the nation’s seventh-largest city, San Antonio represents the new face of America — a diverse, globally competitive city with a dynamic vision for national and international economic development. In addition to our unique treasures like the Alamo and the River Walk, you will find an emerging brainpower community fueled by a robust economy that is led by the biosciences and other 21st century industries such as aerospace, health care and cybersecurity.

I hope you will have an opportunity while you are here to take in the myriad attractions in our city. On behalf of the residents of San Antonio, I wish all of you a memorable and enjoyable stay!

Sincerely,

JULIÁN CASTRO
MAYOR
ADEA Board of Directors

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Acknowledgements

The American Dental Education Association deeply appreciates the tremendous work and leadership of the ADEA Annual Session Program Committee (ASPC) and thanks the committee members for their service. The 2013-14 ADEA ASPC consists of the following members:

Dr. Denice C.L. Stewart, Chair of the ADEA ASPC, Oregon Health & Science University School of Dentistry; Dr. Mart N. Aksu, University of Detroit Mercy School of Dentistry; Mr. Alexander Broa, University of California, San Francisco, School of Dentistry; Dr. Cherene M. Farmer-Dixon, Meharry Medical College School of Dentistry; Dr. Lily T. Garcia, The University of Iowa College of Dentistry & Dental Clinics; Dr. Vincent J. Iacono, Stony Brook University School of Dental Medicine; Dr. Michael A. Landers, Case Western Reserve University School of Dental Medicine; Dr. Michael R. Ragan, Fortress Insurance Company; Dr. Harinder S. Sandhu, Western University Schumich School of Medicine and Dentistry; Dr. Sharon C. Siegel, Nova Southeastern University College of Dental Medicine; Dr. Cheryl M. Westphal-Thiele, New York University College of Dentistry; Dr. Mary Sue Woodall, University of Nevada, Las Vegas, School of Dental Medicine; Dr. Stephen K. Young, University of Oklahoma College of Dentistry.

ADEA thanks the many individuals who contributed to planning and supporting the activities of the 2014 ADEA Annual Session & Exhibition. We would like to acknowledge Professor Gail Chils, University of Florida College of Dentistry, coordinator of the poster presentation abstract review process, and Dr. Elise Eisenberg, New York University College of Dentistry, coordinator of the ADEA TechExpo.

The ASPC also thanks the following people who assisted in peer review for submissions for the 2014 ADEA Annual Session & Exhibition, the ADEA Poster Presentations and the ADEA TechExpo. We thank them for their effort to create educational programming that meets the needs of ADEA members and the dental education community.

Those reviewers included:

Tamer Abdel-Azim, University of Louisville School of Dentistry; Dr. Amit Acharya, Marshfield Clinic Research Foundation; Dr. Leon Assael, University of Minnesota School of Dentistry; Ms. Mary Baechle, Virginia Commonwealth University School of Dentistry; Dr. Jeffrey Bennett, Indiana University School of Dentistry; LynnAnn Bergstrom Bryan, Marquette University School of Dentistry; Dr. Philip Buchanan, University of the Pacific Arthur A. Dugoni School of Dentistry; Prof. Wanda Cloet, Central Community College; Dr. Kathleen D’Ambrosi, The Community College of Baltimore County; Dr. Evelyn Donate-Bartfield, Marquette University School of Dentistry, Developmental Sciences; Dr. Christine Downey, University of North Carolina at Chapel Hill School of Dentistry; Dr. Diana Eshshaki, Tufts University School of Dental Medicine; Dr. Sridhar Eswaran, The University of Texas School of Dentistry at Houston; Dr. Pouran Famili, University of Pittsburgh School of Dental Medicine; Dr. Gilda Ferguson, Midwestern University College of Dental Medicine-Arizona; Dr. Laurie Fleisher, New York University College of Dentistry; Dr. Lynn Friesen, University of Missouri-Kansas City School of Dentistry; Dr. Mary Lynn Froeschle, University of Nebraska Medical Center College of Dentistry; Dr. Shika Gupta, University of the Pacific Arthur A. Dugoni School of Dentistry, Integrated Reconstructive Dental Sciences; Dr. Arnaldo Guzman, University of Puerto Rico School of Dental Medicine; Dr. Lindsey Hamil, Medical University of South Carolina James B. Edwards College of Dental Medicine; Dr. Emily Holt, University of Missouri-Kansas City School of Dentistry; Dr. Lavern Holyfield, Texas A&M University Baylor College of Dentistry; Dr. Eileen Hoskin, Rutgers School of Dental Medicine; Prof. Joyce Hudson, Ivy Tech Community College; Dr. Marita Inglehart, University of Michigan School of Dentistry; Ms. Lisa Johnson, MCPHS University Forrysh School for Dental Hygiene; Dr. Anita Joy, Southern Illinois University School of Dental Medicine; Dr. John Killip, University of Missouri School of Dentistry; Dr. Esther Kuyinu, New York University College of Dentistry; Dr. Thomas Lallier, Louisiana State University Health New Orleans School of Dentistry; Prof. Lisa Lee, The University of Colorado School of Dental Medicine; Ms. Margaret Lemaster, Old Dominion University; Dr. Linda May, East Carolina University School of Dental Medicine; Dr. Keith Mays, East Carolina University School of Dental Medicine; Dr. Denise A. Mills, Midwestern University College of Dental Medicine-Arizona; Ms. Suzan Miller, University of Maryland School of Dentistry; Dr. Shirley Miranda, Texas A&M University Baylor College of Dentistry; Dr. Phyllis Neal, Herzing University; Dr. Herminio Perez, Rutgers School of Dental Medicine; Dr. Rishi Popat, Harvard School of Dental Medicine; Dr. Isabel Rambob, University of Maryland School of Dentistry; Dr. Daniel Reed, The Ohio State University College of Dentistry; Pamela Retting, Indiana University School of Dentistry; Dr. Rosalia Rey, University of Florida College of Dentistry; Dr. Leslie Roeder, The University of Texas School of Dentistry at Houston; Dr. Steven Roser, Emory University; Catherine Sarkis, Boston University Henry M. Goldman School of Dental Medicine; Dr. Keerthana Satheesh, University of Missouri - Kansas City School of Dentistry; Dr. Andrew Schenkel, New York University College of Dentistry; Ms. Kelsey M. Schweiz, Marshfield Clinic; Dr. Harlan Shiau, University of Maryland School of Dentistry; Dr. Amal Sindi, King Abdulaziz University; Dr. Robert Spears, Texas A&M University Baylor College of Dentistry; Dr. Aditya Tadinada, University of Connecticut School of Dental Medicine; Ms. Melanie Taverna, University of Texas Health Science Center at San Antonio Dental School; Dr. Louise Veselicky, West Virginia University School of Dentistry; Dr. Kun Wang, Columbia University College of Dental Medicine; Dr. Tawana Ware, Meharry Medical College School of Dentistry; Dr. Linda Wells, University of Missouri - Kansas City School of Dentistry; Dr. Austin Willcox, Midwestern University College of Dental Medicine-Arizona; Dr. David Williams, University of Maryland School of Dentistry; Dr. Mark Wolff, New York University College of Dentistry.

Thanks also to:

2014 ADEA SoTLfest Planning Committee

ADEA Council of Faculties Administrative Board: Dr. Nereyda Clark, University of Florida College of Dentistry; Dr. R. Todd Watkins, East Carolina University School of Dental Medicine; Dr. Lisa Mruz, University of Buffalo School of Dental Medicine; Dr. Ryan Quock, The University of Texas School of Dentistry at Houston; Dr. Valerie Murrah, University of North Carolina at Chapel Hill School of Dentistry and ADEA Scholarship of Teaching and Learning Special Interest Group Chair; Dr. Ted Pate, The University of Texas School of Dentistry at Houston.

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Check out the 2014 ADEA Annual Session & Exhibition website at www.adea.org/2014. It’s your one-stop shop to evaluate educational sessions, learn about CE credits and access other electronic resources.

Download the 2014 ADEA Annual Session Mobile App to have everything you need in the palm of your hand, including the interactive show schedule, exhibitor listings and product searches, an interactive floor map, session and event schedules, show alerts and social media. Accept “push notifications” when prompted to ensure the most up-to-date information appears on your mobile app.

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

Follow @adeaweb on Twitter, and use the hashtag #adea2014 to keep up with the latest ADEA Annual Session Twitter chatter.

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

Find out more about next year’s ADEA Annual Session & Exhibition, scheduled for March 7-10, at www.adea.org/2015.
Plenary Speaker Bios

Nina Godiwalla, M.B.A., is a woman with insights and lessons to share about women in the workplace. Women have historically faced massive hurdles when aiming for the “C-Suite.” Some of those obstacles are deeply ingrained, while others could be easily overcome if the right set of tools were in place, a fact Ms. Godiwalla knows all too well. She entered Wall Street as an outsider—a woman and Indian American—and left enlightened on how minorities can thrive in a male-dominated corporate culture. As part of her drive to spur a national diversity initiative, Ms. Godiwalla and several elite CEOs have joined The Wall Street Journal’s “Women in the Economy” Executive Task Force, which produces recommendations for creating more high-level opportunities for women in corporate America. After a decade working for Fortune 500 corporations, she founded MindWorks, which provides executive leadership, diversity and stress management training. She also authored the best seller Suits: A Woman on Wall Street, based on her experience dealing with the subtle and overt ways that Wall Street holds back women and minorities.

March 15, 6:30 – 8:30 p.m, HY-Lonestar D-F. Ticketed Event. See page 36.

David Eagleman, Ph.D., known for a unique and active exploration of ideas, prompts audiences to recognize the beauty of the brain, question what we perceive as reality and re-think what we know about human nature. Dr. Eagleman holds joint appointments in the Departments of Neuroscience and Psychiatry at Baylor College of Medicine in Houston, TX, and is the Founder and Director of the Initiative on Neuroscience and Law. His influential neuroscience books include the New York Times best seller Incognito and Wednesday is Indigo Blue. He writes regularly for the New York Times, Wired, Discover, Slate and New Scientist, and is a repeat guest on NPR, discussing both science and literature—his twin passions. Copies of Dr. Eagleman's book will be available for purchase outside of the Lila Cockrell Theater immediately after the plenary session. Dr. Eagleman will also be available for a limited time to sign books.

March 16, 8:30 – 10:00 a.m., HBGCC-Lila Cockrell Theatre. See page 37.

Van Jones, J.D., is a co-host of Crossfire on CNN. In addition to his duties at CNN, Mr. Jones is the President and co-founder of Rebuild the Dream, a platform for bottom-up, people-powered innovations to help fix the U.S. economy. A Yale-educated attorney, he has written two New York Times best sellers: The Green Collar Economy, the definitive book on green jobs, and Rebuild the Dream, a roadmap for progressives in 2012 and beyond. In 2009, Mr. Jones worked as the green jobs advisor to the Obama administration. There, he helped run the interagency process that oversaw $80 billion in green energy recovery spending. While best known as a pioneer in the environmental movement, Mr. Jones has been hard at work in social justice for nearly two decades, fashioning solutions to some of urban America’s toughest problems. Copies of Mr. Jones’ books will be available for purchase outside of the Lila Cockrell Theater immediately after the plenary session. Mr. Jones will also be available for a limited time to sign books.

March 17, 8:30 – 9:45 a.m., HBGCC-Lila Cockrell Theatre. See page 67.

Rishi Desai, M.D., is a medical educator at the Khan Academy, a free online education platform and nonprofit organization. His goal is to generate content about pediatric infectious diseases and public health that is comprehensible to anyone, anywhere. Dr. Desai stresses the importance of open sourced, high-quality education—especially regarding medicine. He has always had a love for learning and has taught students at every stage of his career; he has won numerous teaching awards for medical education and his passion for teaching brought him to the Khan Academy. Founded by Sal Khan, the Khan Academy provides self-pacing software and unlimited access to over 3,000 instructional videos on its YouTube channel. The website and library of educational videos—one of the most-used libraries on the web—offers lessons on everything from basic arithmetic to college-level science and economics, humanities, test prep and, now, medical and public health information.

March 18, 10:00 – 11:15 a.m., HBGCC-Lila Cockrell Theatre. See page 103.

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Chair of the ADEA Board of Directors Symposia

The 2014 ADEA Annual Session & Exhibition is bringing together experts from all points of view to address “The Science of Learning.” This year’s Chair Symposia is a series of three sessions providing attendees with a deep dive into how educators can optimize learning and provide the best education to students with a better understanding of how the brain works. Contributors from inside and outside of academic dentistry will share a myriad of perspectives and approaches to improving learning among students.

Monday, March 17

10:30 a.m. – noon  
HBGCC-Ballroom C2 & C3

TLCD-029 The Chair of the ADEA Board of Directors Symposium—Urban Legend or Brain Fact: The Truth About Learning (Faculty, Early Career)  
ADEA SOTL
Presenter(s): Nader Nadershahi, D.D.S., M.B.A., Ed.D., University of the Pacific Arthur A. Dugoni School of Dentistry; Dan Welch, Ph.D., Southern Illinois University School of Dental Medicine; Cameron Jeter, Ph.D., The University of Texas School of Dentistry at Houston

Americans are seeking ways to improve their brainpower. This desire fuels burgeoning enterprises offering computer games of mental flexibility, classical music for babies and energy drinks. “Use it or lose it” does apply to the brain but which of the plethora of learning tools are grounded in veridical research-based evidence? Come learn from neuroscientists which methods are fables and which are vetted truths. In plain language this session will explain the brain basics of acquiring and retaining information expose mythical strategies of learning and memory and counter them with concrete research-substantiated learning and retention strategies for you and your students.

Learning Objectives:
- Explain the basic principles of how the brain learns.
- Identify common myths associated with improving learning and memory.
- Describe evidence-based strategies to improve learning and retention.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development Evaluation

1:30 – 3:30 p.m.  
HBGCC-Ballroom C2 & C3

I-700 The Chair of the ADEA Board of Directors Symposium—Strategies and Suggestions for Accommodating Students with Learning Disabilities  
ADEA SOTL
Presenter(s): Sheldon H. Horowitz, Ed.D., National Center for Learning Disabilities; Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy School of Dentistry

The Americans with Disabilities Act of 1990 and its 2008 amendments require colleges and universities to provide reasonable accommodations. Providing accommodations for students in predoctoral, dental hygiene and graduate programs must balance the need to meet the legal requirement with allowing the student to demonstrate competency and meet technical standards as outlined by the program. This symposia will review strategies for accommodating students
in light of the curricular expectations of dental and dental hygiene programs. Issues to be reviewed will include universal design in education, accommodations in the classroom and preclinical laboratories and distance education. During the symposium, participants will have opportunities to discuss recommendations for policy and procedures as well as share best practices in faculty and staff training.

**Learning Objectives:**
- Describe how learning disabilities manifest in adult students, especially in a dental education setting.
- Identify the legal accommodations of an institution to accommodate students with disabilities.
- List strategies for accommodating students with disabilities that are utilized in the dental and dental hygiene education setting.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

**Content Keywords:** Teaching and Curriculum, Learning Disabilities

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**Tuesday, March 17**

**8:00 –9:30 a.m.**

**HBCG-Ballroom C2 & C3**

**TLCD-058 The Chair of the ADEA Board of Directors Symposium—Engaging the Brain: Art and the Science of Dentistry (Faculty) ADEA CCI ADEA SOTL**

**Presenter(s):** Catherine Flaitz, D.D.S., M.S.; Karen Novak, D.D.S., M.S., Ph.D., The University of Texas School of Dentistry at Houston; Jay Heuman, The Museum of Fine Arts Houston

The technical nature of the dental school curriculum promotes logical, sequential and analytical thought leaving little room to engage the random intuitive holistic and subjective parts of the brain. This creates a “disconnect” between the art and science of dentistry. This session will provide insight on how partnerships with the humanities can help address this disconnect. Specifically, participants will learn how visual engagement of works of art followed by small group discussions, reflective essays and journal entries can enhance three skill sets: (1) close observation (2) unbiased analysis and (3) clear empathetic communication—important in the art of patient care.

**Learning Objectives:**
- Describe the role of clinical humanities in teaching the art and science of dentistry.
- Understand how humanities can be used to enhance the clinical arts of communication and diagnosis.
- Recognize the need for engaging the “right side” of the brain in the highly technical instant messaging and reactive learning dental school environment.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

**Content Keywords:** Curriculum Development Evaluation

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What is the AAMC/ADEA DLOC?
The AAMC/ADEA Dental Loan Organizer and Calculator (AAMC/ADEA DLOC) is a user-friendly online resource designed to help dental school borrowers organize and track their student loans. The tool also runs repayment scenarios based on an individual’s career plans following dental school, including any plans for advanced dental education work.

What can students do with the AAMC/ADEA DLOC?
- Have a convenient electronic file with all loan borrowing information.
- Keep track of dental school loan borrowing.
- Know how much loans will impact repayment amounts.
- Create a repayment strategy.

Tips for using the AAMC/ADEA DLOC
- Work closely with financial aid offices for information on grant, scholarship and campus-based loan program deadlines.
- Be mindful of how much is being borrowed and borrow only the necessary amounts.
- Know financial aid budgets (also called Cost of Attendance) for each year of borrowing and pay attention to monthly living allowances.

Access the AAMC/ADEA DLOC by visiting www.aamc.org/godental.
Convention Center Information
The 2014 ADEA Annual Session & Exhibition is being held at the

San Antonio Henry B. Gonzalez Convention Center
200 East Market Street
San Antonio, TX 78205
210-207-8500

The Henry B. Gonzalez Convention Center is located in the heart of downtown San Antonio, just 15 minutes or 10 miles from the San Antonio International Airport.

Transportation for Offsite Tours
Complimentary transportation for tours of the University of Texas Health Science Center San Antonio Dental School and the Center for the Intrepid will be provided.

Transportation to the University of Texas Health Science Center San Antonio Dental School will depart promptly on Saturday, March 15 at 10:00 a.m. from the Henry B. Gonzalez Convention Center Convention Way. Buses will depart from the school at 12:30 p.m. returning to the Convention Center at 1:00 p.m.

Transportation to the Center for the Intrepid will depart promptly on Monday, March 17 at 2:30 p.m. from the Henry B. Gonzalez Convention Center Convention Way. Following the tour, buses will leave from the Center for the Intrepid at 4:30 p.m. returning to the Grand Hyatt San Antonio at 5:15 p.m. As a reminder, all participants must present government issued identification in order to enter the Center.

Wireless Internet Access
Complimentary Internet access is available at Grand Hyatt San Antonio for attendees who are booked in the ADEA group room block. The hotel offers complimentary internet access in the lobby.

ADEA will provide Wi-Fi access at the Henry B. Gonzalez Convention Center to Annual Session & Exhibition meeting attendees throughout the meeting space and in the Exhibit Hall from Saturday, March 15 through Tuesday, March 18. The Connect & Collaborate Lounge in the Exhibit Hall (Hall C) will offer Internet kiosks. To access the Wi-Fi, choose the ADEA network and enter the password adea2014.

Complimentary basic Wi-Fi is offered throughout the Henry B. Gonzalez Convention Center.

Complementary Educational Session Resources
Attendees will be able to download many educational session presentation materials at www.adea.org.

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

Continuing education credits (CE) are earned by attending educational sessions in their entirety and by completing the evaluation process for those sessions. To evaluate an attended educational session and obtain a CE Verification Form, ADEA Annual Session & Exhibition registered attendees may visit www.adea.org/atadea14 and complete the online process. The deadline to complete the evaluation process and print a PDF of your CE Verification Form is Wednesday, April 30, 2014. The evaluation process is electronic only. CE Verification Forms cannot be reproduced by ADEA after the deadline.

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

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

Download the ADEA14 mobile app www.adea.org/mobile
ADEA SoTLfest

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

Exhibit Hall

Join the more than 60 commercial and educational exhibitors in this year’s Exhibit Hall, located on the Concourse Level of the Henry B. Gonzalez Convention Center in Exhibit Hall C. The Exhibit Hall will be open on Sunday and Monday, March 16-17, with dedicated hours on both days.

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

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

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

- ADEA Membership and Publications
- ADEA Curriculum Resource Center (CRC)
- MedEdPORTAL
- ADEA GoDental
- ADEA Virtual Fair
- ADEA WebAdmit for AADSAS, PASS and CAAPID
- ADEA Dental Hygiene Centralized Application Service (DHCAS)
- ADEA Dental Student Outreach Program
- ExploreHealthCareers

At the ADEA TechExpo, see the latest technology applications developed specifically for dental education by your colleagues. It’s a close-up, hands-on experience. Walk around and interact with new technology, share ideas and discuss exciting innovations with the presenters. The ADEA TechExpo is interesting whether you’re on the cutting edge or catching up with technology. Peruse showcased Poster Presentations on Sunday, March 16, from 1:00 to 3:00 p.m., and Monday, March 17, from 10:00 a.m. to 1:00 p.m. See page 127 for a complete list of poster presentations each day.

Registration, Information and House of Delegates Booths

The registration booth is located in the Parkview Terrace of the Henry B. Gonzalez Convention Center. Along with registration information, attendees will find ADEA staff who can help with ADEA membership inquiries and general Association information.

The registration and information booths will be open:

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

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Social Media

Follow ADEA on Twitter (www.twitter.com/adeaweb) and Facebook for the latest news about dental education and updates from Annual Session. We want to hear from you! Use the Twitter hashtag #adea2014 to tell everyone about an event or session, or to connect with like-minded colleagues.

Follow @adeaweb on Twitter #adea2014
Special Events

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

**ADEA Leadership Institute Class of 2014 Reception and Commencement Dinner**
*(By invitation only)*

I-166
Friday, March 14
6:00 – 9:00 p.m.
HY-Lone Star D

**ADEA Signature Series: Leading Change—Disruptive Innovation in Health Care Education**
*I-006*
Saturday, March 15
8:00 – 11:00 a.m.
HBGCC-217 A-C (F, 0-3 years) (Ticketed Event)

The 2014 ADEA Signature Series Program on Leading Change—Disruptive Innovation in Higher Education will engage participants in three informative sessions. Attendees will work in small groups to complete a disruptive innovation (DI) exercise applying the concepts learned to specific situations.

Learning Objectives:
- Describe DI and how it impacts health care education.
- Evaluate lessons learned from experiences outside of dentistry in osteopathic medicine.
- Assess how DI is being used in two U.S. dental schools.

CE Credits: 3, 3 Hour Workshop

Content Keywords: Institutional Organizational Development, Curriculum Development Evaluation

**ADEA GoDental Workshop and Recruitment Fair for Predental Students and Advisors**
*(Complimentary registration required)*

I-154
11:00 a.m. – 4:00 p.m.
HBGCC-Ballroom C2 & C3

**ADEA Welcome Reception**
Saturday, March 15
5:30 – 6:30 p.m.
HBGCC-Grotto

**ADEA Leadership Institute Class of 2015 Welcome Reception** *(Sponsored by Colgate-Palmolive Co.; By invitation only.)*
I-112
Sunday, March 16
5:30 – 6:30 p.m.
HY-Lone Star B

**Opening Session of the ADEA House of Delegates**
I-105
Saturday, March 15
4:30 – 5:30 p.m.
HBGCC-Ballroom C1

**ADEA Reference Committee on Administrative Affairs Hearing**
I-131
Sunday, March 16
3:30 – 4:30 p.m.
HBGCC-217 C

**ADEA Reference Committee Hearing on Association Policy**
I-168
Sunday, March 16
1:30 – 2:30 p.m.
HBGCC-217 C

Download the ADEA14 mobile app www.adea.org/mobile
2014 William J. Gies Awards for Vision, Innovation and Achievement Gala (Ticketed Event)  
I-102  
Monday, March 17  
6:00 – 9:00 p.m.  
HY-Lone Star Ballroom  
The William J. Gies Awards for Vision, Innovation and Achievement (The Gies Awards) are the preeminent recognition of exceptional contributions to and support of dental education. The Gies Awards are an annual program of the ADEAGies Foundation. Tickets for the event are available at registration.

Liaison Committee on Surveys and Reports: Review of Revisions to the CODA Survey of Dental Education, Group IV – Curriculum  
I-900  
Tuesday, March 18  
7:00 – 8:00 a.m.  
HBGCC-210 B  

Closing Session of the ADEA House of Delegates  
I-163  
Tuesday, March 18  
3:30 – 4:30 p.m.  
HBGCC-Ballroom C1
MedEdPORTAL® is a free, cross-indexed suite of services provided by the Association of American Medical Colleges in partnership with the American Dental Education Association. Through Publications, iCollaborative and the CE Directory, MedEdPORTAL aims to equip healthcare professionals across the continuum with effective and efficient educational tools to improve patient care.

www.mededportal.org/adea
Why Consider a Dental Career?

- Dentists earn top wages in the United States.
- The dental profession offers a wide range of clinical, research and academic opportunities.
- Dental school graduates have many career options upon receiving a degree, including entering practice immediately, or pursuing residency training in either general dentistry or in one of nine recognized dental specialties.
- Dentists improve lives by bettering their patients’ oral and general health.
- Dentists are respected professionals and leaders within the health care community.

ADEA AADSAS

The American Dental Education Association offers the Associated American Dental Schools Application Service (ADEA AADSAS), a centralized application service for individuals applying to dental school. ADEA AADSAS simplifies the application process for both applicants and schools by allowing applicants to complete one application form.
Resources for Dental School Applicants

**ADEA Official Guide to Dental Schools**
Access the most up-to-date information available about admission requirements for all U.S. and Canadian dental schools with this authoritative directory. The *ADEA Official Guide to Dental Schools* contains guidelines about preparing for and applying to dental school, as well as information about financing a dental education. Available in print and online. [www.adea.org/officialguide](http://www.adea.org/officialguide)

**ADEA AADSAS Mobile Portal**
Applicants can access the ADEA AADSAS mobile portal after they have created an account. The mobile portal enables them to view the progress of their application, including the Dental Admission Test (DAT) scores, transcripts and letters of evaluation receipt dates. Students may access the mobile portal at [portal.aadsasweb.org/mobile](http://portal.aadsasweb.org/mobile).

**ADEA Predental Student Virtual Fair**
The annual ADEA Predental Student Virtual Fair is free, online and is open to all predental students, advisors and dental school representatives. [www.adea.org/predentalvirtualfair](http://www.adea.org/predentalvirtualfair)

**ADEA GoDental**
ADEA GoDental provides students interested in pursuing careers in dentistry and dental hygiene with the information and guidance they need to apply to programs, matriculate and eventually fulfill their career goals. ADEA GoDental aspires to reach students from a variety of backgrounds to supply the dental and dental hygiene workforce needed to meet the evolving oral health needs of a diverse society. The website is a joint initiative involving ADEA, health professions advisors, dental schools and their administrators, current students and practitioners. [www.godental.org](http://www.godental.org)

**Tips for a Successful ADEA AADSAS Application**
- Research dental schools with a pre-health advisor and discuss which schools are a good fit.
- Gain leadership experience in the profession by shadowing a dentist and working in other volunteer positions.
- Take advantage of campus resources, such as a predental club, to help with preparing for the application.
- Write a strong personal statement.
- Register for the DAT, administered by the American Dental Association (ADA). [www.ada.org/dat](http://www.ada.org/dat).
- Be honest and truthful throughout the application process.
- Submit the ADEA AADSAS application early, as the application process can take up to six weeks.
- Submit all supplemental materials to designated dental schools.

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**AADSAS FACT SHEET 2015.indd   2**

**ADEA AADSAS Opens June 2, 2014.**

Applicants must:
- Complete the online ADEA AADSAS application and designate dental schools.
- Send all official college transcripts to ADEA AADSAS.
- Indicate who is writing your letters of evaluation.
- Schedule to take the Dental Admissions Test (DAT).

ADEA AADSAS receives these materials, and:
- Verifies all documents,
- Imports DAT scores from the ADA when available,
- Processes the final application, and
- Distributes application to designated dental schools.

Dental schools receive the ADEA AADSAS electronically, and:
- Review complete applications,
- Match to supplemental material, and
- Schedule interviews.

**ADEA AADSAS Closes February 2, 2015.**
Schools offer candidates admission beginning December 1, 2014, and continue to interview and notify applicants through the spring.

[www.adea.org/aadsas](http://www.adea.org/aadsas)
[aadssasinfo@adea.org](mailto:aadssasinfo@adea.org)
617-612-2045

@ADEA_AADSAS  ADEA.AADSAS
2014 ADEA OFFICIAL GUIDE TO DENTAL SCHOOLS

For Students Entering in Fall 2015
Admissions requirements for all U.S. and Canadian dental schools

Plus Dental careers • Preparing for dental school • Financing a dental school

Now Available in Print and Online

www.adea.org/OfficialGuide
Looking for information about dental school, and what it takes to be accepted? Want to hear first-hand from current dental students, dental hygiene students, admissions officers and dental practitioners?

**A DEA GoDental has the information you need.**

GoDental.org is an initiative of the American Dental Education Association (A DEA) providing students interested in pursuing careers in dentistry and dental hygiene with the information and guidance they need to apply to programs, matriculate and eventually fulfill their career goals.

**Inspire, Inform, Guide—A DEA GoDental.**

www.GoDental.org

Follow A DEA GoDental on Facebook and Twitter for all of your pre dental news!
Complete 2014 ADEA Annual Session & Exhibition Schedule by Day and Time

Programs are listed chronologically by day. ADEA Governance and Affiliated Organizations meetings are not included; these are listed separately beginning on pages 112 and 119, respectively. For full session information, please visit www.adea.org/adea14.

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

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

**ADEA LIAA** ADEA Leadership Institute Alumni Association (ADEA LIAA). Educational sessions delivered by ADEA Leadership Institute Fellows are endorsed by the Alumni Association. All ADEA LIAA endorsed sessions help to further the leadership and personal development of future leaders in dental and higher education.

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

**Learning Focus Descriptions**

**Admissions & Operations**
Sessions related to the business processes of academic institutions. Among the topics addressed are student recruitment and enrollment, financial aid, clinical facility operations and shared online services.

**Advocacy & Public Policy**
Sessions related to the relationships among dental education, state and national politics and the legislative process.

**Leadership & Career Development**
Sessions focused on communication techniques, coaching and team-building strategies, leading change and personal effectiveness. In addition, grant-writing, promotion and tenure issues, professional development benefits and mentor/mentee programs are included.

**Research & Trends**
Sessions offering insight on timely findings related to dental and allied dental education and health sciences.
Teaching, Learning & Curriculum Development
Sessions related to, but not limited to, principles of pedagogy and adult learning, as well as effectively planning, guiding and assessing learning; creating stimulating and interactive lessons; and course design.

Technological Innovations
Sessions addressing both use of technology as a teaching/learning tool and technology as a topic, including dental informatics and remarkable technological advances in dentistry and dental education.

Friday, March 14

9:00 – 11:00 a.m.   I-011 Creating Safe Space for LGBT and Students of Color in Schools Dentistry: Training Allies (F, 4-9)
HBGCC-204 A/B
Presenter(s): Mark Kamimura-Jimenez, Ph.D., The KP Group; Mark López, Ph.D., ADEA
Drs. Mark Kamimura-Jimenez and Mark A. López will lead an ally training session for students, staff and faculty in dentistry. This interactive session will explore learning-strategies and exemplary practices to create allies and safe space for Lesbian, Gay, Bisexual and Transgendered (LGBT) students and students of color in schools of dentistry.

Learning Objectives:
• Identify climate concerns for marginalized communities in schools of dentistry.
• Discuss the importance of identifying and working with allies.
• Identify why safe spaces are important and indicate what ally-building and safe space means for students, professionals and patients.

CE Credits: 2, 2 hour Seminar
Keywords: Cultural Diversity, Cultural Competency, Minority Recruitment

1:00 – 5:00 p.m.   I-007 ADEA Leadership Institute Class of 2015 Orientation
HBGCC-214 A
(By invitation only)
Saturday, March 15

8:00 – 11:00 a.m.  
HBGCC-217 ABC  

I-006 ADEA Signature Series: Leading Change—Disruptive Innovation in Health Care Education (F, 0-3 years) ADEA LIAA


The 2014 ADEA Signature Series Program on Leading Change—Disruptive Innovation in Health Care Education will engage participants in three informative sessions. Attendees will work in small groups to complete a disruptive innovation (DI) exercise applying the concepts learned to specific situations.

Learning Objectives:
• Describe DI and how it impacts health care education.
• Evaluate lessons learned from experiences outside of dentistry in osteopathic medicine.
• Assess how DI is being used in two U.S. dental schools.

CE Credits: 3, 3 Hour Workshop

Keywords: Institutional Organizational Development, Curriculum Development/Evaluation

11:00 a.m. – noon  
HBGCC-211  

AP-004 Developing Cultural Competency Through the Community Dental Health Coordinator (F, 4-9 years) ADEA CCI

Presenter(s): Dunn Cumby, D.D.S., M.P.H., University of Oklahoma College of Dentistry; Francis Jones, D.D.S., M.B.A., University of Nevada, Las Vegas, School of Dental Medicine

This presentation will illustrate how two public universities, University of Oklahoma College of Dentistry and University of Nevada, Las Vegas, School of Dental Medicine, approach cultural competency with the implementation of Community Dental Health Coordinators (CDHC) in Oklahoma and a traditional-based delivery model in Nevada. Participants will draw conclusions regarding elements that control the success of cultural competency and access to care for dental students when they are exposed to CDHC as part of the team and, conversely, when they are not. Since the states share similar demographic and income patterns, comparisons will be drawn to the successes and shortcomings of each model using empirical evidence.

Learning Objectives:
• Answer questions regarding Community Dental Health Care providers.
• Identify synergies between cultural competency and Community Dental Health Care providers.

• Construct programs in the participant's locale to improve cultural competency.

CE Credits: 1, 60 Minute Seminar, Advocacy & Public Policy

Keywords: Health Policy, Community Health

11:00 a.m. – noon
HBGCC-207 B

1-009 Cultural Climate: What Are Our Students Learning Informally Regarding Race and Ethnicity? (A, 4-9 years)

Presenter(s): Anthony Palatta, D.D.S., Ed.D., ADEA

Few studies have examined how students learn informally. Students “learn” the norms of the dental profession through informal experiences such as interactions with fellow students, faculty and the institutions. Student perceptions of various aspects of their educational environments can reveal their perceptions of the climate in which they learn. One aspect is perception of race and ethnicity. Because health care students will interact with an increasingly diverse population, educators should understand how students experience race and ethnicity while undergoing professional training. By assessing the racial/ethnic climate of their programs, educators can establish a baseline of information regarding the campus climate for diversity at their institutions.

Learning Objectives:
• Identify how students “learn” about the norms and values of their professional identity via socialization in regards to race and ethnicity.

• Understand why disaggregating racial/ethnic data is imperative to understanding how all students perceive the educational environment of their dental programs.

• Describe why the “practitioner as researcher“ role can and should be adopted by dental school faculty and administrators.

CE Credits: 1, 60 Minute Seminar, Research & Trends

Keywords: Diversity, Inclusion

11:00 a.m. – 12:30 p.m.
HBGCC-203

LCD-002 Continuing Dental Education (CDE): Benefitting You and Your School (F, 0-3 years)

Presented by the ADEA Sections Business and Financial Administration and Continuing Education and the ADEA SIG on Career Development for the New Educator

Presenter(s): David Felton, D.D.S., M.S., West Virginia University School of Dentistry; Marc Geissberger, D.D.S., M.A., University of the Pacific Arthur A. Dugoni School of Dentistry; Janice Gibbs-Reed, M.A., Rutgers School of Dental Medicine; Penni Ryan, The University of Iowa College of Dentistry & Dental Clinics

A panel of experts will guide you through the numerous opportunities that CDE offers faculty and dental schools. As a faculty member, you...
can gain opportunities for professional and personal development while supplementing your income. By sharing your research and experience through offering CDE programs you can refine your teaching skills and become an outstanding educator and highly sought-after leader in dental education. CDE also provides dental schools with the opportunities to gain national and international recognition, meet the educational demands of their alumni, enhance the careers of their faculty and produce a revenue stream for the school.

**Learning Objectives:**
- Realize the importance of CDE to dental institutions and faculty members.
- Identify the skills needed to become a successful CDE presenter and create your plan to get started.
- Understand the guidelines for CDE programs and integrate them into your presentations.

CE Credits: 1.5, 90 Minute Seminar, Leadership & Career Development

**Keywords:** Career Choice, Curriculum Development/Evaluation

**11:00 a.m. – 12:30 p.m.**

**LCD-004 Ethics Writer Workshop (F, 0-3 years) ADEA SOTL**

**Presenter(s):** Bruce Peltier, M.B.A., Ph.D., University of the Pacific Arthur A. Dugoni School of Dentistry; Phyllis Beemsterboer, M.S., Ed.D., Oregon Health & Science University School of Dentistry

Join members of the American Society for Dental Ethics in this workshop on writing about ethics, values and professionalism. Learn how to share your knowledge and experience with the dental profession by writing articles for journals, reports and newsletters. This workshop will be informal and empowering for the novice or beginning writer.

**Learning Objectives:**
- Understand the process of writing a journal article or research report with an ethics focus.
- Develop a viable idea for a journal article and outline a first draft.
- Establish a network with other authors interested in values and ethics.

CE Credits: 1.5, 90 Minute Workshop, Leadership & Career Development

**Keywords:** Career Choice, Curriculum Development/Evaluation

**11:00 a.m. – 12:30 p.m.**

**TI-007 Academic Dishonesty—How to Detect It and How to Prevent It (F, 4-9 years)**

**Presenter(s):** Heiko Spallek, D.M.D., Ph.D., M.B.A., University of Pittsburgh School of Dental Medicine

Meeting Locations

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<tr>
<th>HY</th>
<th>Grand Hyatt San Antonio</th>
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<td>HBGCC</td>
<td>Henry B. Gonzalez Convention Center</td>
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Target Audience

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<td>Administrator</td>
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Career Level

| 0-3 years | Emerging Educator |
| 4-9 years | Midcareer Educator |
| 10+ years | Seasoned Educator |
While technology can help faculty to teach and students to learn, it can also be misused for academic dishonesty. Combatting high-tech cheating has become important for creating an ethical and professional learning environment. To recognize and prevent the misuse of technology, faculty need to know about available methods for cheating involving technology. This session will review existing technology-based gadgets and exploits for high-tech cheating and provide suggestions for implementing policies and procedures to create an environment that prevents the misuse of technology.

**Learning Objectives:**
- Identify various methods of in-classroom technology cheating.
- Develop policies and procedures for testing and examination.
- Effectively prevent academic dishonesty using technology.

CE Credits: 1, 60 Minute Workshop, Technological Innovations

Keywords: Assessment, Information Management/Computer Applications

**11:00 a.m. – 12:30 p.m.**

**TLCD-020 The Use of Simulation in Teaching Office-based Medical Emergencies to Dental Students (F, 4-9 years) ADEA SOTL ADEA LIAA ADEA CCI**

Presented by the ADEA Section on Oral and Maxillofacial Surgery, Anesthesiology and Hospital Administration

Presenter(s): Jeffrey Bennett, D.M.D., Indiana University School of Dentistry; David Wald, The Maurice H. Kornberg School of Dentistry, Temple University; Joseph Piecuch, D.M.D., University of Connecticut School of Dental Medicine

Various medical urgencies or emergencies can occur within the dental office. The ability to have a favorable outcome is dependent on the dentist and the dental team’s (1) knowledge base, (2) ability to work as a cohesive group in managing the event and (3) availability of an appropriate medical emergency cart consisting of drugs and equipment. As medical emergencies are not “routine” for the dental team, proper preparation is required. The presenters will discuss how simulation is a valuable tool for providing education in diagnostic reasoning and decision-making, development of procedural skills teamwork communication and interprofessional skills.

**Learning Objectives:**
- Recognize the importance of medical emergency training.
- Develop a strategy for how to implement a medical emergency course in the curriculum.
- Understand the benefits and how to use simulation in medical emergency training.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills
11:00 a.m. – 12:30 p.m.  TLCD-032 Evidence-based Teaching: Promoting Critical Thinking Skills in Dental Education (F, 4-9 years) ADEA FDW ADEA CCI ADEA SOTL

Presenter(s): Sophia Saeed, D.M.D.; Mark Dellinges, D.D.S., University of California, San Francisco, School of Dentistry

CODA requires graduates to be “competent in the use of critical thinking…[and] in application of basic science knowledge in the delivery of patient care.” Many of the skills needed to foster critical thinking skills are parallel to the skills used in clinical reasoning and evidence-based dentistry. Students learn to ask patients open-ended and then more focused questions to hone in on a diagnosis. Similarly, instructors can use this skill set to promote critical thinking in the biomedical pre-clinical and clinical settings in dental education. The presenters will explore ideas for incorporating critical thinking skills into the culture of learning.

**Learning Objectives:**
- Describe the role of critical thinking skills in patient care as an expert clinician.
- Discuss how critical thinking skills increase depth of learning.
- Demonstrate practical ways of incorporating facilitation of critical thinking skills in the pre-clinical and clinical settings.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

11:00 a.m. – 12:30 p.m.  TLCD-066 Best Practices to Facilitate Scholarship and Learning in the Classroom (F, 0-3 years) ADEA SOTL

Presenter(s): Lorinda Coan, RDH, M.S., University of Southern Indiana; Joyce Hudson, B.S., RDH, M.S., Ivy Tech Community College

This workshop provides an overview of essential information for the newer educator to facilitate learning in the classroom. Topics include creating an effective syllabus, choosing course materials, developing and implementing state-of-the-art classroom presentations, developing valid and reliable assessment tools identifying strategies for routine reflection and tips for continued course improvement. Individualized application exercises will be shared for practicing the concepts introduced.

**Learning Objectives:**
- Develop effective course syllabi that clearly communicate course information and expectations to learners.
- Create state-of-the-art classroom presentations that engage learners, facilitate active learning and develop critical thinking skills.
- Identify valid and reliable assessment tools that include both formative and summative assessments.
CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Scholarship and Learning, Classroom

11:00 a.m. – 12:30 p.m.  
TLCD-087 Predoctoral Implant Education: A Strategy for Developing Clinical Assessment (F, 4-9 years) ADEA FDW
 Presenter(s): Harlan Shiau, D.D.S., D.Med.Sc.; Guadalupe Garcia, D.M.D., University of Maryland School of Dentistry

The 2010 Commission on Dental Accreditation report contains standards relevant to predoctoral implant education. The standard of clinical assessment is foundational to subsequent educational standards, including referral and provision of implant prosthodontics solutions. Teaching assessment is challenging because it involves the integration of disparate data collections ranging from medical history to occlusal evaluation to advanced radiology. In this workshop, a strategic model of learning clinical assessment championed in medical education is applied to implant prosthodontics treatment planning competencies. By cultivating critical thinking, this model confirms a student’s mastery of clinical assessment that forms the basis of downstream clinical decisions.

Learning Objectives:
• Explain a contemporary model of clinical assessment learning.
• Develop case-based competencies that promote strong diagnostic reasoning in student clinicians.
• Share and reflect with co-participants on experiences in teaching the treatment planning of implant prosthodontics.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

Follow @adeaweb on Twitter #adea2014 • Download the ADEA14 mobile app www.adea.org/mobile

1:00 – 2:00 p.m.  
AP-001 Exploring the Science of Interprofessional Learning: Contributions from Oral Medicine (F, 10+ years) ADEA CCI
 Presenter(s): Wendy Hupp, D.M.D., University of Louisville School of Dentistry; Michael Siegel, D.D.S., Nova Southeastern University College of Dental Medicine; Michael Huber, D.D.S., University of Texas Health Science Center at San Antonio Dental School

This session will outline how interprofessional education (IPE) is becoming an essential component of dental education for several reasons, including the aging population, increasing numbers of medically complex patients and new technologies that are being translated into clinical practice. Additionally, IPE is a new competency requiring dental graduate proficiency. Per CODA, the discipline of oral medicine (OM) is well positioned to contribute to advancement of this collaboration, as shown by the current and potential future role of OM relative to meeting the health care needs of patients via novel interdisciplinary relationships that include dentistry, medicine, nursing and pharmacy.
Learning Objectives:
• Demonstrate expanded knowledge of the emerging specialty of OM and how OM experts routinely interact with medical, nursing and pharmacy professionals.
• Describe the increasing percentage of patients who have medical issues that impact the provision of oral health care.
• Understand how CODA-based requirements for OM can be effectively integrated into predoctoral education and continuing dental education.

CE Credits: 1, 60 Minute Seminar, Advocacy & Public Policy
Keywords: Health Policy, Community Health

1:00 – 2:00 p.m.  
TLCD-028 Development and Implementation of a Patient-centered Assessment System at HSDM (F, 0-3 years)  
ADEA SOTL  ADEA CCI
Presenter(s): Sang Park, D.D.S., D.Med.Sc., Harvard School of Dental Medicine

The session will provide participants with information to implement a comprehensive care education model. Topics will include: (1) diagnosis and treatment planning as a separate entity—lectures on the current teaching model at Harvard School of Dental Medicine (HSDM) will provide participants with an understanding of the teaching methodology for clinical education; and (2) case completion curriculum—lectures will demonstrate that the new educational model involving the redesign of the clinical component of the curriculum could improve both patient care and student learning to achieve a patient-based comprehensive care environment in the student teaching practice.

Learning Objectives:
• Understand the comprehensive care clinical education model at HSDM.
• Identify the principles and steps needed to implement a case completion curriculum.
• Plan and design a clinical curriculum that is unique and helpful to student learning.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

1:00 – 2:00 p.m.  
TLCD-035 Extreme Class Makeover: Taking a Class From Drab to Fab (F, 0-3 years)  
ADEA SOTL
Presenter(s): Joe Vuthiganon, D.M.D., Medical University of South Carolina James B. Edwards College of Dental Medicine

Meeting Locations
HY = Grand Hyatt San Antonio  
HBGCC = Henry B. Gonzalez Convention Center
Dental Materials is a challenging subject to teach due to its dry nature. In this session, last year’s recipient of the ADEA Junior Faculty Award will discuss how he turned Dental Materials into one of the most anticipated courses of freshman year. Presentation design will be heavily discussed, including how the science of learning can be applied to create effective slides and make lectures more engaging. Simple lab exercises to help familiarize students with various materials and a dental materials clinic manual will be shown as examples that have helped enhance learning about this topic outside of the classroom.

**Learning Objectives:**
- Understand how to create engaging, effective lecture presentations.
- Learn to describe how dental materials education can be enhanced by lab exercises and a reference clinic manual.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

1:00 – 2:00 p.m.  
HGBCC-214 A  

**TLCD-053 Leveraging Three Types of Instructional Technologies to Maximize Student Learning (F, 0-3 years) ADEA SOTL**

Presenter(s): Emily Springfield, M.Ed., University of Michigan School of Dentistry

So many technologies are available today to support learning, it can be overwhelming trying to decide which—if any—are right for your course. This session will: (1) share a model for categorizing any technology according to its educational purpose, and (2) demonstrate how to maximize student learning by emphasizing interaction, the most underused technology category. A variety of technologies will be actively used with participants during the session.

**Learning Objectives:**
- Categorize technologies according to their educational purpose.
- Understand the importance of interaction on student learning.
- Practice with a number of interactive technologies used during the session.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

1:00 – 2:00 p.m.  
HGBCC-211

**TLCD-072 EBD: From Classroom to Clinic (F, 4-9 years) ADEA CCI**


Implementation of an evidence-based dentistry (EBD) curriculum for predoctoral students is an essential, yet challenging, venture. The skillset
necessary to practice EBD is developed during a process that includes didactic, transitional and clinical phases. The didactic phase addresses fundamental knowledge necessary to integrate scientific evidence. The fundamentals are applied to patient situations during the transitional phase, and clinicians integrate the science with their experience and patient preferences during the clinical phase. This session presents a seamless four-year curriculum for moving EBD instruction from the didactic fundamentals to comprehensive patient care at the predoctoral level.

**Learning Objectives:**
- Identify fundamental EBD concepts and strategies for teaching EBD concepts to students and clinical faculty.
- Identify strategies for transitioning didactic EBD concepts to student clinical experiences.
- Develop opportunities for students to practice EBD in a comprehensive care setting.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

**1:00 – 2:30 p.m. TLCD-159 Turning on to Critical Thinking (F, 0-3 years) ADEA FDW ADEA CCI ADEA SOTL**

Presenter(s): Ann Wetmore, RDH, M.S., Eastern Washington University

This course will turn faculty on to critical thinking by looking at who has critical thinking, what is critical thinking, when can educators promote critical thinking, where do health professionals use critical thinking and lastly, how can we teach and assess critical thinking skills. The presenter will provide practical tools that educators may use in the classroom clinical or online environment to encourage critical thinking, a skill deemed crucial in providing care. Course participants will engage in a self-assessment of critical thinking skills as well as round table learning and teaching activities that promote critical thinking.

**Learning Objectives:**
- Use empirical evidence to discuss the role of critical thinking in clinical reasoning and clinical judgment.
- Identify teaching strategies to utilize in the clinical and classroom environment to promote critical thinking.
- Assess methods of evaluating critical thinking using traditional methods as well as Web2.0 technology.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills
1:00 – 2:30 p.m.
HBGCC-214 B

RT-004 Creating a Comprehensive Social Media Policy: New Ideas and Lessons Learned (A, 4-9 years)
Presenter(s): Annette McMurry, J.D.; Rachel Henry, The Ohio State University College of Dentistry

Literature shows that health profession educational programs are faced with faculty, staff and students that violate policies through the use of social media. While the literature is sparse, past litigation has shown that a clearly communicated social media policy is essential in addressing these legal and professional issues. This workshop will outline the steps for creating a social media policy for a college or program through presentation and discussion. The speakers will discuss their experiences in creating a social media policy and the lessons they have learned.

Learning Objectives:
• Effectively articulate the importance of having a social media policy.
• Describe the essential parts of a social media policy.
• Develop a plan for creating and implementing a social media policy.

CE Credits: 1.5, 90 Minute Workshop, Research & Trends
Keywords: Social Media, Policy

1:30 – 3:00 p.m.
HBGCC-212

I-005 Electronic Health Records (F, 10+ years)
Presenter(s): Christopher Kenny, King & Spalding

ADEA has continually weighed in with Congress and federal agencies on this critical issue. Many of the provisions will assist dentists in their efforts to become and remain meaningful users of certified electronic health records (EHR) technology. This year we will have an expert on the subject of EHR provide an update on current EHR provisions. (Open to all attendees.)

Learning Objectives:
• Learn the applicability of the various EHR provisions.
• Understand how to implement and use EHRs.

CE Credits: 1.5, 90 Minute Seminar
Keywords: Information Management/Computer Applications, Health Care Systems

6:30 – 8:30 p.m.
HY-Lonestar A-C

I-601 An Evening Plenary on Gender Issues: Discourse & Dessert (Ticketed Event)
Presenter(s): Nina Godiwalla, Mindworks Leadership

The Evening Plenary on Gender Issues: Discourse and Dessert brings together ADEA members and guests in an informal environment for discussions that focus on gender issues, while providing an opportunity for networking to enhance professional development. The session
features a woman leader of national prominence as both a role model and an inspiration for women leaders in education, research and practice. The consistent theme of Discourse and Dessert presentations has been to promote exposure to ideas and role models that use “big picture” strategies to affect the advancement of all people, especially the careers of women and underrepresented populations. Our spectrum of past speakers have included: authors, educators, talk show commentators, executive coaches and even a former U.S. Surgeon General.

Learning Objectives:
- Describe how traditional recruitment, hiring and promotion practices unintentionally promote and support non-inclusive institutional cultures.
- Identify components of successful diversity and inclusion programs and policies.
- Leverage positions of power to create inclusive dental school environments.

CE Credits: 1, 60 Minutes, Leadership & Career Development

Keywords: Leadership and Women, Diversity and Inclusion
Sunday, March 16

8:30 – 10:00 a.m.
HBGCC-Lila Cockrell Theatre

I-602 Opening Plenary—Incognito: The Secret Lives of the Brain

Sponsored by the ADEA Corporate Council
Presenter(s): David Eagleman, Ph.D., Baylor College of Medicine

David Eagleman, Ph.D., is a daring young scientist who provides a new understanding of our brains—and ourselves. This Guggenheim Fellow is energizing, edifying and able to connect scientific discovery to various fields—including literature, advertising, social media and our justice system. Dr. Eagleman prompts us to celebrate how much and how joyously little we know about our conscious selves and our reality. He throws himself into his work, literally—he once dove from a 150-foot tower to test whether time slows down in life-threatening situations. Often called the Carl Sagan of neuroscience, he deals with everything from how the brain rewires itself to why art and science must learn from each other. Known for a unique and active exploration of ideas, erudite, engaging and able to bring scientific discovery to everyday life, he prompts audiences to recognize the beauty of the brain, question what we perceive as reality, and re-think what we know about human nature. Dr. Eagleman holds joint appointments in the Departments of Neuroscience and Psychiatry at Baylor College of Medicine in Houston, TX, and is the Founder and Director of the Initiative on Neuroscience and Law. His influential neuroscience books include the New York Times best seller Incognito and Wednesday is Indigo Blue. He writes regularly for the New York Times, Wired, Discover, Slate and New Scientist and is a repeat guest on NPR, discussing both science and literature—his twin passions. He has been profiled in The New Yorker and on Nova. Dr. Eagleman’s novel, SUM, was named a Best Book of The Year by Barnes and Noble and inspired U2 producer Brian Eno to write 12 new pieces of music, which he performed with Dr. Eagleman at the Sydney Opera House.

Learning Objectives:
• Articulate why we understand so little about our conscious and subconscious minds.
• Outline basics of how the human brain functions.
• Describe how neuroscience allows us to better understand how students learn and how to optimize learning.

CE Credits: 1, Teaching, Learning & Curriculum Development
Keywords: Cognition, Human Learning & Problem Solving

10:30 – 11:15 a.m.
HBGCC-East Registration

TLGD-107 Can Digital Dentures Replace Conventional Dentures in the Future? (F, 4-9 years) (Limited to 10 participants.)
Presenter(s): Toni Neumeier, D.M.D., M.S., University of Alabama at Birmingham School of Dentistry

Digital dentures were introduced to the U.S. market in 2011. The possible benefits of digital dentures have gained the attention of many dental
professionals. Questions a dentist may have include: Can two chair-side appointments replace the traditional five appointments for dentures delivery? How accurate will the digital dentures be? For commercial laboratories, the question is: Can digital dentures replace current lab procedures for denture fabrication? It is important for educators to be aware of the trends in this new technology and to know the pros and cons of digital dentures when introducing this knowledge into the curriculum.

**Learning Objectives:**
- Understand digital denture technology and procedures.
- Learn the perceived pros and cons of digital dentures and conventional dentures.
- Describe the issues related to digital denture quality and fit, chair-site time involved, costs, patient satisfaction and learning period for the new technology.

CE Credits: 0, 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 – 11:30 a.m.  
I-505 Three Things People Should Know: Trends in Dental Education (A, 4-9 years)  
HBGCC-213 A

Presenter(s): Gwen E. Garrison, Ph.D., ADEA

At each annual session, the ADEA Policy Center staff focus on three key topics that are important to dental education stakeholders and leaders. Enduring themes such as cost and borrowing, career choice, diversity, compensation and the pipeline have captured our attention in the past. This session will focus on many of these enduring educational, policy and research themes, as well as something new on the horizon.

**Learning Objectives:**
- Understand important trends in dental education.
- Understand how to compare various data sources to make inferences about the state of dental education.
- Understand how institutional surveys provide valuable information for ADEA and members.

CE Credits: 1, 60 Minute Seminar

Keywords: Research Methodology, Quantitative, Student Affairs

10:30 – 11:30 a.m.  
TLCD-001 Virtual Learning: Breaking the Boundaries of Time and Space (F, 4-9 years) ADEA SOTL ADEA CCI  
HBGCC-204

The traditional model of teaching and learning involves the “sage on the stage,” where students listen passively to lectures and then outside of the classroom try to learn the content in order to pass an exam. In this seminar the presenters will discuss the concept of the “inverted classroom” (Platt and Lage, 2000), where students learn the course material prior to attending class and class time is used to enhance assimilation and application of core information. Attendees will be introduced to innovative, theoretically sound solutions to teaching large classes effectively and improving students’ ability to apply didactic knowledge in clinical situations.

**Learning Objectives:**
- Understand relevant learning theory.
- Describe course management software and other online modalities.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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**10:30 – 11:30 a.m.**  
**TLCD-106 Best Practices of Pediatric Urgent Care in Dental Schools**  
**(F, 0-3 years)**  
**HBGCC-201**

Presented by the ADEA Section on Pediatric Dentistry

Presenter(s): Sahar Alrayyes, D.D.S., M.S.; Larry Salzmann, D.D.S., University of Illinois at Chicago College of Dentistry

In many dental schools, the dental student’s involvement in the urgent care service is limited to adult emergency care. Pediatric emergency care is usually handled by pediatric dentistry residents, which may prevent predoctoral dental students from receiving adequate exposure to pediatric emergencies unless the pediatric dentistry department offers its own emergency rotations. The presenters will describe how the University of Illinois at Chicago College of Dentistry Pediatric Dentistry Department realizes the importance of dental students feeling competent in handling dental emergencies for young patients and rotates students through the pediatric urgent care during junior rotation.

**Learning Objectives:**
- Overcome challenges in incorporating pediatric urgent care into the curriculum.
- Turn pediatric urgent care into a great experience for dental students.
- Understand how dental students can become competent in handling pediatric urgent care.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills
10:30 – 11:30 a.m.  
HBGCC-202

I-501 Outcome Assessment for Program Accreditation in AEGD/GPR Programs: A Workshop (F, 0-3 years)

Presenter(s): Emily Rhineberger, ADEA; Heidi Crow, D.M.D., M.S., University at Buffalo School of Dental Medicine; Judith Messura, D.M.D., Wake Forest School of Medicine; Stan Brysh, D.M.D., Meriter Hospital

Outcome Assessment is required in accreditation standards involving institutional and program effectiveness as well as the educational program. Frequent citations in this area in both Advanced Education in General Dentistry (AEGD) programs as well as General Practice Residency (GPR) programs has been a trend for many years, indicating that program directors may need additional training in outcome assessment processes. This session will include examples of outcome assessment processes from three program directors in the areas covered by Standard 1-9 (outcome assessment of program goals) and Standard 2-2 (outcome assessment of goals for student/resident training).

Learning Objectives:
- Differentiate between overall program goals and student/resident training goals.
- Identify measurement tools to assess goal achievement.
- Document analysis of that data including program improvements made based on the analysis.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Accreditation Standards, Advanced Education

10:30 – 11:30 a.m.  
HBGCC-214 C

TLCD-115 Designing a Hybrid Course to Improve Critical Thinking and Evidence-Based Decision-making (F, 0-3 years) ADEA SOTL ADEA CCI

Presenter(s): Bob Hutchins, Ph.D.; Susan Roshan, D.D.S., Texas A&M University Baylor College of Dentistry

This session will focus on how to design a hybrid course to incorporate online and small group discussions among dental students on a clinical subject with an emphasis on critical thinking and evidence-based decision-making skills. Participants will learn how online collaborations on a series of clinical cases are guided by students and aimed toward completing a mutual task (designing a treatment plan). These purposeful and self-guided discussions allow for better development of the students’ critical thinking and evidence-based decision-making skills. How to monitor the students’ progress, evaluate their competence and encourage their communication will also be discussed.
**Learning Objectives:**

- Recognize a new approach in teaching a clinical course.
- Realize how a hybrid course can engage students in self-guided and self-disciplined discussions.
- Apply changes to a course to allow for an interactive learner-based education.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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**10:30 – noon  HBGCC-207 A**

**AO-006 Understanding the Selection Criteria for Residency Programs in the Climate of Pass/Fail (S, 10+ years)**

Presenter(s): Maria Orellana, D.D.S., Ph.D.; Rosalie Bittong Brao; Alexander Brao, University of California, San Francisco, School of Dentistry; Carolyn Booker; Emily Rhineberger, ADEA; Gregory Ness, D.D.S., The Ohio State University College of Dentistry; Marcio da Fonseca, D.D.S., University of Illinois Chicago College of Dentistry; Leena Palomo, D.D.S., Case Western Reserve University School of Dental Medicine

Prior to 2012, advanced dental education programs used the score on the National Board Dental Examination Part I, along with grade point average and other factors, to assess candidates for admission. The decision to change the NBDE Part I from numeric scoring to pass/fail left many students in a quandary. The decision was likely more confounding to students who attend dental schools with pass/fail grading systems. During this session, a panel comprised of program directors and a representative from ADEA PASS will explain how dental students are assessed in the current climate of pass/fail grades and NBDE Part I scores.

**Learning Objectives:**

- Understand the assessment criteria used to evaluate and distinguish successful applicants for specific residency programs.
- Describe the non-cognitive factors that are most valued by particular specialty programs and how applicants are assessed for those factors.
- Understand the value of assessment tools and interviews in the evaluation of a successful candidate.

CE Credits: 1.5, 90 Minute Seminar, Admissions and Operations

Keywords: Institutional Organizational Development, Systems Based Practice

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**10:30 a.m. – noon  HBGCC-207 B**

**I-012 The Neuroscience of Types of Learning (F, 4-9 years)**

Presenter(s): Michael Friedlander, Ph.D.

Learning occurs over multiple time domains and in many settings. Students learn through reading, observation, lectures, mental rehearsal,
replay and team activities. Each learning process can engage particular neuroanatomical pathways in the brain and cause a wide array of effects on neurobiological mechanisms. This presentation will discuss the different types of learning and present experimental neuroscientific evidence, providing insights into the mechanisms and neural substrates involved. Results of studies using behavioral human functional brain imaging and electrophysiological evidence will be presented. The presenters will also explore how learned processes become consolidated and retrieved for future use in various contexts.

**Learning Objectives:**
- Differentiate types of learning.
- Relate the changes that occur in brain areas and networks to learning types.
- Link short-term learning processes to long-term memory formation and effective recall.

CE Credits: 1.5, 90 Minute Seminar

**Keywords:** Teaching Skills, Communication and Interpersonal Skills

**10:30 a.m. – noon**

**TI-009 TEACHnology: Integrating Learning With the Future Electronic Health Record (F, 0-3 years) ADEA CCI**

Presented by the ADEA Section on Dental Informatics

Presenter(s): Joel Berg, D.D.S., M.S., University of Washington School of Dentistry; Lynn Johnson, Ph.D., University of Michigan School of Dentistry; David Rankin, M.S., University of North Carolina at Chapel Hill School of Dentistry

There is no greater challenge than improving dental education and, in turn, oral health outcomes. There is increasing consensus that improved oral health can be catalyzed by an electronic health record (EHR) that is aligned to predoctoral education. Integration is made possible through advances in information technology. This session will summarize a vision for integration to support student learning and patient care, and the difference between current EHR systems (client-server) and the new paradigm of cloud-based EHR. Potential scenarios that demonstrate improvements in learning will be described. Participants will also generate new ideas for improved predoctoral learning.

**Learning Objectives:**
- Understand that learning IT and health IT systems are merging and what that means for dental education.
- Identify the benefits of cloud-based IT systems.
- Generate new ideas for improving dental education by merging learning and health IT systems.
10:30 a.m. – noon
HBGCC-203

TLCD-015 Student-generated Assessment Using PeerWise: Crowdsourcing Questions in Clinical Dentistry (F, 0-3 years) ADEA CCI
Presenter(s): James Richardson, D.M.D., M.E.T., University of British Columbia

If “assessment drives learning” and “the best way to learn something is to teach it,” then what happens when students assume the teaching role and develop their own assessment questions? Research into student-generated questions in other disciplines leads us to believe this activity will enhance learning in dentistry. PeerWise is a free web-based social media platform where students create, answer, rate and critique peer-generated questions. Results of our experience at the University of British Columbia Faculty of Dentistry will be shared and attending faculty can share in the process using i>clicker personal response systems.

Learning Objectives:
• Recognize the value of “crowdsourcing” and become familiar with the PeerWise platform and supporting research.
• Understand the importance of frequent retrieval on retention and transfer, and share in this experience using personal response systems.
• Identify resources that can be integrated into question-writing workshops.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 a.m. – noon
HBGCC-205

TLCD-026 What Psychology and Neurobiology Tell Us About Digital-age Learners (F, 4-9 years) ADEA FDW ADEA CCI ADEA SOTL
Presenter(s): Tobias Rodriguez, Ph.D., AAL; Sophia Saeed, D.M.D., University of California, San Francisco, School of Dentistry

Technology has irrevocably changed the landscape of learning, requiring educators to adapt their instructional designs to today’s students’ learning behaviors. A quick answer found on the Internet may impress instructors and satisfy the students’ need for instant gratification, yet evidence suggests these facts are not stored in long-term memory and that this habit may hinder critical thinking ability. The presenters will discuss how the fields of neurobiology and cognitive psychology give us a glimpse into the minds of our learners and offer best practice techniques for designing effective curricula and utilizing resources to improve dental education.
Learning Objectives:
- Recognize the facts and myths about learners and the learning environment of the current era.
- Identify practical ways to include technology and multimedia as an effective teaching adjunct.
- Describe best practices of multimedia instructional design.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 a.m. – noon
HBGCC-214 A

TLCD-044 Teaching Tobacco Cessation Counseling With Virtual Case Studies (F, 0-3 years) ADEA FDW ADEA CCI ADEA SOTL
Presenter(s): Donna Warren-Morris, RDH, M.Ed.; Victoria Patrounova, M.H.A., RDH, The University of Texas School of Dentistry at Houston

This workshop will focus on the use of interactive case studies for teaching tobacco cessation in either a classroom or simulation laboratory setting. Teaching tobacco cessation is difficult to simulate with student partners, since few dental/allied dental students use tobacco and can serve as realistic patients with addiction issues. Lecture sessions on tobacco cessation counseling (TCC) do not provide students with an opportunity to apply principles and information. Use of virtual case studies can provide that critical application necessary for learning. Workshop participants will be given an opportunity to work through and evaluate three TCC case studies.

Learning Objectives:
- Evaluate the use of interactive case studies for teaching tobacco cessation.
- Compare strategies for using TCC case studies in the classroom, laboratory and online.
- Determine how to incorporate case study materials and strategies into their respective courses.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 a.m. – noon
HBGCC-214 B

TLCD-095 Transforming Teaching into the Scholarship of Teaching and Learning (F, 0-3 years) ADEA FDW ADEA CCI ADEA SOTL
Presented by the ADEA Section Educational Research, Development and Curriculum and the SIG on Scholarship of Teaching and Learning
Presenter(s): Sharon Lanning, D.D.S., Virginia Commonwealth University
School of Dentistry; Yun Saksena, B.D.Sc., D.M.D., M.M.Sc., Tufts University School of Dental Medicine; Cindy Gadbury-Amyot, M.S.D.H., Ed.D., University of Missouri - Kansas City School of Dentistry

During this workshop, participants will learn what constitutes the Scholarship of Teaching and Learning (SoTL), how it is distinguished from teaching and why it is important. Practical concrete steps will help transform participants’ teaching into SoTL, which will facilitate scholarly inquiry of student learning to advance the practice of teaching. Participants will engage in round table discussions and brainstorm ideas and strategies for SoTL projects suitable to implement at their institutions. Increasing the understanding and enlightenment of SoTL will help educators transform their teaching to have a broader impact on student learning and obtain promotion and tenure expectations.

**Learning Objectives:**
- Understand what constitutes SoTL and the difference between teaching and SoTL.
- Understand the importance of SoTL to advancing the practice of teaching.
- Conceptualize a SoTL project and develop specific strategies to transform their teaching, facilitate scholarly inquiry into student learning to advance the practice of teaching and help others from their institutions.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Teaching and Learning, Curriculum Development

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**10:30 a.m. – noon**
**TLCD-125 Interprofessional Cultural Competence Programming**
(F, 4-9 years) **ABCD ADEA FDW ADEA CCI**

Presenter(s): Christine Harper; Randa Remer, Ph.D.; DeShana Collett, M.S.; Cynthia Beeman, D.D.S., Ph.D., University of Kentucky College of Dentistry

Cultural awareness has significant implications in the health care field; therefore, assessing and impacting this awareness by students in the health professions is critical. Programs may consider a variety of approaches to increase appreciation of diversity among health professions students. This interactive session will help participants recognize and challenge biases and stereotypes that lead to social injustice. Data analysis from an assessment of over 425 health professions students will be presented. A broad discussion will address the impact on individuals and implications for admission, education and the workforce in the health care professions.

**Learning Objectives:**
- Define, recognize and acknowledge aspects of cultural awareness.
- Recognize and challenge biases and stereotypes that lead to social injustice while identifying one’s own areas for personal and professional growth.
- Identify strategies to assess cultural awareness and use findings to inform policies and health care curriculum programming.
10:30 a.m. – noon
HBGCC-212

**TLCD-149 Teaching and Learning With Emerging Technologies and Informatics: Short Talks (F, 4-9 years) ADEA SOTL ADEA LIAA ADEA CCI**

Presented by the ADEA Sections on Dental Informatics and Educational Research/Development and Curriculum and the SIGs on Scholarship of Teaching and Learning and Teaching and Learning with Emerging Technology

Presenter(s): Elise Eisenberg, D.D.S., M.A.; Maureen McAndrew, D.D.S., M.Ed.; Peter Mychajliw, D.D.S., New York University College of Dentistry; Ted Pate, Ph.D., University of Texas Health Science Center at San Antonio Dental School; Thankam Thyvalikakath, D.M.D., Ph.D., Indiana University School of Dentistry; Anita Joy, Ph.D., Southern Illinois University School of Dental Medicine; Harvey A. Quinton, D.D.S.; John Antonelli, D.D.S., M.S., Nova Southeastern University College of Dental Medicine; Jennipher Murphy; Addy Alt-Holland, Ph.D., Tufts University School of Dental Medicine; Janet Rothney, M.L.I.S., University of Minnesota Faculty of Dentistry; B. Austin Willcox, D.M.D., U.S. Navy Dental Corps; P. Gay Baughman, D.M.D., University of Louisville School of Dentistry; Laura Darnell, D.M.D., The Johns Hopkins University; H. Wayne Lambert, Ph.D., West Virginia University School of Medicine; Gail S. Childs, RDH, M.P.H., University of Florida College of Dentistry; Julie M. Coe, D.D.S., M.S., M.B.A., Virginia Commonwealth University School of Dentistry; Sandra Farah-Franco, D.D.S. and Alex Lee, D.M.D., Western University of Health Sciences College of Dental Medicine

Short Talks, an innovative approach for the ADEA Annual Session & Exhibition, will succinctly update members of the dental education community with exciting developments and emerging issues. The format of Short Talks will foster collaboration as we explore teaching and learning with emerging technology and informatics. The session will provide each speaker five minutes to present summaries of various topics concerning current best practices of teaching and learning at their respective organizations (time limits will be strictly enforced). The focus is on emerging technology and informatics and how we teach, and how our students learn with new and emerging technologies.

**Learning Objectives:**

- Describe the status of emerging technology and informatics-related programs and projects occurring at different dental schools and organizations.
- Identify innovations that may be useful to implement locally.
- Describe best practices in teaching, assessing and delivering ideas and knowledge with emerging technologies.
CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 a.m. – noon
HQBCC-217 C

TLCD-150 Transforming Dental Hygiene Education: Recommendations for the Future (F, 4-9 years) ADEA CCI
Presenter(s): Pamela Steinbach, R.N., M.S.; Ann Battrell, M.S.D.H., American Dental Hygienists’ Association; Linda Niessen, D.M.D., M.P.H., M.P.P., Nova Southeastern University College of Dental Medicine

In 2013, the American Dental Hygienists’ Association and The Santa Fe Group co-hosted a national symposium to examine the dental hygiene educational system through the lens of its historical beginning, the current environment and the future oral health care needs of the public given the unprecedented health care system reform enacted by the Affordable Care Act. This program will provide the strategic recommendations from the symposium for potential transformation of the dental hygiene educational curricula as it relates to future dental hygiene practice, interprofessional education, the oral health care workforce environment and the future of the health care delivery system.

Learning Objectives:
• Describe the broad range of roles the dental hygiene profession may play in current and new models of health care within and beyond oral health care.
• Discuss the relationship between dental hygiene educational curriculum and the readiness of students to pursue career opportunities to expand access to oral health care.
• Identify the broad skills, attitudes and competencies needed by dental hygienists to meet the future needs of the public.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

11:25 a.m. – 12:10 p.m.
HQBCC-East Registration

TLCD-038 Follow up on Remediation of Case Note Writing Skills (F, 4-9 years) (Limited to 10 participants.) ADEA CCI
Presenter(s): Paul Trombly, D.M.D.; Richard Harold, D.M.D., J.D., Tufts University School of Dental Medicine

Electronic records are the standard in dental education institutions and provide valuable sources of data. The case note is one of several essential elements of a complete dental record. Dental schools have resorted to the “drop down module,” which—when selected, cut and pasted—enters pre-approved notes into the electronic record. It was our concern that students were becoming overly reliant on the “drop down module,” which delayed mastering the art of the properly written case note. We will present methods employed at Tufts University School of Dental Medicine (TUSDM) to remediate students’ case note writing skills.

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Learning Objectives:
• Demonstrate how students at TUSDM are trained to compose clinically acceptable case notes.
• Follow up reinforcement techniques utilized clinically at TUSDM to confirm that students’ case notes contain all essential elements.
• Discuss development of corrective remedies, which have improved TUSDM students’ record keeping skills in preparation for private practice.

CE Credits: 0, 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 3:00 p.m.
HBGCC-214 D

2:00 – 3:00 p.m.   TLCD-112. Controlling for Bias Using a Rubric for Assessing Clinical Performance (F, 0-3 years) ADEA SOTL ADEA CCI ADEA LIAA
Presenter(s): Robert A. Cederberg, M.A., D.D.S., The University of Texas School of Dentistry at Houston; Raghunath Puttaiah, Texas A&M University Baylor College of Dentistry

Biases are common when evaluating and grading student performance in clinics. Evaluation of clinical performance and grading can be subjective unless validated parameters, dimensions and variables within a meaningful rubric are followed. The raters (faculty) must provide immediate feedback on clinical performance and should also provide an opportunity for the student to evaluate faculty-student interaction (encounter) for each clinical session. This workshop provides information and interaction on developing sample rubrics for controlling bias, using sample data to understand the process of evaluations including formative and summative evaluation of both the student performance and faculty-student interaction.

Learning Objectives:
• Understand the biases that confound evaluation of the student’s clinical performance.
• Understand the development and utilization of meaningful rubrics in controlling biases during evaluation of a student’s clinical performance.
• Understand the necessity of obtaining student feedback on the faculty-student clinical interaction.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills
2:00 – 3:30 p.m.
HBGCC-204

I-001 The Supreme Court’s Ruling on Fisher v. University of Texas
(F, 0-3 years)

Presenter(s): Michael Olivas, M.A., Ph.D., J.D., University of Houston Law Center

The United States Supreme Court issued a 7-1 ruling in Fisher v. University of Texas, a case concerning the affirmative action admissions policy of the University of Texas at Austin. The case asked that the court either declare the admissions policy of the University inconsistent with or entirely overrule Grutter v. Bollinger, a 2003 case in which the Supreme Court ruled that race could play a limited role in the admissions policies of universities. In ruling, the Supreme Court held that the lower court the Fifth Circuit Court of Appeals was incorrect in upholding a lower court’s summary judgment because the lower court failed to apply “strict scrutiny” to the case. An expert will discuss the implications of this ruling on diversity, higher education and academic dentistry.

Learning Objectives:
- Understand the importance of Fisher v. University of Texas Austin and the impact to on dental education.
- Learn the implications of Fisher V. University of Texas Austin on higher education admissions policies.
- Understand where colleges and universities are today and where they are headed in the months ahead.

CE Credits: 1.5, 90 Minute Seminar

Keywords: Admissions Selection, Cultural Diversity Cultural Competency

2:00 – 3:30 p.m.
HBGCC-217 B

I-610 Publishing in the Journal of Dental Education: Editorial Considerations (F, 4-9 years)

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

This workshop is designed to expose current and prospective JDE contributors to the new author and peer review guidelines. After an overview of the new JDE criteria, the participants will take part in group discussions on how their interests match the new author submission categories and how to apply this to publishing their research in the JDE. At the end of this hands-on workshop the participants will have a clear understanding of the JDE’s new criteria and how to adhere to these new guidelines in order to increase one’s chances of achieving publication.

Learning Objectives:
- Identify the aspects of the JDE publication process that have changed.
- Determine which topics are of interest to readers of the JDE in each of the new manuscript categories.
- Discuss how the new guidelines will affect the production and critique of newly submitted manuscripts.
2:00 – 3:00 p.m.  
**LCD-010 Dental Service Organizations and Dental Practice Management Companies—Who Are They For? (S, 0-3 years)**


The purpose of this study was to determine the advantages and disadvantages of working for a dental service organization/dental practice management company (DSO/DPMC) from the perspectives of the management of such companies and of recent dental school graduates. Members of management from four corporations were interviewed to address issues of dentist autonomy, pressure to produce and quota. In addition, recent graduates were also surveyed to address similar concerns. Learn how both management and recent graduates feel about DSO/DPMC and hear about the survey outcomes in autonomy, quotas, pressure to produce and professional growth within the companies.

**Learning Objectives:**
- Understand how dental service organizations function.
- Describe the advantages and disadvantages in joining a DSO/DPMC.
- Identify opportunities that will help steer career decisions when deciding the type of dental career.

CE Credits: 1, 60 Minute Seminar, Leadership & Career Development

Keywords: Career Choice, Curriculum Development/Evaluation

2:00 – 3:00 p.m.  
**TLCD-002 Integrating Geriatric Oral Health Into Multiple Educational Settings (F, 4-9 years) ADEA SOTL**

Presenter(s): Monica Chana, Katharine Ciarrocca, Georgia Regents University College of Dental Medicine

There are now more Americans age 65 and older than at any other time in U.S. history. Dental students need an education that will enable them to support the elderly population. Because of the improved health, the elderly are also more likely to retain their teeth, thus requiring increased and expanded dental services. Incorporating the management of geriatric patients into undergraduate dental education is not as difficult as it might seem and doing so greatly enhances the education of the students as well as the lives of their future patients.

**Learning Objectives:**
- Understand the development of a comprehensive interprofessional geriatric program.
• Learn how to engage school development officers to raise money for clinical initiatives.
• Be able to develop a comprehensive geriatric educational and service outreach program.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 3:30 p.m.  
HBGCC-203

TLCD-022 Student Mental Health/Suicide Prevention: Best Practice Model and Student Perspective (F, 4-9 years) ADEA CCI
Presented by the ADEA Sections on Behavioral Sciences, Dental School Admissions Officers, Gay-Straight Alliance and Student Affairs and Financial Aid

Presenter(s): Patricia Xirau-Probert, Ph.D., University of Florida College of Dentistry; Matthew Morano, Ph.D., LPC, University of North Carolina at Chapel Hill School of Dentistry

As dental schools seek to ensure they provide education and patient care in a humanistic environment, it is essential to consider the wellness of students and the possible effects of what many find to be stressful curricula. Institutions of higher education have noted a steep increase in the percentage of students using mental health services and the severity and complexity of students’ mental health needs. This session will present a student perspective about the challenges of attending school and simultaneously addressing mental health concerns. It will also describe a model suicide prevention program, providing participants with tools, methods and resources.

Learning Objectives:
• Discuss initiatives that are designed to empower students to speak openly about mental health and suicide.
• Access resources that will assist in developing comprehensive campus mental health promotion and suicide prevention programs.
• Recognize common warning signs of suicidal behaviors among students and ways to respond effectively.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 3:30 p.m.  
HBGCC-202

TLCD-031 Comprehensive Cognitive/Noncognitive Interventions Program for Student Learning Success (F, 4-9 years) ADEA SOTL ADEA CCI

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

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This seminar presents a comprehensive program model for achieving superior student learning. The program identifies cognitive and non-cognitive interventions to maximize student outcomes. An initial Advanced Academic Training Workshop, reinforced weekly by a retrieval regimen assistant, primarily helps students effectively process information for retention and problem solving via cognitive informatics, retrieval regimens and information technologies. The diagnostic and prescriptive online Personal Background and Preparation Survey primarily targets individualized interventions of students’ non-cognitive academic retention risks. Intervention implementations significantly decreased (p < .001) non-advancement and adverse academic status events leading to attrition. Participants will explore institution-specific applications with presenters.

Learning Objectives:
• Assess a comprehensive learning model identifying students’ cognitive and non-cognitive risks and concerns, targeting online and in-person retention interventions for early risk amelioration.
• Evaluate online retention interventions: “retrieval” strategies, self-testing and informatics technologies that help students manage daily academic problems, improve academic performance and increase long-term retention.
• Consider ways the program can be implemented at your institution.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 2:45 p.m. TLCD-049 Why Are Pediatric Patient Pools So Small? (F, 4-9 years)
(HBGCC-East Registration (Limited to 10 participants.)

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

The development of dental skills for the pediatric population is a necessary part of the dental school curriculum. An obstacle to becoming competent in skill development and behavior management is the paucity of patients presenting to the dental school for treatment. It is apparent that the need for child patient resources is essential. This session is designed to spawn group discussions that will outline the need for pediatric patients in various locations, identify the causes that prevent dental school appointments, and develop strategies to overcome the obstacles that result in improved patient availability.

Learning Objectives:
• Describe the implications of the ACA to pediatric dentistry and dental school clinics.
• Identify barriers presented by dental school clinics that prevent parents from using dental schools as the oral health home for their children.

• Develop strategies for dental schools to use that will encourage parents to identify dental schools as the oral health home for their children.

CE Credits: 0, 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 3:30 p.m.  TLCD-051 Weaving Cultural Competence Education Into Case-based Teaching and Learning (F, 4-9 years) ADEA FDW ADEA CCI ADEA SOTL

Presented by the ADEA Sections on Anatomical Sciences, Gay-Straight Alliance and Substance Abuse, Addiction and Tobacco Dependence Education

Presenter(s): Kenneth Hillenburg, D.D.S., M.S., University of Detroit Mercy School of Dentistry; Sara Gordon, D.D.S., M.S., University of Illinois at Chicago College of Dentistry; Marita Inglehart, Ph.D., University of Michigan School of Dentistry; Evelyn Donate-Bartfield, Ph.D., Marquette University School of Dentistry

What is cultural competence? Why is it important to dental education? North American society has diverse influences reflected in our culture: geographic, socioeconomic, ethnic, gender, linguistic and others. Evidence demonstrates that when educational material reflects students’ diversity they learn better. Case-based learning and other experiential and active styles allow us to weave cultural competence throughout the dental curriculum to the benefit of all students’ skills, knowledge and attitudes. In this collaborative learning experience, you will participate in developing guidelines for creating cases that teach cultural competence, including specific and generic skills needed to develop, deploy and evaluate them.

Learning Objectives:
• Define cultural competence.
• Explain the importance of incorporating cultural sensitivity and diversity awareness into dental education.
• Develop and incorporate elements of cultural competence and diversity into the creation of cases for effective case-based teaching and learning in dental education.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 3:30 p.m.  TLCD-060 TBL for Integration, Critical Thinking and IPE (F, 4-9 years) ADEA FDW ADEA CCI ADEA SOTL

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Presenter(s): Carol Murdoch-Kinch, D.D.S., Ph.D., University of Michigan School of Dentistry; Preetha Kanjirath, D.D.S., M.S., Midwestern University College of Dental Medicine-Illinois; Elizabeth Andrews, D.D.S., M.S., Western University of Health Sciences College of Dental Medicine; Wendy Hupp, D.M.D., University of Louisville School of Dentistry

By design, team-based learning (TBL) engages students in active and applied learning to think like health professionals. The science of learning supports the principles of TBL: self-directed learning, collaboration, accountability, timely feedback and complex application exercises that require group interaction to make decisions. TBL develops learning teams that exceed the creativity and productivity of any single member of the team. Through a TBL demonstration, participants will learn how to use TBL to integrate and apply basic behavioral and clinical sciences to patient care, develop interprofessional education (IPE) competencies utilizing self-directed learning in an IPE team format and teach critical reflection.

**Learning Objectives:**
- Describe the principles of TBL and how these are supported by the science of learning.
- Identify how TBL can be used to achieve curricular objectives including IPE, integration of basic biomedical and clinical sciences and student engagement in learning.
- Identify resources available to support TBL in your teaching.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation

**2:00 – 3:00 p.m.**
**HGCC-214 C**

**TLCD-098 Head Start: Opportunities for Integration Throughout the Curriculum (F, 4-9 years)**

Presenter(s): Michelle Landrum, RDH, M.Ed., Association of State and Territorial Dental Directors; David Cappelli, D.M.D., Ph.D., M.P.H.; Kathleen Geurink, M.S., RDH, University of Texas Health Science Center at San Antonio Dental School

The Head Start National Center on Health encourages Head Start (HS) programs to collaborate with dental, dental hygiene, dental assisting and residency programs to meet HS oral health performance standards. Graduates must be able to initiate and assume responsibility for health promotion, disease prevention and dental treatment in various settings for families with health disparities. In this workshop, you will discuss opportunities for integrating and evaluating HS learning activities for specific competencies throughout the curriculum, identify community resources and activities for service learning and access national resources to improve the oral health of pregnant women and HS families.
Learning Objectives:
• Create five to 10 ways to include learning activities around HS populations and programs in curriculum or service learning projects, noting any challenges to overcome.
• Discuss educational competencies that will be addressed and ways to evaluate student/resident achievement of the competencies.
• Identify community resources and access HS National Center on Health resources for supporting a HS oral health partnership.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 3:00 p.m.  
TLCD-105 Assessment of Dental Hygiene Degree Completion and Graduate Programs (F, 4-9 years) ADEA CCI
Presented by the ADEA SIG on Graduate Dental Hygiene Program Directors

Presenter(s): Sharon Stull, M.S., RDH; Ann Bruhn, B.S.D.H., M.S., Old Dominion University; Linda Boyd, RDH, Ed.D., Massachusetts College of Pharmacy and Health Sciences; Tanya Mitchell, RDH, M.S.; Lorie Holt, RDH, University of Missouri - Kansas City School of Dentistry

This session provides expert panel discussion by degree completion and graduate dental hygiene directors on program assessment. Panelists will present and discuss their experiences with external review evaluations and methods of program evaluation.

Learning Objectives:
• Identify varying program structures relative to dental hygiene degree completion and graduate programs.
• Discuss the methods used for assessment of student learning outcomes in dental hygiene degree completion and graduate programs.
• Examine the institution/university’s role in the curricular review of degree completion and graduate dental hygiene programs.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

2:00 – 3:30 p.m.  
TLCD-136 Teaching Innovations in the Biomedical Sciences: Short Talks (F, 0-3 years) ADEA SOTL
Presented by the ADEA Sections on Anatomical Sciences; Biochemistry, Nutrition and Microbiology and Physiology, Pharmacology and Therapeutics

Presenter(s): Michelle Wheater, Ph.D., University of Detroit Mercy School of Dentistry; H. Wayne Lambert, Ph.D., West Virginia University School of Medicine; Larry Crouch, Ph.D., University of Nebraska Medical Center
College of Dentistry; Alison Doubleday, Ph.D., University of Illinois at Chicago College of Dentistry

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

**Learning Objectives:**

- Identify alternative approaches to teaching in the biomedical sciences.
- Identify colleagues for advice, support and collaboration when implementing new teaching methods.
- Describe logistics, implementation and evaluation of specific teaching innovations.

**CE Credits:** 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

**Keywords:** Curriculum Development/Evaluation, Teaching Skills

2:55 – 3:40 p.m.  
HGBCC-East Registration  
**TLCD-063 Implementation of Community Health and Advocacy Curricula Targeted for Pediatric Dental Programs (F, 0-3 years)**  
(Limited to 10 participants.) ADEA CCI  
Presenter(s): Francisco Ramos-Gomez, D.D.S., M.S., M.P.H., University of California, Los Angeles, School of Dentistry

Pediatric dental education has often taught dentists how to respond to oral disease with a “drill, fill and bill” approach. A paradigm shift is necessary to change dental education to focus more on prevention and disease management and to take into account individual family community and policy influences on oral disease. The Chronic Care Model (CCM) has been used to reform the delivery of medical care this way. Through the Community Health and Advocacy Training in Pediatric Dentistry (CHAT-PD), the presenters will discuss how to apply CCM to dentistry to promote a systems approach to oral disease prevention and management.

**Learning Objectives:**

- Understand population trends that impact oral health disease and disparities.
- Identify how to change pediatric dental education programs to meet population needs.
- Create advocacy and applied learning experiences for students in collaboration with community-based organizations and non-dental health professionals and schools.

CE Credits: 0, 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

Keywords: Teaching Skills, Curriculum Development/Evaluation

AO-004 Patient Demographics of UFCD Undergraduate Clinics (F, 0-3 years) (Limited to 10 participants.)
Presenter(s): Thomas Willis, D.D.S.; Geraldine Weinstein, D.D.S., University of Florida College of Dentistry

Gainesville is home to the University of Florida College of Dentistry. In a state where access to health care is an issue, the school has experienced a number of individuals driving great distances for dental care. What types of individuals are attracted to the dental school for treatment? How has this affected our students’ abilities to fulfill requirements? In this session, the presenters will share their experiences with others and facilitate a discussion with attendees for other schools that may see similar trends.

Learning Objectives:
- Articulate patient populations present at respective dental schools.
- Better understand how these patient populations affect D.M.D. requirements.
- Understand what other schools are experiencing in regards to the patients they attract.

CE Credits: 0, 45 Minute Small Group Discussion, Admissions and Operations

Keywords: Institutional Organizational Development, Systems Based Practice

TLCD-003 Increasing the URM Dental/Medical Pipeline Through High School and University Partnerships (A, 4-9 years) ADEA CCI
Presenter(s): Mildred McClain, Ph.D.; Francis Jones, D.M.D., M.B.A.; Jennie Johnson, M.Ed., University of Nevada, Las Vegas, School of Dental Medicine; Francis Curd, D.D.S., Lake Erie College of Osteopathic Medicine School of Dental Medicine

Minority populations are growing at a faster rate than the majority white population in the United States. While African Americans, Hispanics and Native Americans currently make up approximately 30% of the general population (increasing to an estimated 50% by 2050), they composed only 12.7% of the 2010 dental schools’ enrollment nationwide. The presenters will discuss how these statistics, coupled with the fact that only 9% of the 181,000 currently practicing dentists in the United States are African American, Hispanic or Native American, have provided the impetus for increased efforts to recruit educate and graduate a more diverse population of oral health care providers.
Learning Objectives:
• Understand strategies, methods, internal infrastructure and organizational support used to provide mentoring and outreach experiences.
• Identify advising and counseling tools as a way of reaching minority and socioeconomically disadvantaged students as potential dental and medical school candidates.
• Identify didactic, clinical and community outreach experiences needed for minority and underserved student populations.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Diversity and Inclusion, Teaching and Learning

4:00 – 5:00 p.m.  
TBGC-214 A

TLCD-123 Implementing Oral Examinations to Assess Students’ Readiness to Enter Clinics (F, 4-9 years) ADEA FDW ADEA CCI ADEA SOTL
Presented by the ADEA Section Educational Research, Development and Curriculum and the SIG on Scholarship of Teaching and Learning
Presenter(s): Gail Childs, RDH, M.P.H.; Luisa Echeto, D.D.S., M.S.; Patricia Xirau-Probert, M.Ed., Ph.D., University of Florida College of Dentistry

Decisions for student promotion throughout the curriculum are multifaceted. Judgments are often based on snapshot written psychomotor and clinical examinations. Recognizing that students are strong test-takers, how can faculty confirm that these examinations are reliably measuring the global knowledge, skills, attitudes and values considered important for advancing professionally? The presenters will provide an overview of how one dental program developed and implemented an oral examination to assess students’ readiness to enter clinical patient care. This session is designed to engage dental faculty and administrators in assessing this method of examination and the processes that must be considered for implementation.

Learning Objectives:
• Construct a rubric for student evaluation.
• Write an oral examination item and response.
• Develop individual education plans for students who fall below expectations.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills
4:00 – 5:00 p.m.
TLCD-135 Teaching Clinical Esthetic Dentistry: A Novel Team Approach (F, 4-9 years)
HBGCC-212

Presenter(s): Gerard Chiche, D.D.S.; Barry Hammond, D.M.D., Georgia Regents University College of Dental Medicine

Patients are seeking esthetic dental care in increasing numbers. Dentists learn to perform these procedures by means of dental school or residency training experience or post-graduate education centers. Utilizing a team approach under the supervision of a highly qualified multi-departmental team of faculty has led to a new and effective approach to implementing clinical esthetic training into the predoctoral education curriculum. The presenters will share a clinical protocol for designing and implementing this elective esthetic clinical teaching methodology into the undergraduate dental school curriculum. Several cases will be shown and discussed in detail to illustrate the advantages of such a program.

Learning Objectives:
• Define advantages and benefits of an interdisciplinary team approach to teaching clinical esthetic dentistry.
• Use protocols and techniques presented to implement innovative methods of clinical esthetic dental education into your own curriculum.
• Apply the information and techniques discussed to initiate a “Center for Esthetic Excellence,” involving multiple departments (“interdisciplinary care”), undergraduate students and residents.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

4:00 – 5:00 p.m.
TLCD-139 The General Dentist and Community in Predoctoral Pediatric Dentistry Teaching (F, 4-9 years) ADEA LIAA ADEA CCI
HBGCC-207 B

Presenter(s): Canise Bean, D.M.D., M.P.H.; Elizabeth Gosnell, D.M.D., M.S., The Ohio State University College of Dentistry

With an increase in early childhood caries in the United States and a reluctance of general dentists to treat young children, a successful model of training predoctoral students that translates to acceptance of most pediatric patients in general dental practices is needed. To accomplish this, a tiered predoctoral educational model using various levels of pediatric dentistry instructor skills, placement of predoctoral students in sites where patients are more available and teaching by general dentists has great value. In this session, participants will explore a predoctoral model that can improve students’ ability, upon graduation, to provide general dental treatment to children.

Learning Objectives:
• Understand the advantages of instruction from various levels of faculty, including community based, to the pediatric clinical education of dental students.
• Discuss a successful tiered model of pediatric dental education and its application in other institutions.

• Understand the dire need for expansion of a competently trained dental care workforce for children.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

4:00 – 5:00 p.m.  
HBGCC-202

**TLCD-160 What Were They Thinking: Academic Dishonesty and the Developing Ethical Mind (F, 0-3 years) ADEA CCI**

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

Academic dishonesty exists at all levels in higher education. This session provides a unique look at student thinking following an ethical breach during an online exam. An analysis of themes on a post-exam, self-reflective assignment given to the students involved, asking for a meta-cognitive analysis of behavior associated with the exam, yields a rare glimpse at primitive ethical reasoning and survivalist mentality. These themes provide a framework for assessment strategies on both formative and summative evaluations. Pre- and post-hoc discussion tools will be presented that will engage learners during the assessment when most at risk for survivalist thinking.

**Learning Objectives:**

• Discuss relevant factors influencing academic dishonesty, including survivalistic thinking, catastrophic beliefs and group-think.

• Apply specific learning principles to discourage ethical breaches and engage students to be their most “ethical” selves by the use of pre- and post-exam discussion tools that can be used for both formative and summative assessment.

• Discuss the value of post hoc systematic review of ethical breaches to better understand existing student culture and provide students a learning opportunity grounded in real events.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

4:00 – 5:00 p.m.  
HBGCC-210 A

**I-122 ADEA Commission on Change and Innovation in Dental Education (ADEA CCI): College President’s Symposium**

Creating change and innovative practices takes visionary leadership at all levels; administration, faculty, and students. Although challenges are
always present, strategic leadership has proven effective in fostering an environment that supports change and innovation. The results and lessons learned are instructive for all interested in being leaders of change in their own environment. This session will provide participants with an in-depth understanding of the progress and the process used to achieve major changes in higher education. The session will also provide an examination of fostering change and innovation through the lens of a university leader.

CE Credits: 1

Keywords: Institutional/Organizational Development, Cultural Diversity/Cultural Competency

4:00 – 5:30 p.m.  
HBGCC-210 B

AP-002 Educating the Next Generation Using Experiential Learning: Oral Health Policy/Advocacy (F, 4-9 years) ADEA CCI

Presented by the ADEA Sections on Community and Preventive Dentistry, Dental Assisting Education and Educational Research/Development and Curriculum and the SIG on Professional, Ethical and Legal Issues in Dentistry

Presenter(s): Shelly Gehshan, M.S., The Pew Charitable Trusts; Karen Yoder, Ph.D., M.S., Indiana University School of Dentistry; Robin Knowles, RDH, M.P.H., Tunxis Community College; Yvonne Knight, J.D., ADEA; David Cappelli, D.M.D., M.P.H., Ph.D., University of Texas Health Science Center at San Antonio Dental School

This session will provide novel strategies that create interactive learning opportunities about public policy processes and active engagement with legislators to advocate for oral health. A nationally known speaker will discuss the importance of dental professionals advocating in collaboration with related health professionals for evidence-based oral health policies. Dental/dental hygiene educators will describe models using experiential learning and community-oriented teaching to engage and educate students about public policy processes, effective communication and advocacy strategies. This session will also describe innovative resources and pathways integrating advocacy and policy into curricula across academic institutions.

Learning Objectives:

• Discuss and utilize teaching and learning methods that can be adopted and adapted to integrate oral health policy and advocacy into academic dental professional education programs and curricula.

• Outline community-based experiential/active learning strategies and resources that develop knowledge, skills and values among dental professional students about advocacy methods and policy processes to promote oral health improvements.

• Describe key health policy decisions and advocacy issues that impact oral health and identify professional roles, responsibilities and opportunities to engage dental professionals in oral health advocacy and policy-making processes.
CE Credits: 1.5, 90 Minute Seminar, Advocacy & Public Policy
Keywords: Health Policy, Community Health

4:00 – 5:30 p.m.  
LCD-009 Faculty Development Marketplace: A Forum for Collaboration  
(F, 0-3 years) ADEA SOTL
Presenter(s): Zsuzsa Horvath, Ph.D., University of Pittsburgh School of Dental Medicine

This exciting exploration of faculty development provides each speaker five minutes to present summaries of the role and the purpose of faculty development at their institutions, specifically what programs are offered and how their outcomes are assessed. While there are various faculty development efforts currently going on across North American dental schools, the work of faculty development personnel is poorly understood and best practices have not yet emerged. These five-minute presentations will enable participants to spread ideas, provide updates about exciting developments, as well as establish and foster collaboration and hopefully trigger joined projects among institutions.

Learning Objectives:
• Identify the role and the purpose of faculty development.
• Find collaboration partners among other faculty development specialists.
• Differentiate how institutions evaluate effectiveness of faculty development initiatives.

CE Credits: 1.5, 90 Minute Seminar, Leadership & Career Development
Keywords: Career Choice, Curriculum Development/Evaluation

4:00 – 5:30 p.m.  
(F, 0-3 years) ADEA CCI
Presenter(s): Linda Behar-Horenstein, Ph.D., M.A.; Cynthia Garvan, Ph.D.; Charisse Hudson-Vassell, M.Ed.; Frank Catalanotto, D.M.D., University of Florida College of Dentistry

This session will provide a comparison of DIT-2 findings across a faculty group and two dental class cohorts. The presenters will offer an overview of how the study was conceptualized from a methodological perspective, describe in practical language how the data were analyzed and explain how results were used to guide curriculum initiatives and new learning interventions. This session is designed to assist young and mid-career dental faculty in research, design conceptualization, data analysis and analysis of differences among subgroups by particular types of data. A biostatistician educational researcher and doctoral student will present related information while a pediatric dentist will moderate the session.
Learning Objectives:
• Recognize varied ways to conceptualize a study and examine the factors that influence research design.
• Comprehend how demographic factors can be used to describe subgroup comparisons.
• Understand analytical techniques and identify how to describe findings in practical language.

CE Credits: 1.5, 90 Minute Seminar, Research & Trends
Keywords: Dental Research, Teaching and Learning

4:00 – 5:30 p.m.  
TLCD-016 “We’re off to See the Wizard:” Exploring Brain-based Learning Fundamentals (F, 0-3 years) ADEA FDW ADEA CCI
Presented by the SIG on Career Development and the New Educator and the SIG on Scholarship of Teaching and Learning

Presenter(s): Laura MacDonald, M.Ed., RDH; Mary Bertone, RDH; Dieter Schonwetter, M.A., Ph.D., University of Manitoba Faculty of Dentistry

The integration of the three fundamental taxonomies of the science of learning (cognitive, affective and psychomotor) with the three fundamental stages of brain-based learning (experience-independent, experience-waiting and experience-dependent) provides an innovative yet simplified way to understand brain-based learning. This interactive workshop includes cases, best practices activities and a resource kit for participants.

Learning Objectives:
• Identify and describe the three taxonomies of the science of learning and the three stages of brain-based learning.
• List how students learn based on the three taxonomies of the science of learning and the three stages of brain-based learning.
• Create meaningful learning activities that incorporate the three taxonomies of the science of learning and the three stages of brain-based learning.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

4:00 – 5:30 p.m.  
TLCD-085 Pathways: Fostering Self-Directed Learning, Critical Thinking and Self-Reflection (A, 4-9 years) ADEA FDW ADEA CCI
Presented by the SIG on Career Development and the New Educator and the SIG on Scholarship of Teaching and Learning


The University of Michigan implemented the Pathways Program in 2010 as part of a comprehensive D.D.S. curriculum revision. The Pathways Program spans the entire four-year D.D.S. program and is designed to
allow students time to explore one or more areas of interest in dentistry. After an introductory course in the first year, students choose from one of three pathways: Leadership, research or health care delivery. Each pathway culminates in a mentored scholarly project. This workshop describes the Pathways Program and how it can be implemented to address CODA standards of self-directed learning, critical thinking and self-reflection.

**Learning Objectives:**
Discuss how the leadership, research and health care delivery pathways meet the CODA standards for critical thinking, self-assessment, self-reflection and self-directed learning.

- Understand the change in culture that is required to implement a program that requires participation of all full-time faculty members as guides and/or mentors.
- Describe some amazing things students can accomplish when they are empowered with a little time, a little financial support and a lot of encouragement.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

4:00 – 5:30 p.m.  
**TLCD-100 3-D Visualization to Facilitate Anatomical Learning and Treatment Outcomes (F, 4-9 years)**

Presented by the ADEA Sections on Anatomical Sciences and Oral and Maxillofacial Radiology and the ADEA SIG on Implant Dentistry

Presenter(s): Wayne Lambert, Ph.D., West Virginia University School of Medicine; Reji Mathew, D.D.S., M.S., Midwestern University College of Dental Medicine-Illinois; Robert Carpenter, D.D.S., Medical University of South Carolina James B. Edwards College of Dental Medicine

Gross anatomy, a foundational biomedical science course, is taught traditionally through didactic instruction, cadaveric dissection and supplemental computer-assisted instruction (CAI) tools to facilitate learning and clinical application. Teaching and learning anatomy is difficult and this symposium discusses how gross anatomy is taught in U.S. and Canadian dental schools. Topics include making anatomy clinically relevant to dental students, introducing radiology in anatomy courses, implementing creative instructional methods and pedagogy and using technological advances in anatomy. Presentations by an anatomist, oral surgeon and radiologist will highlight the importance of anatomy in curricula and creative instructional methods to apply this knowledge.

**Learning Objectives:**
- Describe how anatomy is taught in dental schools, describing course content, variability and innovations.
Integrate anatomy and radiology to understand underlying anatomy and emphasize clinical relevance.

Identify the implementation of novel software to improve anatomy instruction and case-based examples to enhance teaching experience and its practical approach in all fields of dentistry.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

4:00 – 5:30 p.m.  
TLCD-141 The Science of the New CODA Standards: A Collaborative Workshop for Educational Scholars (F, 0-3 years) ADEA FDW  
ADEA CCI ADEA SOTL

Presented by the ADEA Sections Educational Research, Development and Curriculum and Physiology, Pharmacology and Therapeutics and the SIG on Scholarship of Teaching and Learning

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

New and experienced practitioners of the Scholarship of Teaching and Learning (SoTL) consistently seek exciting ideas for collaborative SoTL projects. The Commission on Dental Accreditation (CODA) Standards for Dental Education that were adapted in 2013 provide a rich source for collaborative investigation of prototypes of educational practices and outcomes. In this workshop, presenters will identify portions of the new CODA standards that are in need of scholarly investigation. Participants will have the opportunity to engage in dialogue to stimulate collaborative investigations of ideal educational practices and outcomes related to the new CODA standards.

Learning Objectives:
• Describe the need for scholarly investigation of the new CODA standards.
• Outline SoTL projects relevant to the new CODA standards.
• Identify colleagues interested in participating in SoTL projects relevant to the new CODA standards.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

4:55 – 5:40 p.m.  
LCD-003 Mentoring High School and College Students in a Litigious Environment (F, 0-3 years) (Limited to 10 participants.) ADEA LIAA


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The media has been reporting cases of accidents, misbehavior and unethical practices in higher education. For many years, students at New York University College of Dentistry have been creating mentor relationships with high school and college students. The goal of this mentor program is to cultivate an interest in the dental profession among students who would otherwise not have this interest. The purpose of this small group discussion is to explore how these media events impact programs designed to assist students with their career decisions and whether or not the programs should be revised.

**Learning Objectives:**
- Understand the risks involved in directing a volunteer program.
- Understand the benefit of a mentor relationship in cultivating an interest in a career in dentistry.
- Develop strategies for risk management protocols in volunteer programs.

CE Credits: 0, 45 Minute Small Group Discussion, Leadership & Career Development

Keywords: Career Choice, Curriculum Development/Evaluation
Monday, March 17

8:30 – 9:45 a.m.
HBGCC-Lila Cockrell Theatre

I-603 ADEA Political Spotlight and Plenary Session Featuring Van Jones

Presenter(s): Van Jones, J.D., CNN’s Crossfire

Van Jones is a co-host of CNN’s Crossfire. In addition to his duties at CNN, Van Jones is the President and co-founder of Rebuild the Dream, a platform for bottom-up, people-powered innovations to help fix the U.S. economy. A Yale-educated attorney, he has written two New York Times best sellers: The Green Collar Economy, the definitive book on green jobs, and Rebuild the Dream, a roadmap for progressives in 2012 and beyond. In 2009, Mr. Jones worked as the green jobs advisor to the Obama administration. There, he helped run the interagency process that oversaw $80 billion in green energy recovery spending. While best known as a pioneer in the environmental movement, Mr. Jones has been hard at work in social justice for nearly two decades, fashioning solutions to some of urban America’s toughest problems. Mr. Jones’ books are available for purchase at Books a Million either on-line or on-site after the plenary session concludes. Mr. Jones will be available to sign books for a limited time immediately following the plenary session.

Learning Objectives:
• Gain inside knowledge about the current political atmosphere in Washington.
• Describe possible changes to the U.S. economy that will allow for a more just society.
• Reflect on how the changing U.S. political landscape may impact higher education.

CE Credits: 1

10:30 a.m. – noon
HBGCC-207 A

AO-001 Lean Principles Application in Implementation of CODA Standards (A, 4-9 years) ADEA CCI

Presenter(s): Sorin Teich, D.M.D., M.B.A., Case Western Reserve University School of Dental Medicine

CODA’s mission states: “CODA serves the public by establishing, maintaining and applying standards that ensure the quality and continuous improvement of dental and dental-related education....” A Lean system emphasizes the prevention of waste, i.e., elimination of activities that do not add value to the product or service. It also fosters a culture in which all employees strive toward continuous improvement. Because the Lean philosophy revolves around continuous improvement and sustainability, it is natural to consider how to use these techniques and tools in higher education and, specifically, to address the CODA standards. The lecture will illustrate how to apply these tools to demonstrate compliance.
Learning Objectives:
• Understand the basics of the Lean Management System.
• Identify CODA standards that can be addressed with Lean tools.
• Identify and apply basic Lean tools to demonstrate sustainable continuous improvement.

CE Credits: 1.5, 90 Minute Seminar, Admissions and Operations

Keywords: Institutional Organizational Development, Systems Based Practice

10:30 a.m. – noon
HBGCC-211

I-003 Implementing the Affordable Care Act—Update for Academic Dentistry (F, 4-9 years)
Presenter(s): Pete Damiano, The University of Iowa College of Dentistry & Dental Clinics

Provisions on the Affordable Care Act (ACA), signed into law by President Obama in March 2010, are currently being implemented. An expert on the ACA and the legal implications of the Supreme Court’s ruling will provide an informative update with an emphasis on the provisions of importance to academic dentistry and the profession of dentistry.

Learning Objectives:
• Understand when certain provisions will take effect on your programs.
• Learn how the ACA will affect your institution.

CE Credits: 1.5, 90 Minute Seminar

Keywords: Health Policy, Health Care Systems

10:30 a.m. – noon
HBGCC-207 B

I-010 Educational Standards for Dental Therapy Programs (F, 4-9 years)

Two states, Alaska and Minnesota, have implemented dental therapy educational programs. At least another 10 to 11 states have groups that are considering the development of dental therapy programs. Groups in these states are working on legislation to permit the licensing of dental therapists or pilot programs in dental therapy. In 2011, competencies and curriculum for educating dental therapists were published to provide guidelines for those considering developing educational programs. As a follow up to the latter report and to provide additional guidance for those states considering either demonstration projects or program initiation, a
panel, funded by a grant from the W. K. Kellogg Foundation to Community Catalyst, developed educational standards for programs. The seminar will review the standards developed and host a panel discussion on the main points of the report, such as program length, credentials for program directors and types of institutional sponsors.

Learning Objectives:
- Understand the educational requirements for dental therapy programs.
- Describe the pros and cons of program length and awarding of certificates or degrees.
- Determine the types of institutional settings that should sponsor dental therapy programs.

CE Credits: 1.5, 90 Minute Seminar

Keywords: Teaching, Learning & Curriculum Development

10:30 – 11:30 a.m.  
LCD-005 Developing a Formal Mentoring Program for Junior Faculty (F, 0-3 years) ADEA LIAA
HBGCC-212

Presenter(s): Rebecca Wilder, RDH, M.S., University of North Carolina at Chapel Hill School of Dentistry; Janet Guthmiller, D.D.S., Ph.D., University of North Carolina at Chapel Hill School of Dentistry

Mentoring is necessary as part of faculty development for junior dental faculty as they enter an academic career. Informal mentoring occurs for many faculty, but most junior faculty need structured guidance and advice about how to reach their goals. In addition, faculty without mentoring find it difficult to meet the requirements of promotion and tenure, increasing the chances that they will become frustrated and leave academia. This session will include a presentation describing how a formal mentoring program was developed and implemented in a large, established dental school. This seminar will be especially useful for institutions contemplating how to meet the development needs for junior faculty.

Learning Objectives:
- Understand vital components of a formal mentoring program for junior dental faculty.
- Outline steps for the development of mentoring teams.
- Establish expectations and accountability measures for mentees and mentors.

CE Credits: 1, 60 Minute Seminar, Leadership & Career Development

Keywords: Career Choice, Curriculum Development/Evaluation

10:30 – 11:30 a.m.  
TLCD-092 Test for Success (in Learning) (F, 0-3 years) ADEA SOTL ADEA CCI
HBGCC-201

Presented by the ADEA Section on Orthodontics


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What is the best way to learn? A. Reviewing notes. B. Constructing a concept map. C. Retrieval practice. The correct answer is C. Studies demonstrate that retrieval practice (retrieving concepts from memory) facilitates learning, recall and making inferences. Test-enhanced learning can potentially strengthen clinical knowledge and decision-making. However, this instructional method has not been applied to competence. This seminar discusses published research, relating findings to dental education. A pilot study comparing competence outcomes for different methods will be presented.

**Learning Objectives:**
- Define concept maps, tradition studying and retrieval practice.
- Describe cognitive domains involved in clinical decision making.
- Consider ways to incorporate retrieval practice in dental education.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

**Keywords:** Career Choice, Curriculum Development/Evaluation

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**10:30 – 11:30 a.m.**  
**TI-002 The Science of Making Choices—Pattern Recognition for Orofacial Diagnosis (F, 0-3 years) ADEA SOTL**

Presented by the ADEA Sections on Oral and Maxillofacial Pathology and Oral Diagnosis/Oral Medicine

Presenter(s): Shawn Adibi, D.D.S.; Jerry Bouquot, D.D.S., M.S., The University of Texas School of Dentistry at Houston

Among the most difficult skills to teach dental students is that of arriving at a meaningful differential diagnosis of orofacial lesions. The consequence of not doing this can be serious, since many maxillofacial lesions are manifestations of systemic disorders and oral malignancies/premalignancies have so many look-alike lesions. Moreover, these lesions are typically not encountered in dental school clinics, so hands-on experience is minimal. This session will present the first user-friendly organized means of categorizing lesions into appropriate differential diagnoses and will introduce the massive MFCenter Case File of virtual cases for use in case-based teaching and student practice.

**Learning Objectives:**
- Describe the pros and cons of historical and current teaching methodologies in the arena of differential diagnosis creation.
- Use the Hyperlinked Atlas of Orofacial Disease to arrive at differential diagnoses.

CE Credits: 1, 60 Minute Seminar, Technological Innovations

**Keywords:** Assessment, Information Management/Computer Applications
10:30 – 11:15 a.m.
HBBGCC-East Registration

10:30 – 11:30 a.m.
HBGGCC-202

TI-010 An Interactive Case-Study Approach Engaging Dental Students Designed to Achieve Psychomotor Learning (F, 0-3 years) (Limited to 10 participants.) ADEA CCI
Presenter(s): Moshtagh Farokhi, D.D.S., M.P.H.; Bonnie Taylor, M.A.; Lori Grant, M.Ed., University of Texas Health Science Center at San Antonio Dental School; David Bohnenkamp, D.D.S., The University of Iowa School of Dentistry and Dental Clinics

Given that current dental students are digital natives, educators need to utilize digital tools to nurture active learning and critical thinking. The presenters will discuss a case-based study that simulates an edentulous patient, Rosa. Her case is a roadmap toward accessing resources and embedded course materials regarding denture patients with built-in test questions. For the educators, the case will demonstrate how to create a unique way of distributing course information as an alternative teaching modality. It’s a case-study that uses a technical interactive tool which allows learners to connect with faculty through means of technology, therefore cultivating active learning and critical thinking for courses of clinical content.

Learning Objectives:
• Envision a creative delivery style of instruction for your existing courses.
• Describe a critical thinking instructional strategy for courses with clinical implications.
• Visualize an alternative teaching and knowledge-sharing method to engage the modern-day professional student while accomplishing their course learning objectives.

CE Credits: 0, 45 Minute Small Group Discussion, Technological Innovations
Keywords: Assessment, Information Management/Computer Applications

TLCD-004 Preclinical Patient Case Scenarios as an Aid to Clinic Preparation (F, 4-9 years) ADEA SOTL

Preclinical dental education, even when taught in an integrated manner often does not prepare the student for the many decisions required to provide safe dental treatment for his or her patient. The presenters will discuss patient scenarios that integrated multiple disciplines and situations that are encountered daily when treating patients. These scenarios included electronic health record components and patient interview components and required the students to repeatedly make critical patient care decisions and self-assess their performance. Completion of these 17 case scenarios better prepared students for the clinic, as indicated by faculty and student exit satisfaction surveys.

Learning Objectives:
• Understand a method to assess student’s ability to use critical thinking and basic dental knowledge to treat patients utilizing unique patient scenarios.
• Evaluate a student’s preparedness to treat patients in the dental clinic.
• Develop case scenarios to test a student’s ability to critically think and apply basic dental knowledge to patient treatment.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 – 11:30 a.m.
HBGCC-214 D

TLCD-130 Morphing Prototypically Obsolete Lectures to Technologically Interactive Learning Alternatives (F, 0-3 years)
ADEA FDW ADEA SOTL

Presenter(s): Anthony Iacopino, D.D.S., Ph.D.; Dieter Schónwetter, Ph.D., M.A., University of Manitoba Faculty of Dentistry

How do we morph boring lectures into more engaging presentations through alternative techniques to enhance student learning? Through the successful combination of student engagement theory and best practices with the seven key principles of teaching with technology. This interactive session introduces participants to a number of alternative methods of converting lectures into more engaging presentations. A theoretical framework on student engagement sets the foundation for launching these alternative presentation techniques. Best practices in an array of lecture alternatives are provided. This workshop will include theoretical evidence-based framework, best practices and a tool kit for participants.

Learning Objectives:
• Identify and describe the three important levels of student engagement (affective, behavioral and cognitive).
• List how students learn based on the seven key principles of teaching with technology.
• Convert old lecture presentations into engaging presentations that incorporate student engagement and the principles of teaching with technology.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 a.m. – noon
HBGCC-209

TLCD-014 IPE Immersion Model in Community-based Health Clinic Settings (F, 4-9 years) ADEA CCI


Interprofessional care (IPC) improves patient treatment outcomes at reduced costs. Interprofessional education (IPE) enables future providers to develop effective interprofessional communication and interaction skills as the first step in preparing students for IPC. The presenters will discuss an IPE model involving dental and other health care profession students in a

Meeting Locations
HY = Grand Hyatt San Antonio
HBGCC = Henry B. Gonzalez Convention Center

Target Audience
S = Student
F = Faculty
A = Administrator

Career Level
0-3 years = Emerging Educator
4-9 years = Midcareer Educator
10+ years = Seasoned Educator
patient-focused environment dedicated to treating the total health needs of underserved populations. An adult learning model is used to facilitate skill development in interprofessional communication and cooperation in patient care. Outcomes include improved interprofessional interaction, improved health care for the target population and increased efficiencies for the health care sites.

**Learning Objectives:**

- Measure the effects an IPE model in a full-service primary health care clinic has on interprofessional interactions and likelihood of students continuing to participate in community-based clinics and interprofessional team-based health care.
- Identify ways to measure the effects a dental-medical IPE model in a full-service primary health care clinic has on patient health and well-being.
- Identify ways to measure the effects a dental-medical IPE model in a full-service primary health care clinic has on the health care facilities operational efficiencies.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

10:30 a.m. – noon
HBGCC-C2 & C3

**TLCD-029 The Chair of the ADEA Board of Directors Symposium—**

**Urban Legend or Brain Fact: The Truth About Learning (F, 4-9 years)**

ADEA SOTL

Presenter(s): Nader Nadershahi, D.D.S., M.B.A., Ed.D., University of the Pacific Arthur A. Dugoni School of Dentistry; Dan Welch, Ph.D., Southern Illinois University School of Dental Medicine; Cameron Jeter, Ph.D., The University of Texas School of Dentistry at Houston

Americans are seeking ways to improve their brainpower. This desire fuels burgeoning enterprises offering computer games of mental flexibility, classical music for babies and energy drinks. “Use it or lose it” does apply to the brain, but which of the plethora of learning tools are grounded in veridical research-based evidence? Come learn from neuroscientists which methods are fables and which are vetted truths. In plain language, this session will explain the brain basics of acquiring and retaining information, expose mythical strategies of learning and memory and counter them with concrete research-substantiated learning and retention strategies for you and your students.

**Learning Objectives:**

- Explain the basic principles of how the brain learns.
- Identify common myths associated with improving learning and memory.
- Describe evidence-based strategies to improve learning and retention.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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10:30 a.m. – noon
HBGCC-214 A

**TLCD-071 ePortfolios: The Art and Science of Self-Directed Learning (F, 4-9 years)** ADEA FDW ADEA LIAA ADEA CCI ADEA SOTL

Presented by the ADEA Sections on Comprehensive Care and General Dentistry, Dental Assisting Education, Dental Hygiene Education, Gerontology and Geriatrics Education, and Substance Abuse, Addiction and Tobacco Dependence Education

Presenter(s): Cynthia Gadbury-Amyot, RDH, Ed.D., University of Missouri - Kansas City School of Dentistry; Janet Woldt, M.S., Ph.D.; Adam Bennett, Arizona School of Dentistry & Oral Health; Cheryl L. Straub-Morarend, The University of Iowa College of Dentistry & Dental Clinics

Why adopt portfolios as an assessment measure? What advantage does this have over traditional assessment measures? What types of portfolios are used in education? In this session, a panel of experts describes their experiences integrating portfolios in dental education. This dynamic collaboration will bring together representatives from dental assisting, dental hygiene and dentistry. Following the panel discussion, round table interactive discussions led by leaders in each collaborative section will address issues specific to attendees’ programs.

**Learning Objectives:**

- Identify current trends and best available evidence in the implementation and assessment of portfolios to capture professional competency.
- Discuss benefits, obstacles, faculty/student perspectives and innovative strategies for successful implementation of portfolios in dental health professional programs.
- Refine existing allied, hygiene and dental curricula to enhance the growth of self-assessment and self-directed learning skills essential for dental health professionals.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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10:30 a.m. – noon
HBGCC-008 A

**TLCD-079 It Takes a Team to Kick Tobacco (F, 0-3 years)**

Presented by the ADEA Section on Periodontics and Substance Abuse, Addiction and Tobacco Dependence Education

Presenter(s): Joan Davis, RDH, M.S., Ph.D., Southern Illinois University Carbondale; Jill Loewen, M.S., University of Detroit Mercy School of Dentistry; Laura Romito, D.D.S., M.S., Indiana University School of Dentistry; Pinar Emecen Huja, D.D.S., M.S., Ph.D., University of Kentucky College of Dentistry

Tobacco use is a major risk factor for many diseases, including oral cancer, periodontal disease, cardiovascular and lung disease. The dental team has
a unique opportunity to help patients quit tobacco use, since about half of smokers visit dental offices regularly. Active involvement in evidence-based tobacco dependence education can help prevent serious diseases and help dental practices grow. For best results, this includes multiple health team members. Attendees will learn how to develop effective interdisciplinary/interprofessional teamwork approaches for tobacco dependence education and how to teach students these strategies for practice development and public health promotion.

**Learning Objectives:**
- Describe the effective use of an interdisciplinary/interprofessional team approach for tobacco dependence education.
- Identify the challenges and rewards of using interdisciplinary/interprofessional teams for tobacco dependence education.
- Describe educational strategies to prepare dental professionals for their role as public health care providers.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Teaching and Learning, Tobacco Dependence,
10:30 a.m. – noon
HBGCC-214 C

**TLCD-126 Interprofessional Teams: Collaborative Management of the Medically Complex Patient (F, 10+ years)**
ADEA FDW ADEA SOTL

Presenter(s): Diana Esshaki, D.M.D., M.S.; Kanchan Ganda, M.D., Tufts University School of Dental Medicine; Sanjay Chand, M.D.; Wai-Choong Foong, Ph.D., University of Detroit Mercy School of Dentistry

Dental accreditation standards emphasize the need for medical science instruction in dentistry. Tufts University School of Dental Medicine and University of Detroit Mercy School of Dentistry have introduced two models of chair-side medical education in the undergraduate dental clinic. These unique programs enable students to become confident in treating medically complex patients, learn about the work of other health care practitioners, enhance the role of the dentist as a partner in interprofessional health care delivery and improve patient outcomes. Participants will learn two teaching models about the care of the medically complex patient to dental students on the clinic floor.

**Learning Objectives:**
- Describe how different institutions have incorporated medical education into clinical dental education.
- Understand innovative ways to implement teaching by interprofessional teams.
- Access unique resources for development of clinical competency and outcomes assessment.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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10:30 a.m. – noon
HBGCC-205

**TLCD-152 Aligning Space With Pedagogy: Strategies for Transforming Dental Education Facilities (F, 4-9 years)**
ADEA FDW ADEA LIAA ADEA CCI

Presenter(s): Mert Aksu, D.D.S., J.D., M.P.H.; Robert Trombly, D.D.S., J.D., University of Detroit Mercy School of Dentistry; Chris Purdy, SmithGroup JJR

In the 1960s, federal funding drove facility construction in dental education. Now these facilities are aging and in need of upgrades. There are many strategies ranging from upgrades to large-scale renovation or replacement. The literature has explored the elements of design and the impact on learning outcomes, but the idea that design can impact learning is only emerging.

**Learning Objectives:**
- Understand the design process from concept to design to better prepare for projects at their own institutions.
11:25 a.m. – 12:10 p.m.  
HBGCC-East Registration

**TI-013 Theory to Practice: Implementation of Technology to Track Learner Outcomes (F, 4-9 years)**

Presenter(s): Robert Hasel, D.D.S., Scott Helf, D.O., M.S.I.T., Western University of Health Sciences College of Dental Medicine

Have you ever wondered how to practically, affordably and effectively implement technology to track learner outcomes? Western University of Health Sciences College of Dental Medicine is doing so using readily available technologies. The presenters will interactively share their experiences, triumphs and challenges so that your institution may immediately and successfully begin to implement technology to track learner outcomes.

**Learning Objectives:**
- Understand why institutional, program and course outcomes—and what to do with them—drive the technology (and not vice versa).
- Gain understanding of how to move from the theory of technology to track learner outcomes to its successful practical implementation.
- Understand why we chose the technologies that we did, i.e., the pros and cons of various technological options and solutions.

CE Credits: 0, 45 Minute Small Group Discussion, Technological Innovations  
Keywords: Assessment, Information Management/Computer Applications

1:30 – 3:30 p.m.  
HBGCC-Ballroom C2 & C3

**I-700 The Chair of the ADEA Board of Directors Symposium—Strategies and Suggestions for Accomodating Students with Learning Disabilities ADEA SOTL**

Presenter(s): Sheldon H. Horowitz, Ed.D., National Center for Learning Disabilities; Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy School of Dentistry

The Americans with Disabilities Act of 1990 and its 2008 amendments require colleges and universities to provide reasonable accommodations. Providing accommodations for students in predoctoral, dental hygiene and graduate programs must balance the need to meet the legal requirement with allowing the student to demonstrate competency and meet technical standards as outlined by the program. In addition, the symposia will review strategies for accommodating students in light of the curricular expectations of dental and dental hygiene programs. Issues to be reviewed will include universal design in education, accommodations in the classroom and preclinical laboratories and distance education. During the symposium participants will have opportunities to discuss recommendations for policy and procedures as well as share best practices in faculty and staff training.
Learning Objectives:
• Describe how learning disabilities manifest in adult students, especially in a dental education setting.
• Identify the legal accommodations of an institution to accommodate students with disabilities.
• List strategies for accommodating students with disabilities that are utilized in the dental and dental hygiene education setting.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Teaching and Curriculum, Learning Disabilities

1:30 – 3:00 p.m.  
HBGCC-213 B  

I-002 Medicare Graduate Medical Education Update  
(F, 10+ years)

Presenter(s): Susan Banks, J.D., King & Spalding

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

Learning Objectives:
• Understand the latest developments pertaining to the Medicare GME program.
• Understand how proposed federal rules or Congressional initiatives with regard to Medicare GME impact dental residency programs in non-hospital settings.
• Better understand issues impacting your institution’s GME-funded residency programs.

CE Credits: 1.5, 90 Minute Seminar

Keywords: Continuing Dental Education, Health Care Systems

1:30 – 3:00 p.m.  
HBGCC-214 A  

LCD-006 Developing a Teaching Portfolio and a Teaching Philosophy Statement (F, 0-3 years) ADEA SOTL

Presenter(s): Zsuzsa Horvath, Ph.D.; Elizabeth Bilodeau, D.M.D., M.D., M.Ed.; Kelly Williams, D.M.D., University of Pittsburgh School of Dental Medicine

A teaching portfolio captures the scholarship of teaching and learning. It includes evidence of one’s strengths, identifies improvement, allows for self-reflection, showcases student learning and serves as a medium for share knowledge emerging from the practice of teaching. Teaching
portfolios play an increasing role in the academic job hunt and promotion. In this hands-on workshop, participants will discuss the goals of a teaching portfolio, key elements that should be included and tips for how to organize a portfolio that reflects one’s teaching strengths. A step-by-step guide will assist participants to start developing their own teaching philosophy statement.

**Learning Objectives:**
- Outline the goals of a teaching portfolio and identify key elements of their own portfolios.
- Organize a portfolio that reflects teaching strengths.
- Develop a teaching philosophy statement.

CE Credits: 1.5, 90 Minute Workshop, Leadership & Career Development

Keywords: Career Choice, Curriculum Development/Evaluation

1:30 – 3:00 p.m.  
LCD-008 Will the Next Dean Please Stand Up? Learning to Lead (A, 10+ years)  
ADEA LIAA ADEA CCI

Presented by the ADEA Section on Minority Affairs


Ethnic diversity among academic leadership has been difficult to achieve. There are only two underrepresented minority (URM) dental school deans in the United States. As the voice of dental education, it is imperative that we revisit objectives in achieving ethnic diversity for the sustainability of the profession and enhancement of students’ learning experiences. This educational program will address how dental school deans identify and prepare their successors. It will also highlight methods that are utilized in selecting dental school administrators and address various challenges and expectations of deans when recruiting and preparing URM faculty to take on administrative roles.

**Learning Objectives:**
- Identify the characteristics and qualities that are desirable for leadership advancement.
- Understand the value of ethnic diversity in leadership.
- Evaluate current career positions and implement new strategies for advancement.

CE Credits: 1.5, 90 Minute Seminar, Leadership & Career Development

Keywords: Assessment, Continuing Dental Education
1:30 – 2:30 p.m.  
HBGCC-201  

**TI-016 State of the Art: mLearning and Online Education are Here to Stay (F, 4-9 years) ADEA CCI**

**Presented by the ADEA SIG on Teaching and Learning with Emerging Technology**

Presenter(s): Elise Eisenberg, D.D.S., M.A., New York University College of Dentistry

The mobile learning solutions currently available use the vast amount of existing educational materials on mobile channels and social media sites like YouTube, Vimeo and other video-sharing services. These sites are already providing a critical mass of tips, tutorials and full-fledged lessons. There are also a significant amount of apps for education on mobile devices. This discussion will examine available platforms, including Open Education and MOOCs, and tools that are available for mobile learning and online education. It will also explore the current interactive trends with video lessons, embedded quizzes, immediate feedback and self-paced learning that are quickly evolving.

**Learning Objectives:**
- Identify available sites for online education.
- Learn about approaches for mobile learning.
- Understand how to incorporate new technologies into the curriculum.

CE Credits: 1, 60 Minute Seminar, Technological Innovations

Keywords: Assessment, Information Management/Computer Applications

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1:30 – 2:30 p.m.  
HBGCC-202  

**TLCD-006 A Computer-based Training Course for Caries Risk Assessment and Diagnosis (F, 0-3 years)**

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

The detection and classification of caries has evolved significantly over the past few years with an increased focus toward minimally invasive dentistry. This session will present a self-paced digital learning tool designed to educate and calibrate dental professionals in the appropriate diagnosis and classification of the stages of caries disease according to the International Caries Detection and Assessment System (ICDAS). The tool contains a combination of didactic modules and a large database of high-quality images that have been independently classified for their stage of caries disease. This enables the learner to self-assess and hone skills with the ICDAS classification.

**Learning Objectives:**
- Understand an additional strategy to facilitate and improve the teaching and learning of the contemporary management of caries disease.
• Discuss the educational and technical issues encountered when developing a self-paced digital learning tool for dental education.
• Identify current ways to inspire and motivate dental professionals to stay current with the latest evidence-based methodology in caries detection and diagnosis.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Teaching and Learning, Curriculum

1:30 – 2:30 p.m.  
TLCD-018 The Flipped Classroom: An Approach to Medically Complex Patients (F, 0-3 years) ADEA SOTL ADEA CCI  
Presenter(s): Scott DeRossi, D.M.D.; Katharine Ciarrocca, D.M.D., M.Ed., Georgia Regents University College of Dental Medicine

The flipped classroom is a pedagogical model in which the typical lecture and “homework” elements of a course are reversed. This model draws on such concepts as active learning, student engagement, hybrid course design and course podcasting and web-based learning. The value of a flipped class is in the repurposing of class time into a workshop where students inquire about lecture content, test their skills in applying knowledge and interact with one another in hands-on activities. This session will review the flipped classroom and how best to integrate it into teaching medically complex patients.

Learning Objectives:
• Understand the anatomy of a flipped classroom.
• Develop a model to teach medically complex patients that maximizes student participation and develops critical thinking.
• Understand the strengths and weaknesses of a flipped classroom model.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

1:30 – 3:00 p.m.  
TLCD-034 Credentialing Dental Faculty: Is it Time? (A, 10+ years) ADEA CCI  
Presented by the ADEA Sections on Academic Affairs, Business and Financial Administration, Clinic Administration, Endodontics, Oral and Maxillofacial Surgery/Anesthesiology/Hospital Administration

Presenter(s): Mark Wolff, D.D.S., Ph.D., New York University College of Dentistry; Leon Assael, D.M.D., University of Minnesota School of Dentistry; Gregory Ness, D.D.S., The Ohio State University College of Dentistry

Applying the science of learning also requires a thorough understanding of the topic or skill being taught. While dental students are measured against specific competency standards, less attention has been paid to determining the competency of faculty members to perform—and therefore teach—
particular clinical skills. Medical facilities and insurers use the credentialing process as an important means of assuring the competence of physicians and other health care providers to provide—and teach—sets of increasingly narrowly defined skills. In this program, the presenters will explore the complexities of credentialing in medicine and debate its role in dental education.

**Learning Objectives:**
- Understand the principles, process and legal implications of the credentialing system in medicine.
- Recognize the benefits of defining privileges within dental clinical education.
- Identify the challenges that dental credentialing would bring to your school.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

1:30 – 3:00 p.m.  
**TLCD-046 10 Ways to Engage Faculty in SoTL (A Change Strategy)**  
(F, 4-9 years) ADEA SOTL ADEA LIAA ADEA CCI  
Presenter(s): Mitchell Lipp, D.D.S.; Maureen McAndrew, D.D.S., M.S., New York University College of Dentistry

Despite the impact of the Scholarship of Teaching and Learning (SoTL) movement in dental education, some faculty feel disenfranchised. Engagement involves training, feedback and venues for sharing scholarship incentives and institutional support. This session describes a multipronged approach coordinated by the New York University College of Dentistry Academy of Distinguished Educators. Aspects of the Academy’s engagement and empowerment strategy will be described: Clinical education and scholarship showcase peer-to-peer networks, Cochrane and pedagogical training programs, speakers series journal club, town meetings member forums, publications and think tank functions. Participants will discuss these approaches and determine outcomes and methods for evaluation.

**Learning Objectives:**
- Identify barriers for faculty members in being actively engaged in SoTL.
- Describe themes and components integral to an engagement strategy.
- Describe elements necessary to achieve cultural shift in an institution.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills
1:30 – 3:00 p.m.  
HBGCC-204

**TLCD-073 Faculty and Lifelong Learning (F, 0-3 years)**  
**ADEA SOTL ADEA LIAA ADEA CCI**

Presenter(s): Ryan Quock, D.D.S., The University of Texas School of Dentistry at Houston; Valerie Murrah, D.M.D., M.S.; Lisa Mrz, D.D.S., University of North Carolina at Chapel Hill School of Dentistry; Nereyda Clark, D.M.D., University of Florida College of Dentistry

Teaching, publication skills, lifelong learning and leadership are among the most important skills and attributes that dental educators must develop, employ and cultivate throughout a lifetime of educating. This session will address what it means to become a new educator and how to develop and excel in one’s profession as an educator and leader. Attendees will learn where to find teaching resources and tools to expand the breadth and depth of their teaching. Resources such as MedEdPORTAL, the ADEA Curriculum Resource Center, image and link libraries as well as ADEA faculty development programs, awards, scholarships and fellowships will be featured. This session is recommended for new faculty who are first-time attendees.

**Learning Objectives:**
- Identify ADEA professional development resources for faculty.
- Identify ADEA learning resources.
- Recognize how to enhance career development in multiple ways by using ADEA’s resources.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

1:30 – 3:00 p.m.  
HBGCC-214 B

**TLCD-134 Study Club 2.0: Using a Microblog (Yammer) to Integrate PBL and CBL Throughout the Dental Curriculum (F, 4-9 years)**  
**ADEA FDW**


Dental schools have been tasked with developing the critical thinking skills of their students so they become lifelong learners. Historically, this has been accomplished using curricula that involve open-ended problem-based learning (PBL), or more focused case-based Learning (CBL), approaches to provide a collaborative learning environment. A major drawback of these approaches is the heavy time demands placed on faculty facilitators. This session will review how the East Carolina University School of Dental Medicine (ECU SDM) uses microblog technology to integrate PBL and CBL throughout the didactic presentations in a systems-based curriculum with minimal facilitation.
Learning Objectives:
- Become a member of a Yammer Study Club and actively work on problems and cases.
- Understand the challenges of working in groups to solve problems with digital resources and observe the different roles of students and faculty members.
- Describe how ECU SDM has implemented the Study Groups, uses the Groups to strengthen the didactic presentations and grades the student participation.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

1:30 – 3:00 p.m.  
TLCD-138 The First Five Years: What Practice Management Should We Teach? (F, 0-3 years) ADEA FDW  
Presented by the ADEA Section on Practice Management

Presenter(s): John Williams, D.M.D., M.B.A., Indiana University School of Dentistry

Practice management courses have traditionally tried to prepare students for private practice ownership when they complete dental school. Graduating students now face a changing environment. Many students do not immediately enter into a private practice but instead enter corporate, government or other network practices in an employee relationship. The management knowledge and skills needed for success in these employee positions are different from those needed in an entrepreneurial setting. This session will examine the differences between the two skill sets and develop methods that enhance student learning in the practice management area.

Learning Objectives:
- Assess the management skills needed for different practice opportunities.
- Formulate methods to teach and evaluate those management skills in the dental curriculum.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

1:30 – 3:00 p.m.  
TLCD-148 Learning Implant Dentistry: Complications to Corrective and Preventive Strategies (F, 0-3 years)  
Presented by the ADEA SIG on Implant Dentistry

Presenter(s): Susan McLellan, J.D., Law Offices of Schneider & Onofry P.C.;
Vijay Parashar, D.D.S., M.S., Medical University of South Carolina; James B. Edwards College of Dental Medicine; Zina Kaleinikova, D.D.S., M.S., D.M.D., Case Western Reserve University School of Dental Medicine

Increased patient awareness and demand have resulted in the need to present dental implants as a viable alternative treatment when clinically acceptable. As dental educators, we are tasked with helping our students diagnose and manage ailing and failing implants. This program will focus on the use of technology and clinical signs in identification of implant complications and better planning to prevent future complications. The state of implant education in the dental curriculum will also be discussed as well as methods to instruct current dental students in optimal placement and restoration to prevent potential complications.

**Learning Objectives:**
- Explain the state of implant education in the dental curriculum.
- Understand implant complication classification
- Identify the etiology of implant-related litigation.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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**1:30 – 2:30 p.m.**
**TLCD-158 The Science Behind Art: Teaching Critical Thinking Through Art Observation (F, 4-9 years) ADEA CCI**

**Presenter(s):** Neal Fleisher, D.M.D., Boston University Henry M. Goldman School of Dental Medicine; Alexa Miller, Arts Practica

The purpose of this workshop is to share Boston University Henry M. Goldman School of Dental Medicine’s experience of incorporating visual thinking strategies (VTS) into the D.M.D. curriculum. Over 20 medical schools have adopted VTS in their curricula since it was initially used by Yale Medical School in 1988. The literature demonstrates VTS’s effectiveness in enhancing critical thinking, diagnostic skills and students’ communication skills, challenging students to observe, interpret and describe complex information. Attendees will participate in a VTS session to discuss their findings as well as how the experience relates to dental students and faculty in a dental school setting.

**Learning Objectives:**
- Understand the teaching concept of VTS.
- Learn how VTS is applied to dental education.
- Understand why VTS enhances diagnostic skills and communication.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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2:25 – 3:10 p.m.
HBGCC-East Registration

**TLCD-054 Intentional Looking: How the Visual Arts Can Improve Provider-Patient Interactions (F, 0-3 years) ADEA CCI**

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

Health care continues to evolve. So, too, must its educational training programs. While innovative technology provides new tools for developing skills, still missing is the ability of health providers to meaningfully interact with patients. The visual arts can serve as valuable training tools for improving provider-patient relationships due to the observational skills required in locating meaning. Employing art critical theory with reflective practice, health providers can learn to connect disparate information and to sort out conflicting data. Intentional looking captures nuance, an important attribute in making a diagnosis and shifting practitioner/patient relationships from distanced encounters to more personalized experiences.

**Learning Objectives:**
- See the value of visual arts as tools for improved observation skills.
- Better understand the attributes of art critical theory as applied to patient assessment.
- Learn how to facilitate an art criticism discussion and to integrate art critical theory into the curriculum.

CE Credits: 0, 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

3:30 – 4:30 p.m.
HBGCC-214 A

**TLCD-009 The Use of Online Modules to Save Valuable Class Time (F, 0-3 years) ADEA SOTL**

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

This session examines the use of online modules in dental school curricula to analyze student preparedness, save valuable class and clinic time, improve student performance and engage millennial learners. The presentation will show how screen-recording software programs can be used to easily create and edit flash videos from PowerPoint presentations, webcams or pre-recorded clinic technique videos. Attendees will be involved in the presentation through active learning breakout sessions, in which they will brainstorm potential topics for online modules, discuss pitfalls of the learning technique and create a plan for implementation into their courses.

**Learning Objectives:**
- Describe the successful use of online modules in dental school curricula.
- Discuss the advantages and potential challenges regarding the use of online modules in courses.
- Develop a plan to implement online modules into courses.

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

3:30 – 4:30 p.m.
HBGCC-207 B

AO-002 Credentialing Employees and Students: Changing Our Approach and Ending the Administrative Nightmare (A, 10+ years) ADEA LIAA

Presenter(s): Heiko Spallek, D.M.D., Ph.D., M.B.A.; Marnie Oakley, D.M.D., University of Pittsburgh School of Dental Medicine

Administrators acknowledge that the credentialing process of employees/students can be a burdensome process. As various levels of regulations have changed over time, schools struggle to find an efficient method to confirm credentialing. The Credential Keeper, a cloud-based software application developed by the University of Pittsburgh School of Dental Medicine, streamlines the credentialing process to change the historically cumbersome approach. The session will describe how technology helped the school achieve compliance without investing an extraordinary amount of resources. The Credential Keeper is one example of an affordable product and approach that schools can consider to help bring them into credentialing

Learning Objectives:
- Identify requirements within various levels of credentialing.
- Develop policies and procedures for credentialing employees/students with heightened efficiency.
- Develop a plan to construct software similar to the Credential Keeper at your institution and/or explore if Credential Keeper can be deployed at your school.

CE Credits: 1, 60 Minute Seminar, Admissions and Operations

Keywords: Institutional Organizational Development, Systems Based Practice

3:30 – 5:00 p.m.
HBGCC-214 B

RT-008 Holistic Student Development: Educating the Whole Student in a Humanistic Environment (F, 4-9 years) ADEA CCI

Presenter(s): Juliette Daniels, M.A., University of Detroit Mercy School of Dentistry

Creating and sustaining a humanistic educational environment is a significant focus within the dental education community. CODA standards illustrate that dental schools are communities of practice and learning, within which students, faculty, staff, patients and administration all contribute to a meaningful educational environment. Through the lens of student development theory and holistic education session, participants will engage in dialogue regarding the critical elements of a humanistic learning environment. Participants will learn the foundational elements of
student development theory and engage in reflection-guided discussion and critical examination of current institutional practices within the framework of holistic education and student development.

**Learning Objectives:**
- Understand the intersections of student development theory and learning as they relate to humanistic educational contexts within dental education.
- Define elements within a dental education program that contribute to holistic education and enhance student learning objectives.
- Critically examine the current institutional climate within the context of a humanistic learning environment.

CE Credits: 1.5, 90 Minute Workshop, Research & Trends

Keywords: Research Methods, Research Management

3:30 – 5:00 p.m.  
**TI-006 Use of Technology to Evaluate Student Performance in Prosthodontics (F, 0-3 years) ADEA SOTL ADEA CCI**  
Presented by the ADEA Sections on Dental Informatics and Prosthodontics and the ADEA SIG on Teaching and Learning with Emerging Technology

Presenter(s): Paul Mullasseril, D.D.S., M.S., University of Oklahoma College of Dentistry; Eric Levine, D.D.S., University of Maryland School of Dentistry; Carlos Barrero, D.D.S. M.S., University of North Carolina at Chapel Hill School of Dentistry

Over the last few years, CAD/CAM technology has revolutionized how definitive restorations are fabricated, yet student dentists still require a prosthodontic-driven education based on the fundamental principles of clinical dentistry. An objective evaluation is important for the acquisition of clinical skills and to develop an understanding of the basic principles in denture and framework design and tooth preparation. This session will focus on how CAD/CAM advances can support students’ development and self-evaluation of these basic principles. Dental schools that have incorporated this technology in their curricula alongside traditional methods will share, discuss and stimulate innovation and critical thinking of educators on the best ways to implement this technology.

**Learning Objectives:**
- Utilize technology as a tool to objectively evaluate student preclinical and clinical performance.
- Identify technology to facilitate delivery of patient care in prosthodontics.
- Describe best practices in teaching, assessing and sharing ideas and knowledge with emerging technologies.
3:30 – 5:00 p.m.  
HBGCC-205

TI-012 Maximize Learning Through Use of Web 2.0 Teaching Tools (F, 0-3 years)  
ADEA SOTL ADEA CCI

Presented by the ADEA Sections on Dental Hygiene Education and Periodontics the ADEA SIG on Teaching and Learning with Emerging Technology and the

Presenter(s): Sylvia Todescan, D.D.S., M.S., Ph.D.; Salme Lavigne, RDH, M.S.; Dieter Schónwetter, M.A., Ph.D., Ed.D.; Sol Chu, University of Manitoba Faculty of Dentistry

The learning process can be enhanced when effective teaching tools are utilized. This workshop will focus on various Web 2.0 teaching tools currently being used to enhance classroom teaching and research highlighting student engagement in higher-order learning. Development and implementation of wikis to increase student interaction will be showcased. Real examples will be highlighted, including an interprofessional periodontology course involving dental and dental hygiene students where wikis were used during two consecutive years. The wiki project implementation and improvements will be explored in detail. Student feedback on the impact of these teaching tools will be reported.

Learning Objectives:
• Understand student engagement theory as it relates to higher-order thinking skills, such as critical thinking.
• Describe how Web 2.0 teaching tools, specifically wikis, engage students’ learning, especially in higher-order thinking.
• Apply wikis to increase dental and dental hygiene students’ critical thinking skills and other higher-order learning.

CE Credits: 1.5, 90 Minute Workshop, Technological Innovations  
Keywords: Assessment, Information Management/Computer Applications

3:30 – 5:00 p.m.  
HBGCC-214 D

I-008 Creating and Seizing Opportunities in Academics: Pathway to Promotions (F, 0-3 years)

Presenter(s): H. Wayne Lambert, Ph.D., West Virginia University School of Medicine

This interactive workshop will present the steps needed to ensure success in your academic career and to progress quickly through the promotion and tenure process. While emphasizing the importance of scholarship, discussion will be focused on opportunities and pitfalls that will arise in a faculty member’s academic career.

Learning Objectives:
• Identify mentors that can provide tools to ensure your success in academics.
• Describe ways to find your niche in academics to derive satisfaction and enjoyment from your career.

• Demonstrate the steps needed to ensure success in the promotion and tenure process.

CE Credits: 1.5, 90 Minute Workshop

Keywords: Communication and Interpersonal Skills, Mentoring

3:30 – 5:00 p.m.  

HBBCC-213 A

TLCD-050 How to Develop an Electronic Portfolio Curriculum (F, 4-9 years) ADEA FDW ADEA CCI

Presenter(s): Emily Springfield, M.Ed., University of Michigan School of Dentistry

Electronic portfolios are gaining a reputation for fostering the self-direction, self-assessment and critical thinking required by the new CODA standards. Incorporating portfolios into the curriculum can be daunting, however. This session will outline the major steps in developing a portfolio program, from developing a vision to evaluation. Bring your team and start defining your institution’s specific needs, finding space in the curriculum, developing portfolio activities and selecting appropriate software. This session will help you visualize the entire process, develop common vocabulary for talking about portfolios and identify your next steps in the planning process.

Learning Objectives:
• Understand the steps in the process of adding a portfolio to the curriculum.
• Describe an institution’s portfolio needs in precise terms.
• Identify three ways to incorporate portfolio thinking into the curriculum.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

3:30 – 4:15 p.m.  

HBBCC-East Registration

TLCD-068 Creating Strategies to Incorporate Ethics and Professionalism into the Curriculum (F, 0-3 years)

Presenter(s): Jayne McWherter, RDH, M.Ed., The University of Texas School of Dentistry at Houston

Educators are challenged to assist their students in mastering new information and skills. They are given prescribed standards outlining the scope and depth of instruction required of their curricula. They must also create strategies to promote teaching and learning. This session focuses on incorporating a variety of teaching strategies to engage students and promote student learning of ethics and professionalism in the dental hygiene curriculum.
Learning Objectives:
• Develop appropriate teaching strategies to promote student learning of ethics and professionalism.
• Integrate a variety of student learning activities into the dental hygiene curriculum to promote competence of students in ethics and professionalism.

CE Credits: 0, 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

3:30 – 5:00 p.m.  
TLCD-089 Seeing Our Way: Three Schools’ Experiences with the CODA Core Principles (A, 4-9 years) ADEA CCI


Representatives from three dental schools who used the new CODA standards to prepare the Self-Study Report will share experiences regarding how they interpreted and responded to the CODA core principles in ways that are unique to the mission, strengths and resources of their schools. Representatives from each school will share experiences with developing and implementing their programs related to patient-centered comprehensive and evidence-based care; critical thinking and self-directed learning; the application of technology in the educational program; outcomes assessment; and cultivating an environment that embraces humanistic culture, diversity, faculty development and collaboration with other health care professionals.

Learning Objectives:
• Describe approaches to promote and assess an environment and culture that promotes professionalism, collaboration and mutual respect between and among administrators, faculty, students and staff.
• Describe examples of student engagement in critical thinking problem-solving and self-directed learning and how these are assessed.
• Describe examples of the application of technology in the assessment of student knowledge, skills and values and in curriculum review and evaluation.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

3:30 – 4:30 p.m.  
TLCD-132 Student Readiness for Interprofessional Learning Experiences (F, 4-9 years)

Presenter(s): David Williams, D.D.S., University of Maryland School of Dentistry

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Emergency departments (EDs) in the United States are inundated with patients seeking relief from dental pain. Repeat ED visits place undue hardship on the health care system. Interprofessional collaborative models may serve as measures to reduce ED recidivism. Nurse practitioner, dental and dental hygiene students will be surveyed using the Readiness for Interprofessional Learning Scale (RIPLS). Views of their professional colleagues and themselves and the influence of collaboration on ED patient cases will be summarized and presented. Based on survey findings, a framework for an interdisciplinary clinical and didactic pilot program focusing on ED cases will be discussed.

**Learning Objectives:**
- Discuss how interprofessional collaboration may be utilized in hospital EDs.
- Discuss advantages to using an interprofessional team when addressing ED dental concerns.
- Suggest how medical and oral health professionals can collaborate to address patients’ oral health needs.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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**3:30 – 5:00 p.m.**
**TLCD-143 TMD Diagnostics in Predoctoral Education: Best Practices Challenges and Opportunities (F, 4-9 years) ADEA CCI**

Presented by the ADEA Sections on Oral and Maxillofacial Radiology and Oral and Maxillofacial Surgery/Anesthesiology/Hospital Administration and the ADEA SIG on Temporomandibular Disorders


Managing temporomandibular disorders (TMD) not only requires a thorough knowledge of anatomic, physiologic, pathologic and neurologic aspects of temporomandibular joints (TMJ) associated musculature and related structures, but also an appreciation of behavioral and psychosocial aspects that contribute to development of TMD. The varied and complex nature of TMD makes diagnostic imaging of TMJ and associated structures a vital step in the diagnostic process. The primary focus of this survey-based study is to gather data from the predoctoral curricula (didactic and clinical) for assisting in deducing evidence-based best practices in diagnostic imaging of temporomandibular joints and associated structures.

**Learning Objectives:**
- Explain the current status of predoctoral TMD and orofacial pain curriculum at U.S. and Canadian dental schools/colleges.
• Understand evidence-based best practices for diagnostic imaging of TMJ taught at the predoctoral level.

• Describe TMD-related treatments taught to competency at the predoctoral level.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

3:30 – 5:00 p.m.
HBGCC-214 C

TLCD-146 Utilizing Motor Skill Learning to Teach Dental Hygiene Instrumentation (F, 0-3 years) ADEA FDW

Presenter(s): Carolyn Ray, RDH, M.Ed., University of Oklahoma College of Dentistry; Lizabeth Spoonts, M.S., Texas Woman’s University

This workshop will focus on the influential factors that enhance the motor skills necessary for dental hygiene instrumentation. It will review the concepts of observational practice, focus of attention feedback and self-controlled practice and illustrate their uses in teaching both novice/advanced student clinicians. This workshop will provide participants with examples of “internal vs. external focus” as they relate to the effective acquisition of motor skills. Participants will engage in learning activities that guide the diagnosis of errors, practice the dialogue of instruction and highlight the influential factors that can enhance instrumentation competence.

Learning Objectives:
• Identify four factors that enhance the learning of motor skills involved in instrumentation.

• Understand internal versus external focus and give examples of their use in instrumentation instruction.

• Discuss alternative teaching strategies for effective instrumentation instruction.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

4:25 – 5:10 p.m.
HBGCC-East Registration

TLCD-133 Student-led Presentations at ADEA: Let’s Get Engaged! (S, 0-3 years)

Presenter(s): Cuong Dao, Anumeet Virdi, Erin DeWitt, Daniel Miller, University of Detroit Mercy School of Dentistry

With the increase in dental schools comes the increased need for dental educators. ADEA provides an excellent environment to introduce students to the field of academic dentistry. Participation in ADEA’s annual session via poster and oral presentations is an invaluable experience for students who will become our future academic dentists. In this small group, student-led session, predoctoral and dental hygiene students from University of Detroit Mercy School of Dentistry will share their experiences in creating didactic and active learning materials with fellow student participants. Participants
will be able to use the presented information in developing future student-led programming at ADEA.

**Learning Objectives:**
- Prepare effective presentations that engage all types of learners.
- Use web-based teaching materials.
- Identify possible topics for future student-led programming at ADEA.

**CE Credits:** 0, 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

**Keywords:** Curriculum Development/Evaluation, Teaching Skills
Tuesday, March 18

8:00 – 9:30 a.m.
HBGCC-207 B

I-014 Dental Pipeline National Learning Institute
(A, 0-3 years)

In this session, the presenter will discuss current trends in health care reform and the health workforce that are important for creating a more effective and diverse oral health workforce. In addition, the first cohort of trainees and mentors from the new National Dental Pipeline Learning Institute will discuss program activities to date.

Learning Objectives:
• Understand the Dental Pipeline National Learning Institute and its challenges and innovations.
• Comprehend the data on the value of dental school–community partnership as a means to improve oral care access.
• Identify the strategies to sustain dental school community partnerships as a means to transform delivery systems, improve education, and leverage funding for oral health.

CE Credits: 1.5, 90 Minute Seminar
Keywords: Cultural Diversity Cultural Competency, Community Health

8:00 – 9:30 a.m.
HBGCC-214 C

LCD-012 Faculty Development and the Science of Learning
(A, 0-3 years) ADEA CCI
Presenter(s): Kathi Shepherd, RDH, M.S.; Carolyn Zeitz, RDH, M.A.; Robert Trombly, D.D.S., J.D.; John Palanci, D.D.S., University of Detroit Mercy School of Dentistry

The University of Detroit Mercy School of Dentistry expects faculty to understand their roles as educators and dedicate themselves to ongoing development in order for students to receive excellent instruction that prepares them to be competent dental professionals. This session will include a panel discussion sharing a comprehensive faculty development program, including the use of a school-wide educational development curriculum, a Faculty Resource Center Blackboard site, a weekly faculty in-service program and a professional development planning process to aid the faculty member in achieving personal goals related to teaching service and research.

Learning Objectives:
• Understand a comprehensive faculty development process.
• Identify faculty competencies.
• Discuss the importance of a professional development plan.

CE Credits: 1.5, 90 Minute Workshop, Leadership & Career Development
Keywords: Career Choice, Curriculum Development/Evaluation

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8:00 – 8:45 a.m.  
HBGCC-East Registration

RT-001 Integrating Clinical Research into the Dental School Curriculum (F, 10+ years) ADEA CCI
Presenter(s): Pouran Famili, D.M.D., M.P.H., Ph.D., University of Pittsburgh School of Dental Medicine

The focus is now clearly set on evidence-based dental medicine. Dental academicians are challenged to educate students to conduct future practice on the evidence, keep current with the latest science and stay current with emerging clinical developments and trends. Only a small percent ever express interest in research careers, let alone actually enter one. It is important that those who practice evidence-based medicine know how to access and search the literature, evaluate study results reported in scientific journal articles, integrate clinical impressions from individual patients and exercise their best judgment of all the factors. This session will devise an innovation in education, a Research Education Program across the dental school curriculum.

Learning Objectives:
• Understand how current stakeholders (dental academicians) can work from within to meet the challenges of the future.
• Identify how best to move forward the goal of providing education in clinical research and best practices in evidence-based dentistry.
• Describe how best to teach the current generation of dental students.

CE Credits: 0, 45 Minute Small Group Discussion, Research & Trends
Keywords: Research Methods, Research Management

8:00 – 9:30 a.m.  
HBGCC-202

TI-004 Incorporating Electronic Grading to Enhance Pre-Clinical Learning and Assessment (F, 0-3 years) ADEA SOTL ADEA CCI

All preclinical hands-on courses use some form of feedback to help student learning and progress. Creating an electronic grading format has enhanced pre-clinical self-assessment student awareness of psychomotor progress, faculty calibration and savings of administrative assistants’ time and resources. An electronic grading format allows for mandatory student self-assessment before faculty grading. It helps direct faculty and student conversation feedback and calibrates both the student and teacher. The presenters will show how a program like this identifies students’ specific weaknesses, evaluates projects using multiple blinded graders and encourages self-learning in the simulation environment.
Learning Objectives:
• Identify specific tools to evaluate student learning.
• Establish ways to enhance student’s critical thinking and self-evaluation.
• Determine better methods to calibrate preclinical/clinical student-faculty assessment.

CE Credits: 1.5, 90 Minute Seminar, Technological Innovations
Keywords: Assessment, Information Management/Computer Applications

8:00 – 9:30 a.m.  TLCD-010 Integrating Evidence-based Dentistry in Teaching and Practice: Challenges and Strategies (F, 4-9 years) ADEA FDW
HBGCC-214 A
ADEA CCI ADEA SOTL
Presenter(s): William Hendricson, M.A., M.S., University of Texas Health Science Center at San Antonio Dental School; Rajesh Lalla, D.D.S., Ph.D., University of Connecticut School of Dental Medicine

Dental schools are at various stages of developing and implementing evidence-based dentistry (EBD) curricula for students and related continuing education for faculty. However, developing a course in EBD is only the first step. The real goal is to integrate EBD principles into the delivery of routine patient care. We all face common challenges in this endeavor. The purpose of this interactive workshop is to provide a forum for faculty to share and learn from each other’s experiences. By learning about what has worked, or not, in other dental schools, participants will gain knowledge to enhance their own efforts.

Learning Objectives:
• Identify three active learning strategies to teach EBD.
• Discuss three challenges in integrating EBD into teaching and practice across the dental school.
• Describe three practical strategies to integrate EBD into teaching and practice across the dental school.

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

8:00 – 9:30 a.m.  TLCD-027 Science of Learning in Clinical Decision-making for Cariology and Restorative (F, 4-9 years) ADEA FDW
HBGCC-214 B
ADEA LIAA ADEA SOTL
Presented by the ADEA Sections on Cariology and Operative Dentistry and Biomaterials

Presenter(s): Tracy Peralta, D.M.D., Ph.D., M.Ed.; Margherita Fontana, D.D.S., Ph.D., University of Michigan School of Dentistry; Andre Ritter, D.D.S., M.S., University of North Carolina at Chapel Hill School of Dentistry
This workshop will raise awareness of the importance of clinical decision-making as it relates to proper diagnosis of and treatment planning for dental caries disease. An overview of critical thinking strategies to enhance clinical decision-making in education and specific applications to cariology and restorative dentistry will be presented. A panel discussion will address current challenges of integrating modern cariology in the restorative curriculum and identify realistic strategies from the educators’/students’ perspectives to improve learning in this area. This workshop will engage attendees in interactive learning situations that demonstrate the science of learning and promote networking and communication between different disciplines.

**Learning Objectives:**

- Understand the rationale of clinical decision-making and its limitations.
- Comprehend the science behind critical thinking and the application of learning and assessment programs used to support and enhance this concept.
- Discuss the challenges of a modern cariology curriculum in dental education in the United States (presenting survey data in the U.S. dental school curriculum).

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

8:00 – 9:30 a.m.  
**TLCD-056 OSCE Templates: Testing Higher Levels of Knowledge and Combating Cheating (F, 0-3 years) ADEA SOTL ADEA CCI**

Presenter(s): Robert Loney, D.M.D., M.S.; Blaine Cleghorn, D.M.D., M.S., Dalhousie University Faculty of Dentistry

Objective Structured Clinic Examinations (OSCEs) can test higher levels of knowledge and clinical judgment. Creating OSCE stations typically takes more time than creating written questions because case materials must be assembled. When these questions are reconstructed by students for the purposes of cheating, the extra effort required to create OSCE questions can seem to be a frustrating exercise. Using multiple-choice templates with a large number of distracters can minimize the chance that students can successfully cheat. This session will review the techniques used by the National Dental Examining Board of Canada to create high-level multiple-choice OSCE templates.

**Learning Objectives:**

- Construct OSCE templates.
- Fabricate the materials required to create OSCE questions.
- Utilize templates for teaching, testing and calibration.
8:00 – 9:30 a.m.  
HBBGCC-Ballroom C2 & C3

TLCD-058 The Chair of the ADEA Board of Directors Symposium—Engaging the Brain: Art and the Science of Dentistry (F, 4-9 years)  
ADEA CCI ADEA SOTL

Presenter(s): Catherine Flaitz, D.D.S., M.S.; Karen Novak, D.D.S., M.S., Ph.D., The University of Texas School of Dentistry at Houston; Jay Heuman, The Museum of Fine Arts Houston

The technical nature of the dental school curriculum promotes logical, sequential and analytical thought, leaving little room to engage the random intuitive, holistic and subjective parts of the brain. This creates a “disconnect” between the art and science of dentistry. This session will provide insight on how partnerships with the humanities can help address this disconnect. Specifically, participants will learn how visual engagement of works of art followed by small group discussions, reflective essays and journal entries can enhance three skill sets: (1) close observation, (2) unbiased analysis and (3) clear empathetic communication—important in the art of patient care.

Learning Objectives:
• Describe the role of clinical humanities in teaching the art and science of dentistry.
• Understand how humanities can be used to enhance the clinical arts of communication and diagnosis.
• Recognize the need for the engaging the “right side” of the brain in the highly technical instant messaging and reactive learning dental school environment.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Teaching Skills

8:00 – 9:30 a.m.  
HBBGCC-212

TLCD-069 Da Vinci’s Vision Re-mastered: Teaching Anatomy in the 21st Century (F, 4-9 years)  
ADEA SOTL ADEA CCI

Presented by the ADEA Sections on Anatomical Sciences, Clinical Simulation and Orthodontics

Presenter(s): Kelton Stewart, Ph.D., Indiana University School of Dentistry; Anita Joy, D.D.S., Ph.D., Southern Illinois University School of Dental Medicine; Jack Jaeger, Rural Health Innovation Collaborative

A core component of most health professions curricula is human anatomy. The hands-on dissection of a human cadaver has been the standard method of acclimating students to the structural and functional aspects of the human body. This method of instruction, however, has several drawbacks, such as large storage requirements and high expense. Advances in technology have produced virtual dissection units, like the Anatomage Table, that...
help address many of these drawbacks. This session discusses how virtual dissection units can supplement traditional methods of teaching human anatomy and enhance the curriculum of health professions schools.

**Learning Objectives:**
- Describe new methods of teaching anatomy during the health professions curriculum.
- Understand the benefits and drawbacks of using a virtual cadaver for human dissections.
- Describe a live virtual dissection.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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**8:00 – 9:00 a.m.**  
**TLCD-094 The Science of Teaching and Learning Applied to Faculty Development (F, 0-3 years) ADEA SOTL**


Thought leaders in dental education have called for modern pedagogical approaches to teaching and learning. This session will describe the application of learning theory to the design and implementation of faculty development programs. One focus is the annual course director orientation, which provides theoretical and practical knowledge of effective course design, course management and student assessment. The other focus is on the monthly teaching and learning seminar series, which improves faculty knowledge and skills in blended learning technology integration and active classroom learning design. Level III or higher outcomes (Kirkpatrick 1997) will be presented.

**Learning Objectives:**
- Understand the relationship between evolving pedagogical models and technologies and focused faculty development.
- Understand how scientific evidence from research and learning theories informs the design and development of faculty development programs.
- Apply Kirkpatrick’s model to evaluate higher-level outcomes of faculty development programs.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills
8:00 – 9:00 a.m.  
TLCD-099 Deconstruct to Reconstruct: Framework for Integrating the Preclinical Restorative Curriculum (F, 4-9 years)

Presenter(s): Noelle Santucci, D.D.S., M.A.; Jessie V. Vallee, University of the Pacific Arthur A. Dugoni School of Dentistry

Dentists must be able to integrate a plethora of information from each discipline in order to evaluate evidence, comprehensively treat patients and engage in life-long learning. Current educational literature suggests that the millennial learner has difficulty in developing these independent decision-making skills. It is therefore incumbent upon dental educators to design curricula that help students develop critical thinking skills. To facilitate the integration of knowledge across disciplines, the preclinical Restorative faculty at Pacific Dugoni used a collaborative approach to develop an integrated, patient-based curriculum. The presenters will discuss the development program and the opportunities and challenges.

**Learning Objectives:**

- Understand how to thoroughly engage the millennial learners in their education by understanding their unique learning styles.
- Describe how Pacific Dugoni created an integrated preclinical restorative curriculum by deconstructing the existing silo platform and integrating it into a comprehensive, multidisciplinary patient-based platform.
- Create a framework to initiate a collaborative planning and creation process, leading to an integrated Restorative Dentistry curriculum.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

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8:00 – 9:30 a.m.  
TLCD-153 Domestic Violence and Elder Abuse: Educating and Engaging Dental Professionals (F, 4-9 years) ADEA CCI

Presented by the ADEA Sections on Behavioral Sciences, Community and Preventive Dentistry and Gerontology and Geriatrics Education and the ADEA SIG on Professional, Ethical and Legal Issues in Dentistry

Presenter(s): Steven Abel, D.D.S., M.S., University at Buffalo School of Dental Medicine; Marian Mehegan, D.D.S., M.P.H., U.S. Department of Health and Human Services Office on Women’s Health; ToanFoeng (Bill) Tham, D.D.S., J.D., University of Nevada, Las Vegas, School of Dental Medicine; Laura Kaufman, D.M.D, Boston University Henry M. Goldman School of Dental Medicine

Domestic violence (DV) takes an enormous human toll across the lifespan. One in four American women is a victim of intimate partner violence, while one in 10 seniors fall victim to elder abuse. Since over 90% of DV injuries affect the head and neck and dentists routinely examine these areas during a dental exam, dental professionals are uniquely situated to intervene. However, 87% of dentists never screen for abuse. This seminar explores ethical and public health issues related to DV as well as screening, identification and intervention. Replicable DV training and outreach programs will be discussed and made available.
Learning Objectives:

- Describe different approaches to training dental professionals in domestic violence and know how to effectively identify and intervene when patients present symptoms of domestic violence.
- Identify the ethical issues involved in treating patients living with elder abuse and domestic violence, including mandatory reporting, discretionary reporting, patient confidentiality and appropriate documentation.
- Understand domestic violence as a public health issue, including lifetime health consequences of violence, health care costs of violence and abuse and effective policy responses.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

8:55 – 9:40 a.m.
HBCGC-East Registration

TI-001 Seeing is Believing: Enhancing Learning with CAD/CAM Throughout the Curriculum (F, 0-3 years)
Presenter(s): Lindsey M. Hamil, Ph.D.; Karen McPherson, D.M.D.; Walter Renné, D.M.D.; Joe Vuthiganon, D.M.D., Medical University of South Carolina James B. Edwards College of Dental Medicine

CAD/CAM technology in dentistry has been around for almost 30 years and has dramatically changed the practice of dentistry. This technology serves as a powerful teaching tool not just in clinical patient care, but also during the didactic years of a predoctoral dental school curriculum. Participants will learn how preparation evaluation software in an existing CAD/CAM system is being utilized in preclinical courses. Presenters will show how the implementation of CAD/CAM grading has vastly improved student work, eliminating the student complaint of the biased and/or inconsistent evaluator. In addition, the learning theories that support this type of instruction, students’ positive reception of this technology and the effects on clinical performance will be discussed.

Learning Objectives:

- Understand how a CAD/CAM system can enhance student learning and provide objective feedback and grading for tooth wax reproductions in dental morphology and for crown preparations in a fixed prosthodontics preclinical course.
- Identify how a CAD/CAM system can be utilized to teach framework design, act as a clinical guide for tooth modifications and function as a patient educational tool for removable partial dentures.
- Understand how to review dental students’ reception to the implementation of CAD/CAM in the preclinical curriculum and how it has helped prepare them for clinics.
10:00 – 11:15 a.m.  
**I-604 Closing Plenary—Khan Academy 101**

HBGCC-Lila Cockrell Theatre

Sponsored by DENTSPLY International, Inc.

Presenter(s): Rishi Desai, M.D., Khan Academy

As the medical fellow at the Khan Academy, Dr. Desai brings his expertise in pediatric infectious diseases and public health to the Academy’s 3,700,000 unique users per month. In this talk, Dr. Desai offers a recap of the Khan Academy’s founding, a behind-the-scenes peek at how it works, a discussion of why it’s different, a look at education in a larger context, and then, of course, his own involvement there. The Khan Academy is rethinking the way we learn and teach. Dr. Desai shows us the extreme, game-changing benefits of self-pacing programs, open access and being a part of a global classroom. He shares inspiring stories of Khan Academy students, and offers a look into the future (and the betterment) of public education—and what our world might look like with widespread, world-class access to medical and health information.

**Learning Objectives:**

- Describe how the Khan Academy contributes to students’ academic preparation.
- Outline how adaptive learning is used in the Khan Academy model.
- Articulate the contributions the Khan Academy is making to global student learning.

CE Credits: 1, Teaching, Learning & Curriculum Development  
Keywords: Distance Learning, Instructional Materials/Methods

11:45 a.m. – 12:30 p.m.  
**I-324 Getting Your Poster Accepted**  
(F, 0-3 years)

HBGCC-East Registration

Presenter(s): Gail Childs, M.P.H., RDH, University of Florida College of Dentistry

Sharing our work in a public venue with peers enlarges our own understanding in the field, encourages new questions of inquiry, allows us to mentor others and provides networking to learn best practices or lessons learned. It is a vital component of our professional development and an essential measure for promotion. Whether it is a program/poster submission to a professional organization or a manuscript to a journal--our work is peer-reviewed. What exactly are reviewers looking for and how do I receive this feedback? In this session we will discuss what reviewers look for and how to design your next submission for acceptance.

**Learning Objectives:**

- Submit posters to ADEA and understand what the selection committee is looking for.
• Design and construct your poster submission for next year’s conference.

CE Credits: 0, 45 Minute Small Group Discussion

11:45 a.m. – 12:45 p.m.  
TI-003 ExamSoft: The Art and Science of Assessment  
(F, 0-3 years) ADEA SOTL  
The University of Texas School of Dentistry at Houston

A call for innovation and efficiency in faculty teaching has paralleled  
impressive proliferation of technology in education. The traditional method  
of testing student understanding via written exam is costly with regard  
to human and material resources. Calibration of assessment techniques  
and procedures is an additional challenge. Online testing presents an  
opportunity to address these shortcomings and provides a potent avenue  
for educational research and collaboration. This session will review current  
and potential advantages of one such online testing vehicle, ExamSoft, as  
well as reflect on its adoption, implementation and use at The University of  
the Texas School of Dentistry at Houston.

Learning Objectives:
• Outline benefits of ExamSoft use, both from objective capability as  
  well as subjective experience.
• Understand the implications of using a dedicated online testing solu-  
  tion to improve faculty assessment calibration, help develop courses  
  and give stronger, more timely and more appropriate student feedback.
• Identify areas for collaborative test creation and educational research.

CE Credits: 1, 60 Minute Seminar, Technological Innovations

Keywords: Assessment, Information Management/Computer Applications

11:45 a.m. – 1:15 p.m.  
TLCD-036 Community-based Service Learning in a Pediatric Dentistry  
Curriculum (F, 0-3 years)  
Presenter(s): Amr Moursi, D.D.S., Ph.D.; Elizabeth Best, M.P.H.; Neal  
Herman, D.D.S.; Jill Fernandez, RDH, M.P.H., New York University College  
of Dentistry

There is a growing trend among dental schools to increase service-learning  
experiences among students. Service-learning allows students to interact  
with and treat chronically underserved populations, such as young, low-  
income children. By integrating pediatric dental community outreach  
throughout the dental school curriculum, dental educators can also  
increase the comfort level and willingness of their graduates to provide  
oral health care to children. This seminar will describe the processes  
employed by the Department of Pediatric Dentistry at New York University
College of Dentistry in developing community partnerships, coordinating service-learning experiences and incorporating community outreach into the clinical training of pre-doctoral dental students.

**Learning Objectives:**
- Identify potential community partners to create pediatric dental service-learning opportunities.
- Build service-learning experiences into pre-doctoral curriculum.
- Understand the logistics involved in formulating and implementing such a program.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

11:45 a.m. – 1:15 p.m.  
**TLCD-037 Integrated Problem Sessions: Innovative, Flexible Models for Self-directed, Group Learning (F, 4-9 years)**  
ADEA SOTL ADEA CCI  
**Presenter(s):** Cataldo Leone, D.M.D., D.Med.Sc.; William Lehman, Ph.D.; Barbara Schreiber, Ph.D.; Stephanie Oberhaus, Ph.D., Boston University Henry M. Goldman School of Dental Medicine

The shift from faculty-focused teaching to student-centered learning presents challenges in predoctoral education. Well recognized are constraints of curriculum time, faculty availability and classroom space, especially in large schools seeking to adopt small-group learning. A flexible construct, Integrated Problem Sessions (IPS), uses several approaches for active learning that include case/problem-based scenarios, audience response technology, and critical literature review all within a large-class setting. IPS challenges students to discover, interpret and apply new knowledge while concomitantly providing time and cost-efficient strategies for integrating course content across scientific disciplines. Discussion will suggest ways to adapt this concept at attendees’ home institutions.

**Learning Objectives:**
- Recognize how active learning methods, such as the IPS can supplement traditional lecture-based instruction.
- Identify how the IPS, or similar constructs, can foster meaningful interdisciplinary collaboration.
- Evaluate ways that an IPS-like model can be implemented at your home institution.

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

11:45 a.m. – 12:45 p.m.  
**TLCD-093 The Nuts and Bolts of Successful Collaboration: A Tool Kit for Working with Communities in Need (F, 0-3 years)**  
**HBGCC-204**  
**Presenter(s):** Canise Bean, D.M.D., M.P.H., The Ohio State University College of Dentistry

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Collaboration is essential to today’s academic environment. To provide students with a varied and well-rounded experience upon graduation, many institutions are turning to affiliations with community programs to provide real-world experiences. Students find hands-on learning while providing service, an attractive benefit of training. As the cost of dental education rises, turning to outside experiences for service learning makes sense. This workshop provides the tools necessary to build a strong and successful foundation of collaboration that students will enjoy and learn from while providing a great service to a community.

**Learning Objectives:**
- Understand the process of successful collaboration.
- Distinguish successful tools for positive expectations.
- Distinguish successful tools for communication and evaluation methods.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills

**11:45 a.m. – 12:45 p.m. TLCD-109 Comparing Educational Professional Development Needs in the Health Professions (A, 4-9 years)**

Presenter(s): Dieter Schónwetter, M.A., Ph.D.; Joanne Hamilton, M.Ed.; JoAnn Sawatsky, Ph.D., M.S., University of Manitoba Faculty of Dentistry

A faculty development (FD) needs-study conducted across dentistry, dental hygiene, medicine, nursing and pharmacy captured similarities and differences based on discipline, gender and type/years of teaching. Important to delivering FD to health professional clusters is the awareness of faculty-specific and global FD needs, the latter providing ideal opportunities to promote interprofessional learning. A framework of these discipline-specific and more global health education FD content areas will be provided to participants for the purposes of guiding FD at their health education facilities and for future research.

**Learning Objectives:**
- Identify and describe the similarities and differences of faculty development needs across health disciplines.
- Strategically apply faculty development programming based on specific health professions.
- Strategically apply faculty development programming in interprofessional contexts.

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Keywords: Curriculum Development/Evaluation, Teaching Skills
11:45 a.m. – 12:45 p.m.  
HBBGCC-207 A

**TLCD-120 Forging the Path to Competency in Community Engagement (F, 4-9 years) ADEA SOTL ADEA CCI**


This session describes an Introduction to Community Oral Health course for first-year dental students to help meet life-stage oral health needs. The theory/practice gap is bridged by involving students in creating and delivering educational programs. A curriculum competency community engagement is implemented to eliminate health disparities through evidence-based wellness. Content additions include access to care, oral health literacy and interprofessional practice. The learning experiences involved simulation presentation/interactive discussions, developing access to care strategies and inclusion of the Smiles for Life Curriculum national curriculum. Outcome measurements include assessing hours of community service, classroom presentations, exams, surveys and student instruction evaluation.

**Learning Objectives:**

- Identify course content, classroom and community activities to develop a course to engage students’ progress toward competency in the role and responsibilities of an oral health care provider as a community educator promoting oral health.
- Use online, open-access materials as a basis to recognize the oral health curriculum of non-oral health care professionals and develop lesson plans/presentations to bridge the gap in interprofessional oral health risk assessments.
- Create a course with community support of public health policies to improve the oral health of people through all life stages and foster team-building to promote health.

**CE Credits:** 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

**Keywords:** Curriculum Development/Evaluation, Teaching Skills

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3:30 – 4:30 p.m.  
HBBGCC-Ballroom C1

**I-163 Closing Session of the ADEA House of Delegates**
ADEA Summer Program for Emerging Academic Leaders
A Dynamic Education Retreat for Faculty Who Have Been at their Current Institution for Three Years or Less

2014 ADEA Summer Program for Emerging Academic Leaders and Year-Long Mentoring Program
July 9–12, 2014 + Harraseeket Inn + Freeport, ME

The American Dental Education Association (ADEA) presents the 2014 ADEA Summer Program for Emerging Academic Leaders. The program is designed for faculty members who have been at their institution for less than three years, and who have demonstrated the potential for making significant contributions to academic dentistry. The program focuses on helping faculty plan and implement successful academic careers by cultivating leadership, facilitating networking with colleagues and providing mentorship from leaders in dental education.

Important Dates
Registration Opens: Monday, April 7, 2014
Registration Closes: Friday, June 6, 2014
Hotel Reservation Deadline: Wednesday, June 11, 2014

Learning Objectives
• Understand current topics and trends in academic dentistry.
• Build a professional network of colleagues and mentors.
• Create career plans to help faculty focus on activities that will build their professional capacity.
• Assess and develop leadership competencies to help prepare early-career faculty for future opportunities (both institutionally and within ADEA).

Learning Format
Lecture, small group discussions and independent exercises. Participants are expected to participate in the full program including all meal functions and evening activities.

“A truly exciting, inspiring and eye-opening experience.”
—Contantinos Laskarides, D.M.D., D.D.S, PharmD, FICD
ADEA Summer Program for Emerging Academic Leaders Alumni

www.adea.org/emergingleaders
About the ADEA Summer Program for Emerging Academic Leaders

The Emerging Leaders program is designed for any faculty member who recently joined their institution after a residency or who is transitioning into academia from a previous career path. The program is a year in length and begins in July with a three-and-a-half day onsite session led by experts in dental and higher education. The onsite program is centered on understanding the culture and trends of academic dentistry, and how a faculty member can succeed in this changing environment. Networking, readings, peer-group discussions and team-building exercises supplement the programming.

Following the onsite session, the participants continue offsite work through May of the following year. During this time, the Fellows will work in peer-groups on a project that applies the objectives of the program to tangible issues in dental education. These projects can be based on any relevant topic (curricular reformation, faculty development, student needs, etc.) with the expectation that the project ultimately will result in a peer-reviewed publication for the group. Each peer group is led by a graduate of the ADEA Leadership Institute who serves as an Advisor during the year, and who provides guidance and support to the Fellows on their projects and career plans. Upon completion of the yearlong program, all Fellows are eligible to receive 30 continuing education (CE) credits.

Continuing Education

Attendees are eligible to earn a total of 30 CE credits. CE Verification Forms are awarded in 2015 upon completion of all program requirements, including the in-class and post-program project assignments.

Registration fees include all instructional materials, most meals, refreshment breaks and receptions. Lodging and travel costs are at the registrant’s expense. Registration is open to all junior faculty and participation is limited to 35. Register early to guarantee your spot.

ADEA Member Registration: $1,675  ADEA Non-Member Registration: $2,045

Presenters

N. Karl Haden, Ph.D.  Founder and President, AAL
Tobias Rodriguez, Ph.D.  Vice President, AAL
Marnie Oakley, D.M.D.  Associate Dean for Clinical Affairs, University of Pittsburgh School of Dental Medicine
Brad Potter, D.D.S., M.S.  Academic Dean, University of Colorado School of Dental Medicine

Cancellation Fee for 2014 ADEA Summer Program for Emerging Academic Leaders

Written cancellations received on or before June 6, 2014, will be assessed a $225 administrative fee. Written cancellations received after June 6 and before June 28, 2014, will be refunded 50% of registration fee paid. Cancellations received after June 28, 2014, are not eligible for a refund.

American Dental Education Association is an ADA CERP Recognized Provider. ADEA CERP is a service of the American Dental Association to assist dental professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry. ADEA designates this activity for 30 continuing education credits.
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March 7-10, 2015 • Boston, MA

In conjunction with the Association of Canadian Faculties of Dentistry/L’Association des facultés dentaires du Canada
Celebrate all dental educators and administrators who are Igniting Minds and Unlocking Potential of every student at the 2015 ADEA Annual Session & Exhibition. Dental educators are critical to students’ success because of the knowledge and expertise they share with students. Faculty help instill in students a passion for dentistry and a sense of caring for patients. Each student is prepared for a professional life in dentistry because of the dental educators who guide and support them as they strive to meet their goals.

Each student brings to their dental education a unique set of life experiences and educational background. Join your colleagues at the 2015 ADEA Annual Session & Exhibition as we explore how dental educators ignite the minds and unlock the potential in each student, guiding them and preparing them for a rewarding career in the caring profession of dentistry.

In addition to plenary speakers, workshops and seminars, there will be the opportunity for all attendees to engage in interactive learning situations that demonstrate how to ignite the potential of students.

ADEA invites you to submit abstracts for educational programming for the 2015 ADEA Annual Session & Exhibition. Share your best techniques on how you teach students effectively. Each educational session will be placed in one of the following categories:

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

Initial selection of a topic category must be made at the time of submission. The 2015 ADEA Annual Session submission site will contain complete definitions of the categories as well as the different session formats available. Be sure to review all instructions carefully.

Programs that address the needs of “new or emerging” educators (intensive faculty development for those with fewer than three years of teaching experience) are especially encouraged. Don’t miss your opportunity to engage in the rich programming and a myriad of networking opportunities—begin planning your submission for the 2015 ADEA Annual Session & Exhibition today.
ADEA Governance Meetings and Special Events

**Friday, March 14**

**Annual Session Program Committee**  
HBGCC-207 B  
8:30 – 11:00 a.m.  
I-215

**ADEA-CODA-ADA Liaison Survey Committee-Financial Survey Subcommittee**  
HBGCC-214 C  
9:00 a.m. – 1:00 p.m.  
I-120

**ADEA Leadership Institute Alumni Association (LIAA) Board Meeting**  
HBGCC-214 D  
9:00 a.m. – noon  
I-225

**ADEA Board of Directors - Session 1**  
HBGCC-207 A  
11:30 a.m. – 2:00 p.m.  
I-111

**WebAdMIT Workshop for American Associated Dental Schools Application Service (AADSAS), Centralized Application for Advanced Placement for International Dentists (CAAPID), Postdoctoral Application Support Service (PASS) and Dental Hygiene Centralized Application Service (DHCAS) Users**  
HBGCC-214 B  
Noon – 2:00 p.m.  
I-127

**ADEA AADSAS WebAdMIT Focus Group Meeting**  
HBGCC-214 D  
2:30 – 4:00 p.m.  
I-157

**ADEA AADSAS Task Force Meeting**  
HBGCC-214 D  
4:00 – 8:00 p.m.  
I-153

**ADEA Leadership Institute Class of 2014 Reception and Commencement Dinner**  
HY-Lone Star D  
6:00 – 9:00 p.m.  
I-166

**Saturday, March 15**

**ADEA Council of Deans Administrative Board Meeting**  
HBGCC-008 B  
8:00 – 10:00 a.m.  
I-156

**ADEA Student Diversity Leadership Program (closed session)**  
HY-Lone Star A-C  
8:30 a.m. – 12:30 p.m.  
I-227

**Minority Serving Institutions Pre-health Advisors Meeting (By invitation only)**  
HBGCC-210 B  
8:30 – 10:45 a.m.  
I-800

**ADA-CODA-ADEA Liaison Survey Committee-Curriculum Survey Subcommittee**  
HBGCC-008 A  
9:00 a.m. – noon  
I-199

**ADEA Council of Sections Administrative Board Meeting**  
HY-Bowie A  
9:00 – 11:00 a.m.  
I-232

**ADEA Council of Students, Residents and Fellows**  
HBGCC-201  
10:30 a.m. – 12:30 p.m.  
I-600

**ADEA GoDental Workshop and Recruitment Fair for Predental Students and Advisors**  
HBGCC-Ballroom C2 & C3  
11:00 a.m. – 4:00 p.m.  
I-154

**ADEA LIAA Business Meeting**  
HBGCC-217ABC  
11:00 a.m. – noon  
I-172

**Journal of Dental Education Editorial Review Board Meeting**  
HBGCC-006 A  
11:00 a.m. – 1:00 p.m.  
I-177

Follow @adeaweb on Twitter #adea2014
ADEA Council of Allied Dental Program Directors (CADPD) Administrative Board Meeting  
HBGCC-006 C
11:00 a.m. – 1:00 p.m.
I-229

ADEA Council of Students, Residents and Fellows Meeting  
HBGCC-217 D
12:30 – 2:30 p.m.
I-110

ADEA Council of Faculties Administrative Board Meeting  
HBGCC-007 C
12:30 – 1:00 p.m.
I-171

ADEA Council of Faculties New Member Orientation  
HBGCC-007 C
1:00 – 1:30 p.m.
I-148

ADEA Council of Hospitals and Advanced Education Programs (COHAEP) Administrative Board Meeting  
HBGCC-007 A
1:00 – 2:00 p.m.
I-193

ADEA Council of Deans Business Meeting  
HBGCC-007 D
1:00 – 4:00 p.m.
I-146

ADEA Council of Allied Dental Program Directors Meeting  
HBGCC-006 D
1:00 – 4:00 p.m.
I-183

ADEA Council of Sections Members Meeting  
HBGCC-217ABC
1:30 – 4:00 p.m.
I-104

ADEA Council of Faculties Meeting  
HBGCC-007 C
1:30 – 4:00 p.m.
I-106

ADEA Corporate Council Meeting  
HBGCC-006 B
2:00 – 4:00 p.m.
I-116

ADEA COHAEP New Member Orientation (1-3 years)  
HBGCC-007 A
2:00 – 2:30 p.m.
I-178

ADEA COHAEP Business Meeting  
HBGCC-007 A
2:30 – 4:00 p.m.
I-179

ADEA Council of Students Residents and Fellows Meeting  
HBGCC-217 D
2:45 – 4:00 p.m.
I-181

Opening Session of the ADEA House of Delegates  
HBGCC-Ballroom C1
4:30 – 5:30 p.m.
I-105

ADEA/Sunstar Americas, Inc. Legislative Leadership Dinner  
Sponsored by Sunstar Americas, Inc.
HY-Bowie B
6:30 – 9:30 p.m.
I-204

Sunday, March 16

ADEA Invited Guest Association Breakfast  
HBGCC-006AB
7:00 – 8:00 a.m.
I-198

ADEA Legislative Advisory Committee (LAC) Meeting  
HBGCC-218
10:30 a.m. – noon
I-216

ADEA Commission on Change and Innovation in Dental Education (ADEA CCI) Oversight Committee Meeting  
HBGCC-216 A
12:15 – 1:45 p.m.
I-212

ADEA Reference Committee on Association Policy Hearing  
HBGCC-217 C
1:30 – 2:30 p.m.
I-168
ADEA Council of Students, Residents and Fellows (COSRF) Meeting  
HBGCC-006AB  
2:00 – 4:00 p.m.  
I-605

ADEA Reference Committee on Administrative Affairs Hearing  
HBGCC-217 C  
3:30 – 4:30 p.m.  
I-131

ADEA PASS Users Update  
HBGCC-213 A  
4:00 – 5:00 p.m.  
I-123

ADEA Leadership Institute Class of 2015 Welcome Reception  
Sponsored by Colgate-Palmolive Co.  
HY-Lone Star B  
5:30 – 6:30 p.m.  
I-112

ADEA CCI Reception  
HY-Bowie B/C  
5:30 – 6:30 p.m.  
I-200

ADEAGies/AADR Academic Dental Careers Fellowship Program (ADEAGies/AADR ADCFP) Reception Honoring the 2013-14 Fellows and Mentors and Introducing the 2014-15 Fellows and Mentors  
HY-Republic B  
5:30 – 6:30 p.m.  
I-300

Journal of Dental Education Reviewer Appreciation Reception  
HBGCC-217 D  
5:30 – 7:00 p.m.  
I-211

ADEA COSRF Meeting  
HBGCC-007 C  
5:30 – 7:30 p.m.  
I-606

Monday, March 17

ADEA Council of Deans Business Meeting  
HBGCC-213 A  
7:00 – 8:00 a.m.  
I-167

ADEAGies/AADR ADCFP Training Session I.A  
HBGCC-210 A  
10:00 a.m. – noon  
I-301

ADEA Council of Students, Residents and Fellows Meeting  
HBGCC-203 AB  
10:30 a.m. – noon  
I-218

ADEA Curriculum Resource Center (ADEA CRC) Demonstration  
HBGCC-210 B  
10:45 a.m. – noon  
I-660

ADEA Women Liaison Officers Luncheon (closed session)  
HBGCC-006 CD  
Noon – 1:30 p.m.  
I-134

ADEA AADSAS and CAAPID Users Update and Workshop  
HBGCC-211  
1:30 – 3:00 p.m.  
I-205

ADEAGies/AADR ADCFP Training Session I.B  
HBGCC-210 A  
1:30 – 4:30 p.m.  
I-302

ADEA Board of Directors - Session 2  
HBGCC-006 A  
3:00 – 4:00 p.m.  
I-152

ADEA/AAL Alumni Program: Integration of Learning Technologies and Open Educational Resources: A Day in the Life of a Future Dental Student  
HBGCC-211  
3:30 – 5:00 p.m.  
I-113

ADEA Council of Students, Residents and Fellows Meeting  
HBGCC-203 AB  
3:30 – 5:00 p.m.  
I-222

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Tuesday, March 18

**ADEA COSRF Meeting**
8:00 – 9:45 a.m.
HBGCC-205
I-607

**ADEA CAAPID Task Force**
HBGCC-006 A
8:45 – 9:45 a.m.
I-214

**ADEA GoDental Task Force**
HBGCC-006 B
9:00 – 10:00 a.m.
I-217

**ADEA CADPD Meeting and Caucus**
HBGCC-008 B
9:00 – 9:45 a.m.
I-233

**ADEA CADPD Administrative Board Meeting**
HBGCC-006 A
11:30 a.m. – 1:30 p.m.
I-164

**ADEA Council of Deans Business Meeting**
HBGCC-006 C
11:30 a.m. – 1:00 p.m.
I-169

**ADEA Council of Sections Members Orientation**
HBGCC-203 AB
11:30 a.m. – 12:30 p.m.

ADEA PASS Task Force
HBGCC-008 B
4:00 – 5:00 p.m.
I-151

ADEA DHCAS Users Update
HBGCC-007 C
3:00 – 4:00 p.m.
I-173

ADEA/AAL Alumni Program Reception
HY-Bowie A
5:00 – 6:00 p.m.
I-195

Allied Leadership Development Program Alumni Reception
Sponsored by Institute for Oral Health
HY-Bowie B
5:00 – 6:00 p.m.
I-213

ADEA COSRF Meeting
HBGCC-205
11:30 a.m. – 2:00 p.m.
I-191

ADEA Council of Faculties Caucus Meeting
HBGCC-214 D
11:30 a.m. – 2:00 p.m.
I-221

ADEAGies/AADR ADCFP Training Session II
HBGCC-210 A
11:45 a.m. – 3:30 p.m.
I-304

ADEA Council of Sections Caucus
HBGCC-203AB
12:30 – 1:30 p.m.
I-149

ADEA Council of Hospitals and Advanced Education Programs Caucus
HBGCC-210 B
1:00 – 2:00 p.m.
I-124

ADEA Council of Sections Administrative Board Meeting
HBGCC-203AB
1:30 – 2:30 p.m.
I-185

ADEA Board of Directors - Session 3
HBGCC-006 A
2:15 – 3:15 p.m.
I-101

Closing Session of the ADEA House of Delegates
HBGCC-Ballroom C1
3:30 – 4:30 p.m.
I-163

ADEA Board of Directors - Session 4
HBGCC-006 A
4:45 – 5:45 p.m.
I-174

Download the ADEA14 mobile app www.adea.org/mobile
ADEA Sections and Special Interests Groups Members’ Forums

**Saturday, March 15**

**Basic Science Caucus**
HBGCC-213 A  
12:30 – 1:30 p.m.  
I-650

### Sunday, March 16

**ADEA Section on Development Alumni Affairs and Public Relations Members’ Forum**
HBGCC-210 A  
7:00 – 8:00 a.m.  
I-108

**ADEA Special Interest Group on Career Development for the New Educator Member’s Forum**
HBGCC-212  
7:00 – 8:00 a.m.  
I-109

**ADEA Sections on Dental School Admissions Officers and Student Affairs and Financial Aid Members’ Forum I**
HBGCC-203  
7:00 – 8:00 a.m.  
I-125

**ADEA Section on Periodontics Members’ Forum**
HBGCC-006 D  
7:00 – 8:00 a.m.  
I-126

**ADEA Section on Physiology, Pharmacology and Therapeutics Members’ Forum**
HBGCC-007 B  
7:00 – 8:00 a.m.  
I-145

**ADEA Section on Pediatric Dentistry Members’ Forum**
HBGCC-213 A  
7:00 – 8:00 a.m.  
I-147

**ADEA Section on Biochemistry, Nutrition and Microbiology Members’ Forum**
HBGCC-213 B  
7:00 – 8:00 a.m.  
I-159

**ADEA Section on Dental Assisting Education Members’ Forum**
HBGCC-007 C  
7:00 – 8:00 a.m.  
I-186

**ADEA Section on Dental Anatomy and Occlusion Members’ Forum**
HBGCC-007 D  
7:00 – 8:00 a.m.  
I-188

**ADEA Section on Cariology Members’ Forum**
HBGCC-210 B  
7:00 – 8:00 a.m.  
I-189

**ADEA Sections on Business and Financial Administration and Clinic Administration Members’ Forum**
HBGCC-008 B  
7:00 – 8:00 a.m.  
I-192

**ADEA Section on Clinic Simulation Members’ Forum**
HBGCC-209  
7:00 – 8:00 a.m.  
I-209

**ADEA Special Interest Group on Teaching and Learning with Emerging Technology Members’ Forum**
HBGCC-201  
7:00 – 8:00 a.m.  
I-210

**ADEA Section on Gay-Straight Alliance Members’ Forum**
HBGCC-204  
7:00 – 8:00 a.m.  
I-223

**ADEA Section on Behavioral Science Members’ Forum**
HBGCC-006 C  
7:00 – 8:00 a.m.  
I-226

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ADEA Section on Anatomical Sciences Members’ Forum
HBGCC-207 A
7:00 – 8:00 a.m.
I-231

Monday, March 17

ADEA Special Interest Group on Lasers in Dentistry Members’ Forum
HBGCC-Room 006 C
7:00 – 8:00 a.m.
I-117

ADEA Section on Dental Informatics Members’ Forum
HBGCC-006 D
7:00 – 8:00 a.m.
I-119

ADEA Section on Postdoctoral General Dentistry Members’ Forum
HBGCC-007 B
7:00 – 8:00 a.m.
I-121

ADEA Section on Practice Management Members’ Forum
HBGCC-007 C
7:00 – 8:00 a.m.
I-128

ADEA Section on Substance Abuse, Addiction and Tobacco Dependence Education Members’ Forum
HBGCC-007 D
7:00 – 8:00 a.m.
I-130

ADEA Section on Oral Diagnosis/Oral Medicine Members’ Forum
HBGCC-008 A
7:00 – 8:00 a.m.
I-132

ADEA Section on Graduate and Postgraduate Education Members’ Forum
HBGCC-008 B
7:00 – 8:00 a.m.
I-144

ADEA Section on Prosthodontics Members’ Forum
HBGCC-201
7:00 – 8:00 a.m.
I-155

ADEA Section on Minority Affairs Members’ Forum
HBGCC-202 A
7:00 – 8:00 a.m.
I-158

ADEA Section on Orthodontics Members’ Forum
HBGCC-006 B
7:00 – 8:00 a.m.
I-160

ADEA Section on Oral and Maxillofacial Surgery/Anesthesia/Hospital Dentistry Members’ Forum
HBGCC-203 A
7:00 – 8:00 a.m.
I-162

ADEA Section on Oral Biology Members’ Forum
HBGCC-006 A
7:00 – 8:00 a.m.
I-170

ADEA Section on Oral and Maxillofacial Pathology Members’ Forum
HBGCC-204 A
7:00 – 8:00 a.m.
I-180

ADEA Section on Oral and Maxillofacial Radiology Members’ Forum
HBGCC-207 B
7:00 – 8:00 a.m.
I-182

ADEA Special Interest Group on Temporomandibular Disorders (TMD) Members’ Forum
HBGCC-207 A
7:00 – 8:00 a.m.
I-184

ADEA Section on Endodontics Members’ Forum
HBGCC-209
7:00 – 8:00 a.m.
I-194

ADEA Special Interest Group on Foreign Educated Dental Professionals Members’ Forum
HBGCC-210 A
7:00 – 8:00 a.m.
I-196

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ADEA Section on Academic Affairs Members’ Forum  
HBGCC-210 B  
7:00 – 8:00 a.m.  
I-197

ADEA Section on Dental Hygiene Education Members’ Forum  
HBGCC-214 A  
7:00 – 8:00 a.m.  
I-202

ADEA Special Interest Group on Implant Dentistry Members’ Forum  
HBGCC-211  
7:00 – 8:00 a.m.  
I-203

ADEA Section on Operative Dentistry and Biomaterials Members’ Forum  
HBGCC-205  
7:00 – 8:00 a.m.  
I-208

ADEA Section on Educational Research/Development and Curriculum Members’ Forum  
HBGCC-007 A  
7:00 – 8:00 a.m.  
I-219

ADEA Section on Comprehensive Care and General Dentistry Members’ Forum  
HBGCC-212 A  
7:00 – 8:00 a.m.  
I-230

ADEA Section on Continuing Education Members’ Forum  
HBGCC-213 B  
7:00 – 8:00 a.m.  
I-161

ADEA Special Interest Group on Dental Hygiene Clinical Coordinators Members’ Forum and Luncheon  
Sponsored by The Procter & Gamble Company  
HBGCC-006 CD  
Noon – 2:00 p.m.  
I-165

Tuesday, March 18

ADEA Special Interest Group on Professional Ethical and Legal Issues Members’ Forum  
HBGCC-007 C  
7:00 – 8:00 a.m.  
I-100

ADEA Section on Community and Preventive Dentistry Members’ Forum  
HBGCC-007 D  
7:00 – 8:00 a.m.  
I-114

ADEA Special Interest Group on Scholarship of Teaching and Learning Members’ Forum  
HBGCC-007 B  
7:00 – 8:00 a.m.  
I-115

ADEA Special Interest Group on Graduate Dental Hygiene Education Programs Members’ Forum  
HBGCC-213 A  
7:00 – 8:00 a.m.  
I-129

ADEA Section on Gerontology and Geriatrics Education Members’ Forum  
HBGCC-008 B  
7:00 – 8:00 a.m.  
I-150

ADEA Sections on Dental School Admissions Officers and Student Affairs and Financial Aid Members’ Forum II  
HBGCC-008 A  
7:00 – 8:00 a.m.  
I-224
ADEA Affiliate Meetings

Friday, March 14

Diastemas: Virtual Learning Community
A-120
8:00 a.m. – 4:00 p.m.
HY-Bonham D

Summit for CEREC Educators
A-125
8:00 a.m. – 5:00 p.m.
HY-Bowie A

AAMC/ADEA SMDEP 25th Anniversary Celebration and Alumni Reception (By invitation only)
A-107
5:00 – 6:30 p.m.
HY-Bonham C

Saturday, March 15

AAOMS Committee on Residency Education and Training Meeting I
A-127
7:00 a.m. – 2:30 p.m.
HY-Bonham C

Temple Dental eCampus
A-503
8:00 – 9:00 a.m.
HY-Bonham E

American Academy of Periodontology (AAP) Education Meeting
A-132
8:30 a.m. – 2:30 p.m.
HY-Mission A

American Society for Dental Ethics (ASDE) Board Meeting
A-118
9:00 – 10:00 a.m.
HY-Bowie B

ASDE Business Meeting
A-119
10:00 – 11:00 a.m.
HY-Bowie B

Commission on Dental Accreditation (CODA) Open Hearing
A-110
11:00 a.m. – noon
HY-Republic B

Meeting of the International Caries Classification and Management System (ICCMS)
A-500
1:00 – 2:00 p.m.
HY-Republic B

Sunday, March 16

Advanced Dental Site Visitor (Consultant) Update
A-108
11:00 a.m. – noon
HY-Bowie B

Allied Site Visitor (Consultant) Update
A-111
11:00 a.m. – noon
HY-Crocket A/B

Dental Site Visitor (Consultant) Update
A-113
11:00 a.m. – noon
HY-Travis C/D

Orientation for Advanced Programs with Site Visits 2014-2016
A-109
2:00 – 3:30 p.m.
HY-Bowie B

Orientation for Allied Dental Education Programs with Site Visits 2014-2016
A-112
2:00 – 3:30 p.m.
HY-Crocket A/B

Orientation for Dental School Administrators with Site Visits 2014-2016
A-114
2:00 – 3:30 p.m.
HY-Travis C/D

Commission on Dental Accreditation (CODA) Question and Answer Room
A-115
4:00 – 6:00 p.m.
HY-Bonham E

Global Dental Schools Network
A-506
5:30 - 6:30 p.m.
HY-Travis A/B

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Monday, March 17

**AAOMS Deans Breakfast**
A-129  
7:00 – 8:00 a.m.  
HY-Travis C/D

**AAOMS ADEA Liaison Committee Meeting**
A-130  
7:00 – 8:00 a.m.  
HY-Presidio A

**JCNDE: Update on the National Board Dental Examinations (Part I, Part II, INBDE)**
A-123  
5:00 – 6:00 p.m.  
HY-Presidio B

**Global Dental Schools Network**
A-507  
5:00 – 6:00 p.m.  
HY-Travis A/B

**AAOMS Committee on Residency Education and Training Meeting III**
A-131  
5:00 – 6:00 p.m.  
HY-Travis C/D

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**Omicron Kappa Upsilon Annual Business Meeting**
A-103  
5:30 – 6:30 p.m.  
HY-Bonham C

**VitalSource 20th Anniversary Reception**
A-134  
5:30 – 7:00 p.m.  
HY-Presidio B

**Dental Specialty Groups Dean’s Reception**
A-117  
5:30 – 7:30 p.m.  
HY-Lone Star A

**JCNDE: Update on the National Board Dental Hygiene Examination**
A-124  
5:30 – 6:30 p.m.  
HY-Travis D

**AAOMS Committee on Residency Education and Training Meeting II**
A-128  
5:30 – 10:00 p.m.  
HY-Travis C

**American Dental Hygienists’ Association Networking Reception**
A-122  
6:00 – 8:00 p.m.  
HY-Lone Star C

**Sirona Dental, Inc. White Coat Ceremony and Reception**  
Sponsored by Sirona Dental, Inc.  
A-126  
6:00 – 8:00 p.m.  
HY-Presidio C

**Omicron Kappa Upsilon 100th Anniversary Celebration**
A-104  
6:30 – 8:00 p.m.  
HY-Crocket A/B
ADEA/AAL Chairs & Academic Administrators Management Program (CAAMP)

Get the skills you need to become a more confident, inspiring leader. CAAMP is an interprofessional leadership development program for new, current, and future chairs and academic managers. Learn the tools of effective management, team performance, and interpersonal relations, and grow personally through assessment tools and one-on-one coaching with an experienced CAAMP instructor. The curriculum includes:

- Strategic planning and budgeting
- Academic legal issues
- Feedback and performance evaluations
- Communication skills and interpersonal interactions
- Conducting effective meetings
- Conflict management
- Faculty development
- Work-life balance and time management
- Managing the tasks and challenges of a new position
- Chair’s role in fostering interprofessional education

CAAMP Instructors:

Hershey Bell, M.D., M.S., FAAFP
N. Karl Haden, Ph.D.
Tobias E. Rodriguez, Ph.D.
Pamela Zarkowski, M.P.H., J.D.

Special Keynote Speaker:

Lucinda L. Maine, Ph.D., RPh
Executive Vice President & CEO of the American Association of Colleges of Pharmacy

A PARTNERSHIP OF:

ADEA | THE VOICE OF DENTAL EDUCATION
AAL | ASPIRE • ACHIEVE • LEAD

Dates: July 17–19, 2014
Location: Atlanta, GA
Tuition: $1,995
(discounts available for 3 or more faculty; 10% AAL alumni discount)

REGISTER ONLINE:
aalgroup.org/ADEA-CAAMP
ADEA/AAL Institute for Teaching and Learning (ITL)

Join over 400 alumni who have experienced the premier teacher development program for full- and part-time dental and dental hygiene educators, and private practitioners embarking on a new career in academia. In addition to learning from award-winning ITL instructors, you will network with dozens of colleagues from across the U.S. and Canada and from around the world. You can enroll in the ITL as a stand-alone program that imparts the skills of a master educator and awards 50 CEUs, and you also can use it as a prerequisite to earn a Master’s degree in Dental Education, awarded by the University of the Pacific. The curriculum includes:

- Evaluation of students’ clinical competency
- Case-based and problem-based learning
- Flipped classroom and blended learning
- Clinical teaching best practices
- Classroom teaching best practices
- Assessments with written tests
- Course planning and instructional design
- Mentoring students and modeling professionalism
- Teaching psychomotor skills
- Working productively with difficult students

Phase I: August 14–16, 2014
Phase II: October 16–18, 2014
Location: Atlanta, GA
Tuition: $4,950
(discounts available for 2 or more faculty; 10% AAL alumni discount)

REGISTER ONLINE: aalgroup.org/ITL
ADEA/AAL Compass Program for Academic Advancement

Now in its third year, Compass is an interprofessional career development experience. You will learn essential skills beyond teaching, specifically how to conduct research, write grant applications, and publish articles and reports. This intensive three-day program offers expert advice from experienced professionals in these critical areas. You will also have the chance to submit a draft research design, grant application, or journal article for critique by a Compass Program instructor. The curriculum includes:

- Creating a research niche
- Data and appropriate statistical analysis
- Strategies for finding sources of funding
- Key components of grant applications
- Strategies to maximize scores with grant reviewers
- Grant administration and outcome reports
- Writing clear and compelling manuscripts
- Avoiding rejection of manuscripts
- Common academic writing problems

Dates: September 17–19, 2014
Location: Atlanta, GA
Tuition: $895
(discounts available for 3 or more faculty; 10% AAL alumni discount)

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ADEA Poster Presentations

For abstracts (except (W) and the 2013 ADEAGies/AADR Fellows), please see the February 2014 issue of the Journal of Dental Education. The student poster competition on Sunday is sponsored by DENTSPLY International, Inc. Posters are sorted by presentation day and listed in numerical order.

Categories: Educational Research (E), New Programs (N), Works in Progress (W), 2013 ADEAGies/AADR Fellows (A). All poster presentations are located in the Henry B. Gonzalez Convention Center Exhibit Hall.

Sunday, March 16, 1:00 – 3:00 p.m.

PO-001 Does the Perceptual Ability Test Predict Dental School Clinical Success? (E)
Dave Cho; Paul C. Stark, M.S.; Yun Saksena, B.D.Sc., M.M.Sc., D.M.D.; Tufts University School of Dental Medicine

PO-002 Innate Talent and Gender Influences on Career Choices in Dentistry (E)
Amy S. Tam; Chanel N. McCreedy, D.D.S.; Clarice S. Law, D.M.D.; University of California, Los Angeles, School of Dentistry

PO-003 Anticipatory Guidance for Medical Home Providers Regarding Training Cup Use (E)
Erin R. Nicholas; Jennifer Zinberg; Kimberly K. Patterson, D.D.S.; Midwestern University College of Dental Medicine-Arizona

PO-004 The Relationship Between Learning Modality and Academic Performance (E)
Heather P. Leung; Paul C. Stark, M.S.; Yun Saksena, B.D.Sc., M.M.Sc., D.M.D.; Tufts University School of Dental Medicine

PO-005 Dental Students’ Education and Attitudes Concerning Local and Topical Anesthesia (E)
Ian C. McComb; Sharon Aronovich, D.M.D.; Marita R. Inglehart, Ph.D.; University of Michigan School of Dentistry

PO-006 Factors Influencing Dental Student Specialty Choice: Changing Perceptions of Specialties (E)

PO-007 Association Between Cumulative Grade Percent and Dental Licensure Exam Results (E)
Jasmine R. Jenkins; Paul Stark, Ph.D.; Yun Saksena, B.D.Sc., M.M.Sc., D.M.D.; Tufts University School of Dental Medicine

PO-008 Determining the Importance of Histology to Pathology Courses in the Dental Curriculum (E)
Junu Ojha, D.D.S.; Michelle A. Wheeler, Ph.D.; Jane Summersett, M.S.; University of Detroit Mercy School of Dentistry

PO-009 Comparison of Flipped and Standard Classrooms in a Dental School Setting (E)
Laura J. Shim; Paul C. Stark, M.S.; Yun Saksena, B.D.Sc., M.M.Sc., D.M.D.; Tufts University School of Dental Medicine

PO-010 Peer Tutoring in Health Care Education: A Review of the Literature (E)
Lauren Hum; Sang E. Park, D.D.S.; Harvard School of Dental Medicine; Justin Macarro, D.M.D.; University of the Pacific Arthur A. Dugoni School of Dentistry

PO-011 Student Self-Evaluation Versus Faculty Assessment of Operative Competencies: An Analysis of Calibration (E)
Lauren E. Marzouca; Bradley T. Belous; Christopher R. Paulino; Steven E. Eisen, D.M.D.; Gerard Kugel, D.M.D.; Matthew D. Finkelman, Ph.D.; Tufts University School of Dental Medicine

PO-012 What Do Adults Know About Baby Teeth? A Pilot Study (E)
Lindsay L. DeSantis, M.S.; Joan E. Kowolik, D.D.S.; Indiana University School of Dentistry

PO-013 Effectiveness of a Predoctoral Orthodontic Honors Program on Postgraduate Education (E)

PO-014 Student and Faculty Learning Styles Related to Student Preferences (E)
PO-015 The Impact of NBDE Grading Changes on Dental Students (E)
Adam P. Fagin; Sang E. Park, D.D.S.; T. Howard Howell, D.D.S.; Harvard School of Dental Medicine

PO-016 Student Perspectives on Qualities of an Effective Dental Educator (E)
Alisha M. Paletsas; Allison K. Inouye; Mona DeRentz; Amber M. Nierode; University of California, Los Angeles, School of Dentistry

PO-017 College Students’ Oral Health and Nutrition (E)
Christine Hernandez, M.S.; Florida International University

PO-018 Dental Students’ Perceived Value of Clinical Leadership Experiences (E)
Daniel J. Hammaker; Rachel A. Sheridan; Tracy L. de Peralta, D.M.D.; Mark Fitzgerald, D.D.S.; University of Michigan School of Dentistry

PO-019 Tobacco Dependence Education in Accredited U.S. Dental Assisting Program Curricula (E)
Emily R. Svetanoff, Butler University; Pamela T. Ford, CDA, M.S.W.; Laura M. Romito, D.D.S., M.S.; Charles J. Palenik, Ph.D.; Indiana University School of Dentistry

PO-020 Effects of the OSCE on Dental Hygiene Students (E)
Erin E. Relich, RDH; Janiece M. Gaugler, RDH; University of Detroit Mercy School of Dentistry

PO-021 Association Between Dental Students’ Sleepiness and Stress and Their Simulated Clinical Performance (E)
Esther Yun, Tufts University School of Dental Medicine

PO-022 New Problem-Based Learning Assessment Tool: Professional Outcomes (E)

PO-023 Use of Portfolios for Evaluating Competence in Predoctoral Dentistry (E)
Michelle M. Bhaskar; Rachael J. Maerz; Cynthia C. Gadbury-Amyot, Ed.D.; University of Missouri - Kansas City School of Dentistry

PO-024 Development and Evaluation of a Diabetes-Periodontal Disease Educational Video Module (E)
Nicolette T. Klucas; Kelsey M. Schweif, M.S.; Todd Stensberg; Amit Acharya, Ph.D.; Marshfield Clinic; Jody Reul, RDH; Family Health Center of Marshfield

PO-025 Health Literacy: Information Seeking and Understanding of Dental School Students (E)
Olivia Y. Yue; Amy S. Tam; Kathryn Atchison, D.D.S.; Jennifer Holtzman, D.D.S.; University of California, Los Angeles, School of Dentistry

PO-026 Restored miR-125b Inhibits Head and Neck Squamous Cell Carcinoma Growth by Regulating Bcl-2 Family Expression (E)
Patrice K. Smith-Rios; Howard University College of Dentistry

PO-027 Development of a Preclinical Radiographic Shielded Alignment Device (E)
Phillip Wong, M.A.; Robert J. Kanas, D.D.S.; Roy Lovato; Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah; Edward DeSchepper, D.D.S.; University of Tennessee Health Science Center College of Dentistry

PO-028 Are Dental Students Using Optimal Study Techniques? (E)
Rajit Kamboj; Maureen McAndrew, D.D.S.; New York University College of Dentistry

PO-029 Development and Assessment of Discrimination Exercises for Faculty Calibration (E)
Sumitha N. Ahmed, D.D.S.; Lee W. Boushell, D.M.D.; University of North Carolina at Chapel Hill School of Dentistry

PO-030 An Interprofessional Student-Run Clinic for the San Antonio Refugee Population (N)
Zeena Alsalman; Birgit Junfin Glass, D.D.S., M.S.; Emily Watters; Andrew Muck, M.D.; Roseann K. Vivanco, M.S.N., R.N., M.S.; Moshtagh R. Farokhi, M.P.H., D.D.S.; University of Texas Health Science Center at San Antonio Dental School

PO-031 Effect of Prior Military Experience on Dental Faculty Teaching Perspectives (W)
Kristi N. J. Kennedy, M.P.H.; Charles B. Hermesch,
PO-032 The Relationship of Parity and Severity of Periodontal Disease (W)
Ryan S. Brown; Robert J. Kanas, D.D.S.; Joseph J. Yoo; Elizabeth J. Unni, Ph.D.; Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah

PO-033 Engaging Patients in Health Care Education: Integrating Experiences into Preclinical Training
Adam D. Bennett, Arizona School of Dentistry & Oral Health

PO-034 The Science of Community-Based Learning: Perceptions and Experiences of Dental Hygiene Students (W)
Alyssa Goike; Mary Paige Fournier; Pamela V. Gibes, RDH, M.A.; University of Detroit Mercy School of Dentistry

PO-035 Learning with Games in Dental Education: A Literature Review (W)
Michele J. Equinda; Darren Huang; Anthony D. Conguista; New York University College of Dentistry

PO-036 Maximizing Revenue: Sustainability Model in School-Based Oral Health Centers (W)
Samuel Y. Lee; Karen M. Lee; Sei J. Kim; Marisa K. Watanabe, D.D.S.; Timothy S. Martinez, D.M.D.; Western University of Health Sciences College of Dental Medicine

PO-037 Senior Mentorship Program at Harvard School of Dental Medicine (W)
Tien Ha-Ngoc; Sang E. Park, D.D.S.; Harvard School of Dental Medicine

PO-038 Chart Review of Treatment of Retained Primary Mandibular Molar Teeth (W)
Allison C. Scully; Joan E. Kowolik, D.D.S.; Indiana University School of Dentistry

PO-039 Epithelial Cell Function in the Progression of Periodontal Disease (W)
Ann M. Decker; Shannon M. Wallet, Ph.D.; University of Florida College of Dentistry

PO-040 Bioengineering Salivary Glands Using Elastomeric Poly (Glycerol Sebacate) Scaffolds (W)
Barbara A. Graham, D.M.D.; Elia Beniash, Ph.D.; Charles Sfeir, D.D.S.; Sayuri Yoshizawa, D.D.S.; University of Pittsburgh School of Dental Medicine

PO-041 Resident Research Productivity During Advanced Speciality Training in Endodontics (W)
Bekir Karabucak, D.M.D.; Deena A. Alani, D.M.D.; Laura P. Gart, M.S.; University of Pennsylvania School of Dental Medicine

PO-042 Reporting of Child Abuse and Neglect in the Latino Population
Michelle E. Webb; Aidee Nieto-Herman, D.M.D.; Tufts University School of Dental Medicine

PO-043 Perceptions of Wellness and Burnout Among Dental Students (W)
Nina M. Guba; Patricia Xirau-Probert, Ph.D.; Peter L. Harrison, D.D.S.; University of Florida College of Dentistry

PO-044 The Effect of Retrieval Practice in Competency-Based Dental Training (W)
Sarah E. Prehn; Rebecca N. Goldman; Mitchell J. Lipp, D.D.S.; New York University College of Dentistry

PO-045 A Hybrid Course in Diagnosis and Treatment Planning (N)
Susan Roshan, D.D.S., M.P.H.; Texas A&M University Baylor College of Dentistry

PO-046 “Involve Me and I Learn:” Integrating Basic Science and Clinical Education (N)

PO-047 Pipeline Program to Expose Disadvantaged Public School Students to Dentistry (N)
Deirdre D. Young, D.D.S.; Diane C. Hoelscher, D.D.S.; University of Detroit Mercy School of Dentistry

PO-049 More Face Time! Enacting Differentiated Instruction Principles in Flipped Classrooms (N)
HsingChi von Bergmann, Ph.D.; Judith Walker, Ph.D.; Mark Fogelman, D.M.D.; Adriana Manso,
PO-050 Measuring the Use of Evidence-Based Dentistry in Clinical Decisions (N)

PO-051 IPE: Geriatric Interdisciplinary Team Competition (Memory Cafe) (N)
June M. Sadowsky, D.D.S.; Donna Warren Morris, RDH; The University of Texas School of Dentistry at Houston

PO-052 Avatar-Mediated Practice Scenarios to Evaluate Cross-Cultural Knowledge and Understanding (W)
Tara L. Newcomb, M.S.; Joyce M. Flores, M.S.; Amy Adcock, Ph.D.; Brett Cook, M.Ed.; Laurie Craigen, Ph.D.; Old Dominion University

PO-053 Educational Outcomes: Live Lectures vs. Electronic Media (E)
Carol M. Stewart, D.D.S.; Kathleen M. Berg, Ph.D.; University of Florida College of Dentistry

PO-054 Comparing Faculty and Student Use of Social Media (E)

PO-055 Oral Health Education for New Mothers on the Postpartum Unit (E)
Lily J. Lim, D.M.D.; Jill B. Fernandez, RDH; Peter Catapano, D.D.S.; Donna Hallas, Ph.D.; New York University College of Dentistry

PO-056 Dental Student Self-Assessment Efficacy in a Comprehensive OSCE (E)
Christopher J. Van Ness, Ph.D.; Pamela R. Overman, Ed.D.; University of Missouri - Kansas City School of Dentistry

PO-057 Using Needs Assessment to Drive Faculty Development (E)
Linda S. Behar-Horenstein, Ph.D.; Charisse N. Hudson-Vassell, M.S.; Frank A. Catalanotto, D.M.D.; Cynthia W. Garvan, Ph.D.; University of Florida College of Dentistry

PO-058 Student Perceptions and Self-Report of Multitasking Behaviors by Course Structure (E)
Cameron B. Jeter, Ph.D.; Gena D. Tribble, Ph.D.; The University of Texas School of Dentistry at Houston

PO-059 Digital and Film-Based Imaging: Dental Hygiene Faculty Opinions (E)
Ann M. Bruhn, M.S.; Susan L. Tolle, M.S.; Old Dominion University

PO-060 Student Perceptions of Classroom Instruction: Traditional versus Distance Education (E)
Susan L. Long, Ed.D.; Rhonda L. Sledge, RDH; Jasna Vuk, M.D.; University of Arkansas for Medical Sciences

PO-061 An Innovative Approach for Developing Competence in Lasers for Predoctoral Students (E)
Christina B. DeBiase, Ed.D.; Susan Kay Morgan, D.D.S.; West Virginia University School of Dentistry

PO-062 Basic Preclinical Exercises as Educational Probes to Target Early Intervention (E)
Lee W. Boushell, D.M.D.; University of North Carolina at Chapel Hill School of Dentistry; Ricardo Walter, D.D.S.; University of Pennsylvania School of Dental Medicine

PO-063 An Analysis of Student Self-Assessment of Operative Preparations Using CAD-CAM: A Preliminary Analysis (E)
Keith A. Mays, D.D.S.; East Carolina University School of Dental Medicine; Eric D. Levine, D.D.S.; University of Maryland School of Dentistry

PO-065 Efficacy of Preclinical Fixed Prosthodontics Courses Preparing Students to Treat Patients: Survey Analysis (E)
Carlos H. Barrero, D.D.S.; Frank J. Petrola; Ibrahim Duqum, D.D.S.; University of North Carolina at Chapel Hill School of Dentistry

PO-066 Assessing Critical Thinking of Dental Hygiene Students Utilizing Virtual Patients (E)
Joanna L. Allaire, RDH; The University of Texas School of Dentistry at Houston

PO-067 Student Preferences and Performance in Crown Design: Conventional Versus CAD (E)
Robert D. Douglas, D.M.D.; Christa D. Hopp, D.M.D.; Southern Illinois University School of Dental Medicine

PO-068 Using Prerequisite Courses to Predict Grades in Dental School (E)
Pamela L. Sandow, D.M.D.; Seunghee Cha, D.D.S.; Adrienne E. Gauna; University of Florida College of Dentistry

PO-069 Evaluating the Inclusion of Cultural Competence in a Tobacco Dependence Curriculum (E)
Heather J. Doucette, M.Ed.; Peggy J. Maillet, M.Ed.; Dalhousie University Faculty of Dentistry

PO-070 Is DAT Score an Accurate Predictor of Student Performance in Clinical Dentistry? (E)

PO-071 Predicting Performance in Technical Predoctoral Dental Courses Using Advanced Simulation (E)

PO-072 Pilot Study of Critical Thinking Skills of Dental Students: The University of Texas School of Dentistry at Houston Results (E)

PO-073 A Comparison of A.S. and B.S. Degree-Seeking Dental Hygiene Students on Self-Perceptions as Health Educators (E)
Deborah L. Dotson, Ph.D.; East Tennessee State University

PO-074 OSCE as Predictor of Student Performance and Calibration of Faculty Assessments (E)
Sang E. Park, D.D.S.; Josh Kristiansen, D.M.D.; Harvard School of Dental Medicine; Nadeem Y.

Karimbu, D.M.D.; Tufts University School of Dental Medicine

PO-075 Students’ Perceptions of Experiences with the Flipped Classroom Mode of Teaching (E)

PO-076 Using CAD/CAM Technology in Dental Education (E)
Richard Scott Callan, D.M.D.; Christie Palladino, M.D.; Brittany Ange, M.S.; Alan R. Furness, D.M.D.; Emily Bundy, D.M.D.; Georgia Regents University College of Dental Medicine

PO-077 Relationship Between Successful Clinical Dentistry Course and What Motivates Millennial Students (E)
Nadege J. Dady, M.Ed.; Rutgers School of Dental Medicine

PO-078 Innovative Program for Ensuring Infection Control Compliance (N)
Stephen J. Stefanac, D.D.S.; Brandonn K. Perry; University of Michigan School of Dentistry

PO-079 Positive Effects of Morning Rounds on Dental Students Beginning Clinical Training (N)

PO-079B Self-Assessment and Peer Assessment in Dental Education: Developing Lifelong Critical Thinking Skills (N)

PO-080 Pilot Testing CAMBRA/Oral Health Promotion Clinical Competence (N)
Natalie A. Hagel, M.S.; Carole A. Palmer, Ed.D.; Tufts University School of Dental Medicine

PO-081 Pediatrics and Dentistry: The Interdisciplinary Team (N)

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PO-082 Going Paperless: Student Feedback on an Electronic Radiology Laboratory Manual (N)
Anthea P. Senior, D.D.S.; University of Alberta School of Dentistry

PO-083 The Role of Caries Management by Risk Assessment (CAMBRA) in Patients Seeking Dental Treatment (N)
Balsam Faize Jekki, D.D.S.; Loma Linda University School of Dentistry

PO-084 Learning the Essential Skills to Diagnose and Effectively Manage Medical Emergencies (N)

PO-086 D.D.S. Summer Scholars Program Solidifies Pre-Professional Students’ Pursuit of Dentistry (N)
Ann M. Nasti, D.M.D.; Sara B. Goldberg; Stony Brook University School of Dental Medicine

PO-087 Dental Students’ Perception of the University at Buffalo’s CARES Program (Social Work Program) (N)
Valerie A. Fatta, M.S.W.; Julie R. Rockmaker, M.S.W.; University at Buffalo School of Dental Medicine

PO-088 Interprofessional Education for Dental and Pediatric Nurse Practitioner Students (N)
Jill Betty Fernandez, RDH; New York University College of Dentistry; Donna Hallas, Ph.D.; New York University College of Nursing

PO-089 Weakest Students Benefitted Most from One-Day Team-Based Learning Experience (N)
Romesh P. Nalliah, D.D.S.; Harvard School of Dental Medicine; Veerasathpurush Allareddy, B.D.S., M.P.H., M.B.A., Ph.D., Boston Children’s Hospital

PO-090 Dental Hygiene Students and Interprofessional Education in HIV: The JACQUES Initiative, University of Maryland (N)
Marion C. Manski, RDH, M.S.; Sheryl E. Syme, RDH, M.S.; Jacquelyn L. Fried, RDH, M.S.; Alexandra Reitz; Valli Meeks, D.D.S.; Sharon Varlotta, RDH; University of Maryland School of Dentistry

PO-091 Quality Assurance in Fixed Prosthesis at UAB School of Dentistry (N)
Toni T. Neumeier, D.M.D.; University of Alabama at Birmingham School of Dentistry

PO-092 Nursing and Dental Students’ Experiences with Interprofessional Education (N)

PO-093 OSCE Examination Assessing Preclinical Understanding of Complete Dentures and RPDs (N)

PO-094 Establishment of Formal Faculty Mentorship Program at University of the Pacific Arthur A. Dugoni School of Dentistry (N)

PO-095 Not Everyone Gets a Trophy: Preparing Students for Feedback (N)
Jan K. Mitchell, D.D.S.; Ralph A. Gillies, Ph.D.; Georgia Regents University College of Dental Medicine

PO-096 Patient Evaluation: Applying Assessment Used in a Specialty to Another Discipline (N)

PO-097 Pediatric Dental Residents’ Intent to Treat Patients with Autism after Graduation (N)

PO-098 Integrating CAD CAM Technology into Dental School Curricula (N)
PO-099 Dental Hygiene Transition Clinic: The Science Linking Education to Practice (W)
Joanna Asadoorian, Ph.D.; Sheryl L. Sloshower, RDH; University of Manitoba Faculty of Dentistry

PO-100 Going Global: A Model Process for Bidirectional International Educational Program (W)
Judy Skelton, Ph.D.; Wenlian Zhou, D.M.D.; Karen P. West, D.M.D.; University of Nevada, Las Vegas, School of Dental Medicine

PO-101 Characteristics of Critical Incidents Occurring in a Teaching Practice (W)
Romesh P. Nalliah, D.D.S.; Min Kyeong Lee, D.M.D.; Harvard School of Dental Medicine; Chun Hung Chu, D.D.S.; University of Hong Kong Faculty of Dentistry; Sai Ying Pun; Melanie Boyd; Veerasathpurush Allareddy, B.D.S., M.P.H., M.B.A., Ph.D.; Boston Children’s Hospital

PO-102 Haptic Simulator Tuning Protocol: Method and Preliminary Results (W)

PO-103 Inclusion of Noncognitive Variables in the Admission Process (W)
Susan L. Long, Ed.D.; Melissa G. Efurd, Ed.D.; University of Arkansas for Medical Sciences

PO-104 Decision Making in Technology: Institutional Process and Student Critical Thinking Exercise (W)

PO-105 Radiographic Imaging for Disaster Victim Identification by Dental Hygiene Students (W)
Tara L. Newcomb, M.S.; Ann M. Bruhn, M.S.; Old Dominion University

PO-106 Online Calibration of Faculty and Students Assessing Restorative Dentistry Procedures (W)

PO-107 Interprofessional Collaborators: Faculty Embrace Critical Thinking and Interprofessional Education Theory (W)
Marcia J.M. Rushka, RDH; Anthony T. Nowakowski, D.M.D.; Lorraine F. Glassford, RDH; Hong-Chun A. Kim, D.M.D.; Laura L. MacDonald, RDH; University of Manitoba Faculty of Dentistry

PO-108 Faculty Development Is a Science of Learning (W)
Mary Norma Partida, D.D.S.; Jeff Hicks, D.D.S.; William Hendricson, M.A.; John Rugh, Ph.D.; John Littlefield, Ph.D.; University of Texas Health Science Center at San Antonio Dental School

PO-109 Student-Developed Exam Questions Lead to Higher Cognitive Level of Learning (W)
Carlos Gonzalez-Cabezas, D.D.S.; Mary Wright, Ph.D.; Olivia Anderson, Ph.D.; Margherita R. Fontana, D.D.S.; University of Michigan School of Dentistry

PO-110 Enhancing Clinical Experiences Through the Use of Advanced Technologies (W)
Jennifer J. Barrington, D.D.S.; Texas A&M University Baylor College of Dentistry

PO-111 Characteristics of Fee Adjustments in a Predoctoral Teaching Practice (W)

PO-112 Technology Incorporation: Curricular Management of Dental Innovation in Digital Restorative Dentistry (W)

Monday, March 17, 10:00 a.m. – noon

PO-001 Legislative Advocacy Project (E)
Ellen J. Rogo, Ph.D.; Leciel K. Bono, RDH; Teri Peterson, Ed.D.; Idaho State University

PO-001B Comparison of Critical Thinking at Entry into a Master’s Degree Program (E)
Linda D. Boyd, Ed.D.; Dianne Smallidge-Chadbourne, M.S.; Lori Rainchuso, M.S.; MCPHS University Forsyth School of Dental Hygiene

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PO-002 A Look at Practice Management
Confidence and Satisfaction Levels in Practicing Dentists (E)
Mert N. Aksu, D.D.S.; Aziz Moukled; Fady Shounia; Michelle A. Wheater, Ph.D.; University of Detroit Mercy School of Dentistry

PO-003 Dental Students’ Clinical Performance and Productivity (E)
Tofool Alghanem, D.D.S.; Paul C. Stark, M.S.; Tufts University School of Dental Medicine

PO-004 Trends in Accredited Dental Hygiene Programs to Meet Economic Employment Forecasts (E)

PO-005 Evaluation of the Effects of Blended Learning Pedagogy on Student Learning Outcomes (E)
Luisa Nappo-Dattoma, RDH; Farmingdale State College

PO-006 Utilization of Web-Based Teaching Modules (E)

PO-007 Dental Course Survey: Development and New Approach to Analysis (E)
Maha M. Abdelsalam, Ph.D.; Maha M.A. El Tantawi, Ph.D.; Asim A. Al-Ansari, Ph.D.; Fahad A.M. Al-Harbi, Ph.D.; College of Dentistry at the University of Dammam

PO-009 Seeking the Optimal Teaching and Learning Model in a Clinical Setting: A Simple Survey (E)

PO-010 Quality of Digital Periapical Radiographs Obtained By Predoctoral Dental Students (E)
Dilhan İlğüy, Ph.D.; Mehmet İlğüy, Ph.D.; Erdoğan Fışekcioğlu, Ph.D.; Semanur Dölekoğlu, Ph.D.; Nilüfer Ersan, Ph.D.; Inci Oktay, Ph.D.; Yeditepe University, Faculty of Dentistry

PO-011 Academic Advising/Counseling in Saudi Arabia: What Do Students Want?
Maha M. Abdelsalam, Ph.D.; Maha M.A. El Tantawi, Ph.D.; Asim A. Al-Ansari, Ph.D.; Fahad A.M. Al-Harbi, Ph.D.; College of Dentistry at the University of Dammam

PO-015 Who Is MCBC? Conceptualizing the Minimally Competent Borderline Candidate (E)
Margaret J. Dennett; Vancouver Community College; Dwight D. Harley, Ph.D.; University of Alberta School of Dentistry

PO-016 A Visual Assessment Tool Aiding Faculty-Guided Student Self-Assessment (E)

PO-017 Implementation of Simulation with Clinical Local Anesthesia Teaching: Pilot Study (E)
Kyriaki C. Marti, D.D.S.; Gail A. Krishnan, D.D.S.; University of California, Los Angeles, School of Dentistry

PO-018 Relationship Between Leadership Domain Profiles and Interest in Academic Dentistry (E)

PO-019 Evaluation of Special Needs Curriculum: Pediatric Dental Residents’ Knowledge and Satisfaction (E)
Vinodh Bhoopathi, M.P.H.; Romer Ocanto, D.D.S.; Nova Southeastern University College of Dental Medicine

PO-020 Treating Patients in Preclinical Courses (E)
Yun Saksena, B.D.Sc., M.M.Sc., D.M.D.; Tufts University, Boston, MA

PO-021 Comparison of Communication Styles in an Interprofessional Student Cohort (E)
Amy E. Coplen, M.S.; Amber V. Buhler, Ph.D.; Shawn Davis, Ph.D.; Bobby Nijjar, Ed.D.; Pacific University

PO-022 Teaching the Science and Clinical Application of Photocuring (E)
Kevin B. Frazier, D.M.D.; Frederick A. Rueggeberg, D.D.S.; Georgia Regents University College of Dental Medicine; Richard B. Price, D.D.S.; Dalhousie University Faculty of Dentistry

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PO-023 Dental and Allied Student Attitudes and Perceptions of Intraprofessional Education (E)
Jennifer Ledford Brame, M.S., RDH; Shannon H. Mitchell, M.S., RDH; Rebecca S. Wilder, M.S., RDH; Lattice D. Sams, M.S., RDH; Carol L. Haggerty, D.D.S., M.P.H.; University of North Carolina at Chapel Hill School of Dentistry

PO-024 Assessing the Dental School Learning Environment and Cultural Climate (E)
Dolores T. Cannella, Ph.D.; Hugh E. Finch, D.D.S.; Rika F. Prodhan; David W. Paquette, D.M.D.; Stony Brook University School of Dental Medicine

PO-025 Introducing A New Method Of Setting OSCE Pass Scores (E)
Dwight D. Harley, Ph.D.; University of Alberta School of Dentistry; Margaret J. Dennett, M.Ed.; Vancouver Community College

PO-026 Effective Teaching Principles Utilized in a Radiographic Interpretation Course: From Shell to Structure (E)
Kristina V. Okolisan-Mulligan, RDH; Ashok Balasundaram, D.D.S.; University of Detroit Mercy School of Dentistry

PO-027 Enhancing Interprofessional Collaborative Practice Between Nursing and Dental Students (E)
Dedra M. Hayden, APRN, M.S.; Wendy S. Hupp, D.M.D.; John F. Firriolo, Ph.D.; University of Louisville School of Dentistry

PO-028 Innovative CAD/CAM Restorative Dentistry Curriculum (N)

PO-029 Using CAD/CAM Technology in Preparation for the Dental Licensure Exam (W)

PO-030 Bringing Abstract Didactic Knowledge into a Clinically Useful Framework for Dental Emergencies (W)

PO-031 Obtaining Resources for Implementing Health Information Technology and Achieving Meaningful Use in Dental Schools (W)
Andrea C. West, M.B.A.; Michael Conte, D.M.D.; Erin B. Bauzyk; Jacqueline M. Schroeders; Arnold H. Rosenheck, D.D.S.; Cecile A. Feldman, D.M.D.; Rutgers School of Dental Medicine

PO-032 NBDE Effective Question Writing in a Multidimensional Format (W)
Debra L. Willis; Jonathan F. Sprague, M.S.; Catherine M. Burns; American Dental Association

PO-033 Creating a Model for Success: DentPath (W)
Ken M. Sigler, M.Ed.; The Ohio State University College of Dentistry

PO-034 The PAC Program: Expanding Dental Student Education Through a Foster Care Partnership (W)
Elizabeth A. Best, M.P.H.; New York University College of Dentistry

PO-035 Teaching Complete Dentures with Standardized Patients in the D2 Year (W)

PO-036 Pilot Survey Designed to Understand Faculty Perceptions on the Linkage Between Building Design and Learning (W)
Mert N. Aksu, D.D.S.; Robert M. Trombly, D.D.S.; Michelle Wheater, Ph.D.; University of Detroit Mercy School of Dentistry; Christopher Purdy, A.I.A., MRAIC; SmithGroupJJR

PO-037 Using Computer-Based Testing to Improve Dental Education Assessment Techniques (W)
Jennifer L. Murphy, M.Ed.; Tufts University School of Dental Medicine

PO-038 Learning from Hands-On Activities and Competitive Game in Anatomy Show and Tell (W)
Penprapa S. Klinkhachorn, Ph.D.; Mark Radow; West Virginia University School of Dentistry

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PO-039 Analysis of Admissions Criteria as a Predictor of Program Success (W)
Joy B. Osborn, M.A.; University of Minnesota School of Dentistry

PO-040 Aiding Students Applying for Residency Programs: Collaboration Between Office of the Dean and the Library (W)
Annie M. Hughes, M.S.; Zarita Abbott; Rena Pacheco; Ostrow School of Dentistry of the University of Southern California

PO-041 Development of an Online Comprehensive Treatment Planning Tool to Enhance Student Learning and Patient Care (W)
Julie M. Coe, D.D.S.; Andrew C.K. Olson; Virginia Commonwealth University School of Dentistry

PO-043 Pioneering Toolkit Pilot Course Enhances Student Research and Learning Experience (W)
Addy Alt-Holland, Ph.D.; Eileen H. Doherty, M.S.; Tufts University School of Dental Medicine

PO-044 Students’ Perspectives in Community-Based Dental Education (W)
Michael D. McCunniff, D.D.S.; Chris D. Rice, D.D.S.; University of Missouri - Kansas City School of Dentistry

PO-045 Longitudinal Assessment of Dental Students’ Vision During Dental School (W)
Adriana V. Green, D.D.S.; University of Texas Health Science Center at San Antonio Dental School

PO-046 Assessing Ethical Sensitivity and Reasoning During a D1 OSCE (W)
David A. Zahl, M.A.; Odette Aguirre-Zero, D.D.S.; Wendy Senour; Stuart M. Schrader, Ph.D.; Lawrence P. Garetto, Ph.D.; Indiana University School of Dentistry

PO-047 Reinforcing Ethics & Professionalism: From Academe to Practice (W)
Donna F. Homenko, Ph.D.; Cuyahoga Community College

PO-048 Oral Health Training for Caregivers in Residential Care Setting (A)
Katie Anfinsen, The University of Iowa College of Dentistry & Dental Clinics

PO-049 Discovering the Many Facets of Dental Education (A)
Nicole Bartosik, University of Illinois at Chicago College of Dentistry

PO-050 Global Oral Health Training in Pediatric Dental Residency Programs (A)
Yusuf Bhatti, Tufts University School of Dental Medicine

PO-051 Experiencing Academics Through Research, Teaching and Mentorship (A)
Jose Carlos Castillo, Columbia University College of Dental Medicine

PO-052 Perspectives of Academic Dentistry Through the ADEAGies Foundation/AADR Academic Dental Careers Fellowship Program (A)
Elizabeth Consky, University of North Carolina at Chapel Hill School of Dentistry

PO-053 MyD88-Dependent Regulation of Oral Mucosal Homeostasis and Periodontal Disease Progression (A)
Ann M. Decker, University of Florida College of Dentistry

PO-054 Assessing the Level of Evidence in the Postgraduate Experience at Tufts University School of Dental Medicine (A)
Irina F. Dragan, D.M.D., M.Sc.; Tufts University School of Dental Medicine

PO-055 Perceptions of Wellness and Burnout Among Dental Students (A)
Nina Guba, University of Florida College of Dentistry

PO-056 Updating Pre-Doctoral Clinical Evaluations to Improve Effectiveness, Compliance and Teaching Practice Efficiency (A)
Tien Ha-Ngoc, Harvard School of Dental Medicine

PO-057 Student Leadership to Promote Research and Academic Careers in Dentistry (A)
Kyle Vining Holmberg, University of Minnesota School of Dentistry

PO-058 2104 ADEAGies Foundation/AADR Academic Dental Careers Fellowship Program (ADCFP): A Fellow’s Exploration of Teaching, Research and Faculty Development at the Boston University Henry M. Goldman School of Dental Medicine (A)

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Marc B. Horton, Boston University Henry M. Goldman School of Dental Medicine

**PO-059 Evaluating CAD/CAM as an Objective Grading Tool** (A)
Derek Hou, Harvard School of Dental Medicine

**PO-060 Survey of Florida Pediatric Dentists in the Diagnosis and Treatment of Aggressive Periodontitis in Children** (A)
Danny Kalash, University of Florida College of Dentistry

**PO-061 Dental Students’ Awareness and Opinion of Dental Therapists** (A)
Adam J. Kennedy, Case Western Reserve University School of Dental Medicine

**PO-062 How The Other Half Lives: Student & Faculty Perspectives on the Dental Educational Experience** (A)
Nina R. La Rochelle, University of California, San Francisco, School of Dentistry

**PO-063 Efficacy of the Summer Learning Program in Addressing Motivators and Barriers of Undergraduate Students Applying to Dental School** (A)
Olga Luaces, University of Florida College of Dentistry

**PO-064 To Pursue or Not to Pursue a Career in Academia** (A)
Courtney Michelson, Tufts University School of Dental Medicine

**PO-065 ADCFP: Challenges and Rewards** (A)
Assia Mouabbi, University of Detroit Mercy School of Dentistry

**PO-066 Experiencing a Slice of Dentistry** (A)
Bhavna T. Pahel, Ph.D.; University of North Carolina at Chapel Hill School of Dentistry

**PO-067 Generation of Novel Dental Adhesives Infused with Copper Nanoparticles Yield Antimicrobial Bonds** (A)
R. David Sentelle, Medical University of South Carolina College of Dental Medicine

**PO-068 Assessing the Oral Health Knowledge of Medical Students** (A)
Lisa Simon, Harvard School of Dental Medicine

**PO-069 Pre-clinical Evaluation of a Simulated Tooth Restorative Preparation Using Self, Peer, Faculty and Computer Software Assessments** (A)
Logan Travis Veath, University of Nebraska Medical Center College of Dentistry

**PO-070 Pros and Cons of an Academic Career—Experience through ADCFP Fellowship** (A)
Payal Verma, B.D.S., M.P.H.; University of Pennsylvania School of Dental Medicine

**PO-071 The Impact of the National Board of Dental Examination Grading Changes on Dental Students** (A)
Adam P. Fagin, B.A.; Harvard School of Dental Medicine

**PO-072 To Teach or Not to Teach…No Longer a Question** (A)
Kristi Kennedy, M.P.H.; University of Texas Health Science Center at San Antonio Dental School

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**ADEA TechExpo**

All ADEA TechExpo events are located in the Henry B. Gonzalez Convention Center Exhibit Hall. For abstracts, please see the February 2014 issue of the *Journal of Dental Education*. Events are sorted by presentation day and listed in numerical order.

### Sunday, March 16, 1:00 – 3:00 p.m.

**TE-01 Development and Use of Wiki Clinic at the University of Texas Health Science Center at San Antonio Dental School**
Joseph P. Connor, D.D.S.; Zade Faraj; University of Texas Health Science Center at San Antonio Dental School

**TE-02 Using Digital Flashcards to Enhance Student Learning**
Merri L. Jones, RDH, Eastern Washington University

**TE-03 An Operative Video Is Worth a Thousand Lectures**

**TE-04 2-D Animation of Anterior Guidance in Mandibular Movement**

**TE-05 The Development of a Hybrid Course in Dental Public Health**
Ana Candia S. Neumann, D.D.S.; Richard Halpin, M.Ed.; The University of Texas School of Dentistry at Houston

**TE-06 Teaching Occlusal Concepts Using Virtual Articulation**
Richard Zimmermann, D.D.S.; Stefanie Seitz, B.D.S., M.P.H., M.B.A., Ph.D.; University of Texas Health Science Center at San Antonio Dental School

**TE-08 The New Web-Based 2013 Dental Practice Readiness Curriculum**
Antonio Furino, Ph.D.; Scott G. Stafford, D.D.S.; Robert Tole; University of Texas Health Science Center at San Antonio Dental School

**TE-09 Creating a Continuum Learning Growth for the Dental Student Through Emerging Technologies**

### Monday, March 17, 10:00 a.m. – noon

**TE-07 The Advantages of Writing a Manual in an iBook Format**
Anthea Senior, D.D.S., University of Alberta School of Dentistry

**TE-10 Teaching Anterior Esthetics Utilizing Virtual Simulation**
Stefanie D. Seitz, D.D.S.; Richard L. Zimmermann, D.D.S.; University of Texas Health Science Center at San Antonio Dental School

**TE-11 Tablet Use to Teach Practice Management**
Nick J. Shane, D.D.S.; Thomas Wirtz; Marquette University School of Dentistry

**TE-12 Giving Students the Puzzle Picture: An Interactive Dental Treatment Planning App**

**TE-13 Initiating Learning Through Innovative Technological Advances**

**TE-14 m-Health in Dentistry: The Use of Smartphones in Oral Care**
Susan J. Daniel, Ph.D.; Sajeesh K. Kumar, Ph.D.; University of Tennessee Health Science Center College of Dentistry

**TE-15 Second-Year Preclinic Self- and Peer Assessment of a Tooth Preparation Using CAD/CAM Technology**

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TE-016 Ergonomic Prevention Before Intervention: Early Education for Musculoskeletal Wellness
Courtney E. Robinson; Vishavjeet S. Girn; Melissa E. Ing, D.M.D.; Adam Paggi, DPT; Sage S. Yoo, D.M.D.; Amit Sachdeo, B.D.S., D.M.Sc., M.S.; Paul R. Shamirian; Tufts University School of Dental Medicine
New Idea Sessions

New Idea Sessions are 20-minute sessions for 50 participants. In this informal format, presenters will discuss a topic of their choice using PowerPoint presentations. A question and answer session will follow each session. CEs are not awarded for participation in the New Idea Sessions.

Sunday, March 16

12:30 – 12:50 p.m.
TI-101
Innovative Use of a Web 2.0 Tool for Blended Learning

Thought leaders in dental education have called for innovative pedagogical models in predoctoral education, including expanded blended learning opportunities. This session showcases how one dental school integrated a free online interactive Web 2.0 tool to deliver interactive blended learning for predoctoral students. The specific focus is on an online module on evidence-based dentistry designed and delivered using a Web 2.0 tool called Voicethread, an interactive multimedia presentation and collaborative learning tool. Student satisfaction outcomes of this new delivery method will also be presented.

Presenter(s): Meixun Sinky Zheng, Ph.D., M.A.; University of the Pacific Arthur A. Dugoni School of Dentistry

12:55 – 1:15 p.m.
TI-019
Teaching Habits of Reflection With Limited Resources Using a Micro-blog

This session will illustrate the difference between a micro-blog and a regular blog. Participants will learn about the characteristics of Millennials that may lead to the need for nontraditional modes of teaching and learning. Group discussion will be facilitated to develop the ideals for teaching reflective practice to dental students. We will use those ideals as the standard by which to compare the effectiveness of a reflective micro-blog in an environment with limited resources. The challenges and opportunities in engaging Millennials through eLearning using an Internet-based micro-blog will also be discussed.

Presenter(s): Romesh P. Nalliah, D.D.S.; Harvard School of Dental Medicine

1:20 – 1:40 p.m.
NI-723
Submit your Educational Proposals for 2015!

Do you focus on new ideas or issues germane to dental education? Are you an innovative thinker with a cutting-edge solution or have an innovative topic to discuss? The Call for Programs at ADEA’s premier conference might be for you. This program highlights best submission criteria in the educational format (seminar, new idea, workshop and small group discussions): clarity of the proposal, striking content, apt delivery techniques with audience engagement, professional writing skill, and significance to dental education. Come experience the process of evaluation, and try your hand at developing a submission.

Presenter(s): Wendy Woodall, D.D.S., MAGD, University of Nevada, Las Vegas School of Dental Medicine; Renee Latimer, M.B.A., ADEA

1:45 – 2:05 p.m.
TLCD-070
Efficient and Effective Clinical Teaching When Time is Limited

Faculty who teach dental residents are challenged with providing efficient and effective teaching. In medicine, a tested and valuable approach has been the One-Minute Preceptor, which can be integrated into programs teaching dental students and residents. By using five easy steps it enables the preceptor to take full advantage of the entire encounter to maximize the time available for teaching. This session will review and demonstrate the five steps and examine how to use the “microskills” in the clinical setting.

Presenter(s): Lance E. Kisby, D.M.D., FASDC, FAGD, FAAPD; Geisinger Medical Center

2:10 – 2:30 p.m.
TLCD-086
Perfect Practice Makes Perfect: A Pediatric Dentistry Residency Teaching Approach

The goal of a pediatric dentistry residency program is to train residents to be proficient clinicians. Cur-
Currently, residents do the same procedures repeatedly. Assessments can be based on subjective criteria that may differ from one faculty member to another. A new teaching paradigm was created: Perfect practice makes perfect. In this model, criteria for assessing the critical steps to each procedure were established. Each faculty member assesses each resident using the same ideal standards. Daily resident logs are reviewed and assigned a clinical level of proficiency. During this session, the presenters will describe how this model improves objectively the quality of faculty observations and documentation.

Presenter(s): Lance E. Kisby, D.M.D., FASDC, FAGD, FAAPD; Geisinger Medical Center
HBGCC-Exhibit Hall C

2:35 – 2:55 p.m.
TLCD-145
Using Simulation in the Evaluation of Residency Candidates

The use of simulation has become an important tool in teaching invasive and difficult procedures and is a valuable adjunct in skill development among residents. Simulation has also been found to be useful in the teaching of nontechnical skills. The scenarios developed to teach these skills may also be used during the admissions process to evaluate traits that are difficult to assess using the standard residency application and conventional interview.

Presenter(s): Hillel D. Ephros, D.M.D., MD.; Pam Upadya, M.D.; St. Joseph’s Regional Medical Center
HBGCC-Exhibit Hall C

3:00 – 3:20 p.m.
TLCD-157
The Next Step in the Evolution of the Advanced Education in General Dentistry Program

The Advanced Education in General Dentistry (AEGD) program at the University of Maryland School of Dentistry has undergone a major expansion to offer a year-long honors program for senior undergraduate dental students who are mainstreamed among first and second year AEGD students. This affords the senior dental students unprecedented opportunities to learn advanced skills not available in a conventional dental school curriculum. Some of these skills include soft tissue lasers, digital imaging, implant installation and restoration, dental sleep medicine and IV sedation. This program allows them to work with greater independence and more indirect supervision, thus preparing them for clinical practice.

Presenter(s): Tassos Sfondouris, D.D.S., M.S.; Lisa D’Affronte, D.D.S.; University of Maryland School of Dentistry
HBGCC-Exhibit Hall C

3:25 – 3:45 p.m.
TI-018
Problem- and Challenge-Based Career Exploration

Problem- and Challenge-Based Career Exploration is a web-based paradigm that reorients professionals according to the problems and challenges they address instead of by the professions and disciplines that divide them. As the world of work becomes more complex, more dynamic and more interconnected, a new framework is required to help students gain exposure to career pathways they might not have considered. This has application for oral health—a field with many problems and challenges that need young advocates and solutions.

Presenter(s): Jason L. Outlaw; Harvard School of Dental Medicine
HBGCC-Exhibit Hall C

3:50 – 4:10 p.m.
TLCD-090
Standardized Patient Selection Criteria to Introduce the Clinical Skills of Dental Implant Placement

Patient safety and effectiveness is critical to teaching implant placement to the recent dental school graduate. The new dental graduate generally has limited clinical experience in implant dentistry. A program has been developed in a residency setting that introduces the necessary skills and techniques to the new dental graduate. This program affords them the opportunity to learn within an educational environment and creates a method of learning that is progressive, beginning with the simple basic skills and continuing to the more complex procedures.

Presenter(s): William J. Stewart, D.D.S., M.P.H.; Long Island Jewish Health System
HBGCC-Exhibit Hall C
4:15 – 4:35 p.m.
TLCD-104
Are We Training Dentists to Treat Patients With Special Needs?
This presentation describes a novel competency examination designed to enhance predoctoral students’ abilities to assess patients with special health care needs (SHCN). As a component of a rotation in which the predoctoral students provide treatment to individuals with SHCN, this examination evaluates predoctoral students’ skills in informed consent, systems review and patient assessment. The objective is to train dentists who are competent and willing to treat individuals with SHCN, as well as to recognize and provide the appropriate referrals for patients who are outside the scope of their training.
Presenter(s): Timothy B. Followell, D.M.D., M.S.; The Ohio State University College of Dentistry
HBGCC-Exhibit Hall C

10:05 – 10:25 a.m.
NI-008
Avatar-Mediated Practice Scenarios to Evaluate Cross-Cultural Knowledge and Understanding.
This session outlines development and implementation of an innovative method for evaluating cross-cultural competency knowledge and clinical judgment skills of dental hygiene students. Details on how a validated inventory was embedded into Cross-Cultural Avatar-Mediated Practice Scenarios (CCAMPS) questions and best responses when testing students’ interactions with CCAMPS will be discussed. Information on instructional content will include a demonstration of modeled interactions between participants and a culturally diverse avatar patient. Research results of student learners’ response to the culturally diverse, fully animated avatars support the utility of CCAMPS and mixed methods research designs in dental hygiene education.
Presenter(s): Tara Newcomb, B.S.D.H, M.S.; Joyce M. Flores, M.S.; Amy Adcock, Ph.D.; Brett Cook, M.Ed.; Laurie Craigen, Ph.D.; Old Dominion University College of Health Sciences
HBGCC-Exhibit Hall C

10:30 – 10:50 a.m.
NI-009
Dental Students’ Perceived Value of Clinical Leadership Experiences
Clinical leadership experiences (CLEs), such as student peer mentoring, assist with professional development and career preparation. While such experiences have been studied extensively in nursing education literature, there is a gap in the literature regarding the perceived value held by dental students concerning CLEs. This study aimed to examine dental students’ perceived value of CLEs with the use of post-CLE questionnaires. The overall perceived value by D2 students for CLEs is high and for D4 students is neutral. Overall, the perceived value of this CLE program suggests that similar programs should be considered and/or expanded in pre-doctoral curriculums.
Presenter(s): Daniel Hammaker; Rachel Sheridan; Tracy L. de Peralta, D.M.D., Ph.D., FHEA; Mark Fitzgerald, D.D.S., M.S.; University of Michigan School of Dentistry
HBGCC-213 A

10:50 – 11:10 a.m.
NI-010
Are Dental Students Using the Most Optimal Study Techniques?
Research has elucidated the methods in which undergraduate students approach learning with implications
to enhance the learning process for dental students (Kar-picken et al. 2009). The proposed research examines how dental students at New York University College of Dentistry (NYUCD) approach studying to determine whether or not there is a correlation between favored study techniques and academic performance. Most notably, the research attempts to see if students use retrieval techniques when studying to enhance their academic performance. The presenters will describe the study and provide information about the results.

Presenter(s): R. Kamboj; Maureen McAndrew, D.D.S., M.S.Ed.; New York University College of Dentistry

11:20 – 11:40 a.m.
RT-007
Tobacco Use, Prevention and Cessation (TUPAC) Training and Education: Impact on Dental Hygiene Programs

Evidence that dental professionals can be effective in helping patients become tobacco free supports the Healthy People 2020 Objectives to increase tobacco screening and cessation counseling in dental settings. The literature documents practicing dental professionals’ lack of training in effective tobacco cessation skills as a significant barrier to incorporating TUPAC behaviors into routine care. This workshop presents the results of a survey assessing TUPAC education in Florida dental hygiene programs, including characteristics of programs, current practices and perceived barriers in providing cessation training, time invested in tobacco topics and directors’ outcome expectations regarding efficacy of the clinical guideline recommended interventions.

Presenter(s): Amy D. Cober, M.P.H.; Florida State University College of Medicine

11:25 – 11:45 a.m.
NI-011
Comparison of Flipped and Standard Classrooms in a Dental School Setting

This study compared student performance and overall student experience between a flipped and a standard classroom setting in a preclinical course. Flipped classroom sessions were preceded by lecture slides and video for students to watch beforehand. During class, students applied their knowledge by discussing case studies. Standard classrooms were lecture based. Student performance was assessed by comparing the percentage of correct answers in the two categories of exam questions—83.90% of students answered flipped classroom questions correctly while 82.27% answered standard classroom questions correctly. Interestingly, surveys revealed that although students thought flipped classrooms were a good idea in theory, many agreed the method was not practical or useful.

Presenter(s): Laura J. Shim; Paul Stark, M.S., Sc.D.; Yun Saksena, B.D.Sc., D.M.D., M.M.Sc.; Tufts University School of Dental Medicine

11:45 a.m. – 12:05 p.m.
NI-004
A Hybrid-Course in Diagnosis and Treatment-Planning

A series of clinical case studies are posted online (Blackboard Learn+ 9.1: Blackboard Inc.; Washington, D.C.). Students are assigned to groups of four or five, each with a “discussion board.” Using their critical-thinking skills, each group designs a treatment plan for their case and submits it to the course director. Afterwards, in small-group meetings, four groups discuss these treatment plans and cases with their comprehensive care group leader. A survey of the students (100 of 103 responded) revealed that majority (77 students, or 75% of the class) liked using Blackboard and many (55 students, or 53% of the class) agreed that the online discussions were helpful.

Presenter(s): Susan Roshan, D.D.S.; Texas A&M University Baylor College of Dentistry

Noon – 12:20 p.m.
NI-724
Student and Faculty Learning Styles Related to Student Preferences

Learning style data have been used by various institutions to maximize the efficiency and effectiveness of their curriculum. However, in order to maximize student’s learning potential, one must first investigate both student and faculty learning styles. By understanding how students prefer to learn new material and obtain new skills, faculty members can design curriculum that better match students’ learning styles. The specific objectives of the proposed study will test the null hypothesis by using Kolb’s Learning Style Inventory (LSI) and a short questionnaire. 144 students in the second year dental class and 90 full-time faculty members at the University of Detroit Mercy will be
asked to complete these assessments. The results of this study will provide important data about predominant learning styles of dental students. Faculty can use this information to develop strategies for accommodating different learning styles.

Presenter(s): Susan Ku, University of Detroit Mercy School of Dentistry
HBGCC-213 A

12:10 – 12:30 p.m.
NI-003
"Involve me and I learn:" Integrating Basic Science and Clinical Education

The University of Texas School of Dentistry at Houston implemented a new case-based course for DS1 students entitled Clinical Applications I in the fall of 2012. This course was designed to explore interesting and timely topics in dentistry related to basic science concepts presented in the Biomedical Science Core and Oral Biology I courses that ran concurrently. These three new courses were designed to coordinate with each other and foster integration of basic and clinical science knowledge and critical thinking. Clinical Applications I received strongly positive written evaluations by students and positive feedback in student focus groups.

HBGCC-Exhibit Hall C

12:35 – 12:55 p.m.
NI-007
More Face-time! Enacting Differentiated Instruction Principles in Flipped Classrooms

Students in all contexts differ in their readiness to learn, interests, study habits or experiences. In flipped classrooms, students learn content outside of the class, such as viewing recorded lectures, and spend in-class time interacting with peers and instructors to deepen learning. This model allows instructional design guided by principles of differentiated instruction, which emphasizes individual differences when planning teaching. In this poster, we will describe (i) the theoretical origin of differentiated instruction, (ii) flipped classrooms in dentistry using a technology-enriched learning environment and (iii) our conceptual-ization of a two-tailed model of differentiated instruction in the creation of two online mini-modules.

HBGCC-Exhibit Hall C

1:00 – 1:20 p.m.
NI-002
Measuring the Use of Evidence-Based Dentistry in Clinical Decisions

The presentation will review strategies and practices employed at the University of the Pacific Arthur A. Dugoni School of Dentistry to prepare students to use evidence-based dentistry in clinical decisions. The presentation will also highlight a newly introduced measure of EBD as part of students’ participation in Clinical Excellence Day.

HBGCC-Exhibit Hall C

1:25 – 1:45 p.m.
NI-005
IPE: Geriatric Interdisciplinary Team Competition (Memory Café)

The Houston Geriatric Education Center Interdisciplinary Team Competition is to challenge students from different disciplines to work together to evaluate, diagnose and treat complex elder issues; enhance students’ knowledge about other health sciences disciplines; and encourage an interdisciplinary approach to health care. Students compete for awards by responding to the case developed and judged by faculty. The task was establishing “Memory Café” programs for dementia patients in community centers in areas of cultural and ethnic diversity. It was scored on critical thinking skills, innovation, creativity and quality.

Presenter(s): June M. Sadowsky, D.D.S., M.P.H., FASGD, DABSCD; Donna P. Warren-Morris, RDH, M.Ed.; The University of Texas School of Dentistry at Houston
HBGCC-Exhibit Hall C

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The Impact of NBDE Grading Changes on Dental Students

The Joint Commission on National Dental Examinations announced that, as of January 1, 2012, they would no longer report numerical scores for the NBDE Part 1. This decision marks a significant departure from the ways in which dental students have historically been evaluated by predoctoral educators, specialty residency directors and the students themselves. This study used a survey-based approach to enroll 80% of U.S. dental schools in order to assess how the change to pass/fail grading of NBDE Part 1 impacted dental students’ study habits and perspectives on the pursuit of advanced dental specialty education.

Presenter(s): Adam P. Fagin; Sang Park, D.D.S.; T. Howard Howell, D.D.S.; Harvard School of Dental Medicine

Pipeline Program to Expose Disadvantaged Public School Students to Dentistry.

The Dental Imprint Program (DI) was developed by the University of Detroit Mercy School of Dentistry. This is a grassroots effort in the city of Detroit using an innovative approach to recruit potential disadvantaged and/or underrepresented minority students to consider a career in dentistry and to assist in overcoming barriers. Through a formal partnership with the Detroit Public School District, we aim to increase area middle- and high-school students’ knowledge of the dental admissions process, benefits of a diverse workforce and oral health care. Our programs seek to address oral health care work force disparities and positively impact access to care.

Presenter(s): Diane C. Hoelscher, D.D.S., M.S.; Deirdre D. Young, D.D.S., University of Detroit Mercy School of Dentistry
What are the driving forces on dental education costs and student borrowing?

Read the American Dental Education Association (ADEA) publication, *A Report of the ADEA Presidential Task Force on the Cost of Higher Education and Student Borrowing*, to understand the dental education costs and resulting student debt in the broader context of the rising cost of higher education.

- Explore the complex financial issues facing dental education programs and the resulting record levels of student indebtedness.
- Examine the potential impact student borrowing has on career decisions upon graduation and perceptions about the attractiveness of the dental professions.
- View data from dental school deans for an insider’s perspective on the ongoing pressures and challenges to maintain the stable financial position of a dental school.
- Understand recommendations related to the dual need to contain dental educational cost increases and reduce growth in student borrowing.

Download the full report and slide presentation for free today at www.adea.org/costandborrowing.
Creating change and innovative practices takes visionary leadership at all levels: administration, faculty and students. Although challenges are always present, strategic leadership has proven effective in fostering an environment that supports change and innovation. The results and lessons learned are instructive for all interested in being leaders of change in their own environment. This session will provide participants with an in-depth understanding of the progress and the process used to achieve major changes in higher education. The session will also provide an examination of fostering change and innovation through the lens of a university leader.
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kristen.golinvaux@zimmer.com  
www.zimmerdental.com  
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Educational Exhibitors

AAL [Booth 431]  
3565 Piedmont Road, NE  
Building 1, Suite 430  
Atlanta, GA 30305  
George Weinstein  
404-350-2098 Fax 404-350-2099  
gweinstein@aalgroup.org  
AAL partners with ADEA to provide the best in professional, personal and organizational growth and development. Our services are created for faculty and academic administrators who aspire, achieve and lead. Since 2005, we have assisted more than 200 higher education institutions, with a focus on dentistry and dental hygiene. We offer onsite programs and online classes with CEs, certificates and a master’s in Dental Education; courses customized for institutions; and academic teaching tools.

American Association for Dental Research (AADR) [Booth 910]  
1619 Duke Street  
Alexandria, VA 22314  
Carman O’Quinn  
703-299-8093 Fax 703-548-1883  
c oquinn@aadronline.org  
The American Association for Dental Research (AADR), headquartered in Alexandria, VA, is a nonprofit organization with nearly 4,000 members in the United States. Its mission is: (1) to advance research and increase knowledge for the improvement of oral health, (2) to support and represent the oral health research community and (3) to facilitate the communication and application of research findings. AADR is the largest Division of the International Association for Dental Research.

Healthcare Learning: Smile-on [Booth 803]  
19-21 Hatton Garden  
Treasure House  
London, EC1N 8BA  
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+44 0 207 400 8985 Fax +44 0 207 400 8988  
info@healthcare-learning.com  
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Margaret Mason, D.M.D.
718-630-8524 Fax 718-630-8714
mmason@lmcmc.com
Lutheran Medical Center, a Brooklyn, NY-based hospital, offers dental residency training programs in Pediatric Dentistry, Dental Anesthesiology, Endodontics, General Practice, Periodontics, Oral Facial Pain and Advanced Education in General Dentistry. Programs are sponsored throughout the United States and are based in a hospital environment as well as in community health centers.

Organization for Safety, Asepsis and Prevention (OSAP) [Booth 908]
P.O. Box 6297
Annapolis, MD 21401
Therese Long
410-571-0003
tlong@osap.org
OSAP is dentistry’s advocate for the safe and infection-free delivery of oral health care. OSAP offers science-based educational curriculum, toolkits, videos, seminars, advisory services and other resources for educators. Visit the OSAP booth for help with compliance, infection control content and more. OSAP is celebrating 30 years of commitment to dental safety.

University of California, San Francisco, School of Dentistry [Booth 218]
707 Parmassus Avenue, D4010
San Francisco, CA 94143
Rory DeShazer
415-476-1101
Rory.DeShazer@ucsf.edu
dentistry.ucsf.edu
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University of Missouri - Kansas City School of Dentistry [Booth 438]
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Exhibitors Participating in the Exhibitor Raffle

Each ADEA Annual Session & Exhibition registrant received a raffle card at registration in his or her conference bag. In order to participate in the Exhibitor Raffle, the card must be stamped by 20 exhibiting companies. Fully completed cards can be entered in the raffle for a chance to win prizes. Simply drop them in the raffle bin in the Exhibit Hall near the One ADEA Showcase. There are two opportunities to participate in the raffle—Sunday, March 16, 1:30 p.m. and Monday, March 17, 1:00 p.m.

The following exhibitors have generously donated to the raffle:

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Lutheran Medical Center
Organization for Safety, Asepsis and Prevention (OSAP)
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San Antonio Henry B. Gonzalez Convention Center Floor Plan

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Kids will spend 8 minutes decorating their little brothers.

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Brushing for two minutes now can save your child from severe tooth pain later. Two minutes, twice a day. They have the time. For fun, 2-minute videos to watch while brushing, go to 2min2x.org.
ADEA Curriculum Resource Center

Bring dental education to life! Enhance your course with the American Dental Education Association’s Curriculum Resource Center (ADEA CRC) teaching resources.

Access comprehensive, interactive, educational materials developed by leading experts using this state-of-the-art web portal. ADEA members have **FREE** access to high-quality teaching modules on topics such as:

- Dental Plaque Biofilm
- Erosion
- Dentin Hypersensitivity
- Periodontal Diseases and their Relationship with Overall Health
- Gingival Diseases
- Oral Health Care for Older Adults

ADEA CRC materials can be easily incorporated into faculty-developed courses, and content is reproducible for use in lectures and as handouts.

Each curricular resource contains content sections, an image gallery, a reference library, case studies, and course handouts.

Celebrating all dental educators and administrators who are Igniting Minds and Unlocking Potential of every student at the 2015 ADEA Annual Session & Exhibition. Dental educators are critical to students’ success because of the knowledge and expertise they share with students. Faculty help instill in students a passion for dentistry and a sense of caring for patients. Each student is prepared for a professional life in dentistry because of the dental educators who guide and support them as they strive to meet their goals.

Each student brings to their dental education a unique set of life experiences and educational background. Join your colleagues at the 2015 ADEA Annual Session & Exhibition as we explore how dental educators ignite the minds and unlock the potential in each student, guiding them and preparing them for a rewarding career in the caring profession of dentistry.