CALL FOR PROGRAMS

2012 ADEA Annual Session & Exhibition

In conjunction with the Association of Canadian Faculties of Dentistry
L'Association des Facultés Dentaires du Canada

March 17-21, 2012, Orlando, Florida

For more information, visit www.adea.org

2011 ADEA Annual Session & Exhibition

In conjunction with the Association of Canadian Faculties of Dentistry
L'Association des Facultés Dentaires du Canada

Interprofessional Education:
Teaching and Learning Together for Better Health

March 12-16, 2011
San Diego, California
COUNTLESS SOLUTIONS

CONTACT A MEMBER OF OUR TEAM TODAY

Jason Budnik – Midwest/Northeast
480.242.6346
Marla Mattinson – West
858.444.5364

Pete Muntan – South
770.335.5293
Kathryn Reintjes – Central/Mid-Atlantic
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Aug. 18-21, 2011
PHASE TWO
Oct. 21-23, 2011

American Dental Education Association
Academy for Academic Leadership
The Nexus of Leading and Learning

“The ITL has exceeded my expectations. It has helped me to focus my new career path.”
— Jennifer L. McElroy, DDS
University of Louisville School of Dentistry

PHOTO: LURIE SCHOOL OF DENTISTRY
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Greetings

Dear ADEA Members and Friends:

On behalf of the ADEA Board of Directors, welcome to San Diego, California, for the 2011 ADEA Annual Session & Exhibition. We are thrilled you are able to join us at this exciting event.

Each year, the ADEA Annual Session & Exhibition offers ADEA members, friends, and exhibitors the opportunity to collectively share their knowledge and learn from one another. Our theme this year, “Interprofessional Education: Teaching and Learning Together for Better Health,” examines the idea that future health care needs of the public will best be met through team–based, patient–centered care. Interprofessional education (IPE) involves students and faculty of all health professions working in close collaboration, creating an atmosphere of mutual understanding and respect that can be linked to a higher quality of patient care. Professional collaboration is the key to disease prevention, maintenance of health and, ultimately, optimal care.

We challenge you to envision this very different scenario, both for yourself and for ADEA. What can we create from our relationships, viewpoints, and communications that will enhance our roles as educators, administrators, and caregivers of the future?

Throughout the course of these next few days, we will also take the time to enjoy the opportunity to honor significant achievements among our colleagues at the William J. Gies Awards for Vision, Innovation, and Achievement. The wide array of educational programs offered will energize us, providing new avenues of thought and approaches to education and research, and opening up opportunities to network and share ideas.

ADEA has grown in stature to be widely recognized as the Voice of Dental Education, representing and serving the dental education community. As we open our 88th annual gathering, we will not only challenge ourselves and each other, but continue to blaze a new trail in health professions education.

Sandra C. Andrieu, Ph.D., M.Ed., ADEA President

Dear ADEA Members and Friends:

On behalf of the ADEA Annual Session Program Committee, I am honored to join President Andrieu in welcoming you to the 2011 ADEA Annual Session & Exhibition here in San Diego, California.

The pages that follow give you a sense of the scope and variety of ADEA programming for this year’s event. While it is always difficult to choose among the variety of Faculty Development Workshops, Section and SIG programs, Symposia, Lunch & Learns, and other special events, a few key scheduling changes should make 2011 your most memorable ADEA Annual Session & Exhibition—especially if it is your first! All of the programs and events reflect an enormous array of issues, many centering on this year’s theme of “Interprofessional Education: Teaching and Learning Together for the Future.” They also share immediate relevance to dental education and research, health professions, and patient care.

Don’t forget to reserve time to visit the Exhibit Hall at the San Diego Convention Center, which contains the ADEA TechExpo, Poster Presentations, Collaboration Lounge, New Idea Sessions, and exhibitor booths. We also encourage all to find the time to attend governance activities such as the meetings of ADEA’s seven Councils and the ADEA House of Delegates.

You will be busy here in San Diego, and the ADEA Annual Session Program Committee looks forward to welcoming you once you arrive and assisting you during your stay.

John R. Gallo III, D.D.S., M.S., Chair, ADEA Annual Session Program Committee
January 26, 2011

Greetings:

On behalf of all San Diegans, I’m pleased to welcome the 2011 American Dental Education Association Annual Session & Exhibition to the Manchester Grand Hyatt San Diego and the San Diego Convention Center.

The American Dental Education Association has demonstrated its commitment to excellence through its success in making oral health a national priority. I applaud your efforts and hope this opportunity to share your knowledge and success stories with your colleagues from around the globe will prove valuable to your cause.

While you are here, I hope you’ll make time to take advantage of our city’s outstanding amenities and easy-going lifestyle. In addition to our hospitable climate, San Diego has first-class arts and culture, fine dining and attractions such as SeaWorld San Diego, the San Diego Zoo, Balboa Park and Legoland California.

Best wishes for a productive meeting and an enjoyable stay in San Diego!

Sincerely,

JERRY SANDERS
Mayor
The American Dental Education Association thanks the many individuals who contributed to planning and supporting the activities of the 2011 ADEA Annual Session & Exhibition.

The 2010–11 ADEA Annual Session Program Committee consists of the following members:

Dr. John R. Gallo, Ill, Chair, Louisiana State University; Dr. Marilyn W. Woolfolk, Chair–elect, University of Michigan; Dr. Sandra C. Andreou, ADEA President, Louisiana State University; Dr. Leo E. Rouse, ADEA President–elect, Howard University; Dr. Lily T. Garcia, University of Texas Health Science Center at San Antonio; Prof. Trish Numm, Texas Women’s University; Dr. Bob Rashid, The Ohio State University; Dr. N. Sue Seale, Baylor College of Dentistry; Dr. R. Lamont MacNeil, University of Connecticut; Dr. Sheila H. Koh, University of Texas Health Science Center at Houston Dental Branch; Ms. Tammy Mams, Dental Services Group; Ms. Kavita Patel, The Ohio State University; Dr. Randy Mazurat, University of Manitoba.

We would also like to acknowledge Dr. Muhammad Wali, coordinator of the ADEA TechExpo, and Dr. Bob Rashid, Dr. Kavita Patel, and Prof. Gail Childs, coordinators of the poster presentation abstract review process.

The following people assisted in peer review for submissions for the 2011 ADEA Annual Session & Exhibition. We thank them for their effort to create educational programming that meets the needs of ADEA members and the dental education community.

Dr. Hoda M.A. Abdellatif, Baylor College of Dentistry; Dr. Amit Acharya, Marshfield Clinic; Dr. Shawn S. Adibi, University of Texas Health Science Center at Houston; Dr. Jolanta Aleksejejunite, The University of British Columbia; Dr. Ibtisam H. Al–Hashimi, Baylor College of Dentistry; Thikriat Al–Jewair, University at Buffalo; Prof. Veerasaathurphu Allareddy, Harvard School of Dental Medicine; Dr. Praveen R. Arany, Harvard School of Dental Medicine; Dr. Diego M.A. Ardenghi, McGill University; Dr. Sarita Arteaga, University of Connecticut; Dr. Lynn D. Austin, Western Kentucky University; Dr. Richard W. Ballard, Louisiana State University; Dr. Flares Baratto Filho, Universidade Positivo; Mr. Larry Bates; Dr. Linda S. Behar–Hornstein, University of Florida; Ms. Ulrike Beir; Dr. Sompop Benchart, University of North Carolina at Chapel Hill; Dr. Daniel J. Bender, University of Pacific Arthur A. Dugoni School of Dentistry; Dr. Susan Bridges, Hong Kong University; Dr. Jennifer K. Brueckner, University of Kentucky; Dr. Gerald C. Brundo, Creighton University; Dr. Phil M. Buchanan, University of the Pacific Arthur A. Dugoni School of Dentistry; Prof. Alison Bullock, Cardiff University; Ms. Martha M. Bushong, Mr. Gerard Byrne, University of Nebraska Medical Center; Dr. Amber Callis, University of Texas Health Science Center at Houston; Dr. Dolores Cannella, Stony Brook University; Dr. David P. Cappelli, University of Texas Health Science Center at San Antonio; Mr. Scott R. Cardall, Harvard School of Dental Medicine; Dr. Jane P. Casada, University of Louisville; Ms. Dianne S. Chadbourne, Massachusetts College of Pharmacy and Health Sciences; Dr. (Joe) Kai–Chiao J. Chang, University of Detroit Mercy; Dr. Amit Chattopadhyay, University of Kentucky; Dr. Deepika Chugh, University of Toronto; Prof. Gail S. Childs, University of Florida; Prof. Wanda J. Cleft, Central Community College; Dr. Marie A. Collins, Medical College of Georgia; Dr. David A. Covell, Jr., Oregon Health & Science Center; Prof. Lynette K. Cramen, Vancouver College of Dental Hygiene; Ms. Evelyn J. Cuny, University of Pacific Arthur A. Dugoni School of Dentistry; Ms. Camila da Silva Goncalo, Mr. Scott Dalhouse, American Academy of Pediatric Dentistry; Dr. William D. Davenport, Jr., University of Nevada, Las Vegas; Dr. Cosmo V. Davenport, Jr., Oregon Health & Science University; Dr. R. Lamont MacNeil, University of Connecticut; Dr. Sheila H. Koh, University of Texas Health Science Center at Houston Dental Branch; Ms. Tammy Mams, Dental Services Group; Ms. Kavita Patel, The Ohio State University; Dr. Randy Mazurat, University of Manitoba.

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We would also like to acknowledge Dr. Muhammad Wali, coordinator of the ADEA TechExpo, and Dr. Bob Rashid, Dr. Kavita Patel, and Prof. Gail Childs, coordinators of the poster presentation abstract review process.

The following people assisted in peer review for submissions for the 2011 ADEA Annual Session & Exhibition. We thank them for their effort to create educational programming that meets the needs of ADEA members and the dental education community.
Convenion Information

The 2011 ADEA Annual Session & Exhibition takes place in two locations:
Manchester Grand Hyatt San Diego (HY)
1 Market Place
San Diego, California
619–232–1234
www.manchestergrand.hyatt.com
San Diego Convention Center (CC)
111 West Harbor Drive
San Diego, California
www.visitsandiego.com

Banking

There are ATMs in both the Hyatt and the Convention Center. There are also several banks within walking distance of the Hyatt; the closest is a Bank of America branch located at 3665 North Harbor Drive, between the Hyatt and Convention Center.

The Hyatt also offers a currency exchange service at the front desk for those arriving from overseas.

Food Options

$ – entrees under $10
$5 – entrees between $10 and $20
$55 – entrees over $25

The San Diego Convention Center contains three separate Starbucks operations and eight concession stands located throughout the Exhibit Halls. Area restaurant information and concierge service may be obtained in the Convention Center lobby.

These restaurants are located within the Manchester Grand Hyatt. Reservations can be made by calling the Hyatt concierge or booking online through the hotel’s website.

Ann Marie’s Coffee House – $
Offering both indoor and outdoor seating on the boardwalk, Ann Marie’s serves a variety of lattes, blended mochas, espresso, Starbucks Coffee, specialty crafted teas, ice cream, gelato, pastries, sandwiches, and salads.

Lael’s Restaurant – $$
Known for its decadent breakfast buffet every morning, featuring fresh scrambles, omelets, pastries, crispy bacon, and much more, Lael’s is open until 11:00 a.m. Monday through Friday and noon on weekends.

Redfield’s Deli – $$
From deli-fresh sandwiches and gourmet soups, to ready-made salads, fresh-baked pastries, piping hot coffee, and espresso beverages, Redfield’s Deli has a delicious selection of on-the-go options. Also offers Wi-Fi access for a fee.

Sally’s Seafood on the Water – $$$
Fresh seafood, charm, and panoramic views of San Diego Bay create an institution in Southern California seafood. Open for lunch and dinner.

There are several dining options located along the San Diego Waterfront, including:

The Fish Market – $$
Experience casual dining amidst the many moving parts of a bustling seafood house, with an extensive seafood menu. A separate upstairs, upscale restaurant offers an expanded wine list, distinctive desserts, and additional seafood specialties. 619–232–3474

Kansas City Barbeque – $
Known not just for its great food served in a casual setting, this barbeque and bar was also the site of two bar scenes in the movie “Top Gun.” 619–231–9680

Roy’s Restaurant – $$$
European techniques and Asian cuisine meet Hawaiian hospitality to create a fine dining experience. 619–239–7697

Tin Fish – $
This “little neighborhood fish joint” sits only steps from the Convention Center and offers quality fare for everyone’s taste. 619–238–8100

Transportation

There are several shuttle companies available at the San Diego International Airport that service the Manchester Grand Hyatt. The approximate cost for a one-way trip is $8. An Express Shuttle is available with reservations (800–900–7433 or 619–591–0303).

Taxi service is available on a first-come, first-served basis. The approximate cost of a trip between the airport and the Hyatt is $12.

A Hertz Rental Car desk is located in the lobby of the Manchester Grand Hyatt for those wishing to rent a car during their stay. The San Diego Trolley provides access to several locations and attractions in downtown San Diego; the nearest trolley stop is across the street from the Hyatt.

While the San Diego Convention Center is within a 10-minute walk from the Grand Hyatt, ADEA provides shuttle bus service between the two locations. The bus operates on a continuous loop every 20 minutes.

Wireless Access

Internet access is available at the Manchester Grand Hyatt (wired or wireless) for a fee. You may connect via hard line at the Convention Center in the ADEA Connect & Collaborate Lounge in Exhibit Hall D.
Zimmer Institute Tour

On Saturday, March 12, ADEA members are invited to tour the Zimmer Institute. Transportation will be provided, and heavy hors d’oeuvres and refreshments will be served at the institute. Please board buses at the Hyatt at 6:00 p.m. Attendance is by invitation only. Please contact Angela Kelly of Zimmer Dental at 760-918-3349 or angela.kelly@zimmer.com to secure your space.

Highlights of the tour will include the new Dental Implant Case Studies and Station Examination Series, with cases and accompanying examination station questions and materials, all used in course development and for OSCE-type evaluations. Also included is the Zimmer Institute Simulated Patient Surgical and Restorative Lab, where faculty develop their own courses by selecting from multiple simulated patients with medical and dental history, imaging data, mounted diagnostic casts, electronically sensitive inferior alveolar nerves, and much more. Finally, a guided tour will take you directly onto the manufacturing floor of Zimmer’s Dental Division global headquarters as implants are manufactured.

Continuing Education Credits

The American Dental Education Association is an ADA CERP Recognized Provider. ADA 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.

Continuing Education (CE) credits are earned by attending sessions in their entirety and completing the evaluation process for those sessions. Sessions added to your schedule using the Personal Scheduler will appear in your online evaluation form, but must first be evaluated in order to obtain CE credit. All other sessions will be listed by date and time, or can be searched by session name, speaker, and/or date. All sessions are listed by date and time offered. The deadline to complete the evaluation and print a PDF of your CE Letter of Verification is Monday, May 3, 2011. The evaluation and CE Letter of Verification is an electronic-only process.

Concerns or complaints about a CE provider may be directed to ADEA CERP at www.ada.org/goto/cerp, or to ADEA at 202-289-7201.

Questions concerning completing the evaluation process and/or receiving a CE Letter of Verification may be directed to the ADEA Registrar at 800-606-9031 or 514-228-3001.

For Your Information

Registration Open

The Registration Booth is located in the Manchester Grand Hyatt – Elizabeth Foyer.

Friday, March 11 .................................3:00 – 6:00 p.m.
Saturday, March 12 ..............................7:00 a.m. – 5:00 p.m.
Sunday, March 13 ..............................7:00 a.m. – 5:00 p.m.
Monday, March 14 ..............................7:00 a.m. – 5:00 p.m.
Tuesday, March 15 .............................8:00 a.m. – 4:00 p.m.

ADEA House of Delegates Booth and Information Booth Open

The ADEA House of Delegates Booth and Information Booth is located in the Manchester Grand Hyatt – Elizabeth Foyer.

Friday, March 11 .................................3:00 – 6:00 p.m.
Saturday, March 12 ..............................7:00 a.m. – 5:00 p.m.
Sunday, March 13 ..............................7:00 a.m. – 5:00 p.m.
Monday, March 14 ..............................7:00 a.m. – 5:00 p.m.
Tuesday, March 15 .............................8:00 a.m. – 4:00 p.m.
Wednesday, March 16 (Information Booth only).........................8:00 a.m. – noon

Exhibit Hall Open (including Posters)

Convention Center Exhibit Hall D

Monday, March 14 .......................Noon – 3:00 p.m.
Tuesday, March 15 .......................Noon – 3:00 p.m.

Social Media

Follow ADEA on Twitter (www.twitter.com/adeaweb) and Facebook for the latest news about dental education.

We want to hear from you. Use the Twitter hashtag #adeaannual at the 2011 ADEA Annual Session & Exhibition to tell everyone about an event or session, or to connect with like-minded colleagues. Share your photos and videos on Flickr: www.flickr.com/photos/american-dental-education-association/

The following special events will occur within the Exhibit Hall

The ADEA Connect and Collaborate Lounge will be located in the Exhibit Hall on Monday, March 14, from noon to 3:00 p.m.

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 to 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.

The exciting, short New Idea Sessions are now located in the Exhibit Hall. Visit them for an energizing experience that matches well with the innovative products and ideas found in the exhibits.

See live presentations of free MedEdPORTAL teaching resources by 21 dental educators. Noon to 3:00 each day.

Posters will be presented on Monday, March 14, and Tuesday, March 15, between 12:30 and 2:00 p.m. See page 60 for a complete list of poster presentations each day.
Many sessions at the 2011 ADEA Annual Session & Exhibition examine how the fundamentals of academic dentistry (education, research, service and patient care) are balanced by different institutions. Don’t miss these important sessions that focus specifically on the role of research in today’s dental schools.

**Saturday, March 12**

2:30 – 4:00 p.m.
Section Program: Teaching Faculty How to Conduct Clinical Research Utilizing Interprofessional Collaboration for Organization of a Clinical Trials Course (p. 45)

**Sunday, March 13**

12:30 – 1:30 p.m.
Lunch and Learn #42 (Ticketed)
COHRI: Linking Resources for Better Research, Education, and Patient Care (p. 28)

**Monday, March 14**

2:00 – 2:20 p.m.
New Idea Session: A Toolkit for Clinical Research (p. 54)

**Tuesday, March 15**

10:00 a.m. – noon
ADEA Presidential Symposium
Point/Countpoint: The Profession Should/Should Not Encourage the Establishment of New Dental Schools (p. 32)

At the MedEdPORTAL Oral Health Teaching Resource Showcase on Monday and Tuesday in the Exhibit Hall, come learn about how you can use these and other free teaching resources that have been peer reviewed and published in MedEdPORTAL:

**Monday, March 14**

Crown Preparation Tutorial
Oral Health Management of Pregnant Dental Patients
Thorax Virtual Anatomy Lab for Pre–Professional Health Sciences Students
Cephalometrics: A Student Guide
Manual for Preclinical Removable Pros: Complete Dentures
Advanced Simulation Clinic Orientation
Temporal Bone Module
Head, Neck and Oral Cancer Exam
Cast Removable Partial Denture Rubric
Gallery of Prosthodontic Procedural Technique Videos
Introduction to Effective Communication Skills

**Tuesday, March 15**

Case–based Direct Composite Resin Veneers
Integrative Knowledge Portfolio Process
Teaching Critical Thinking, Reading the Scientific Literature
Ectodermal Dysplasia (Emily)
Self Directed Review of Anatomy Related to Local Anesthesia
Down Syndrome (Thomas)
Class I Amalgam
Hanau Articulator
Dentistry Case Simulator; Amelogenesis Imperfecta

See page 80 for more information!

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**Special Events**

**ADEA Workshop and Recruitment Fair for Predental Students and Advisors**
Saturday, March 12
9:00 a.m. – 2:30 p.m.
CC– 6 A–F

**SoTLfest Ongoing**
ADEA Scholarship of Teaching and Learning (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 participation in this track. To be eligible for an ADEA SoTLfest Certificate of Recognition, you must pre-register for and attend one of two required Symposia and three other SoTLfest–designated events.

**ADEA Curriculum Resource Center Presentation**
Saturday, March 12
9:00 – 10:00 a.m.
HY – Edward Section C
Learn more about ADEA’s new state-of-the-art web portal for timely research and the latest dental educational resources. The ADEA Curriculum Resource Center is a collection of high-quality learning materials that can be easily incorporated into faculty-developed courses. It brings together images, case studies, and original sources within the context of critical topics in dental education.

The ADEA CRC is free and currently available to faculty who are ADEA members. There are no restrictions on the use of ADEA CRC materials for teaching and learning. Meet with ADEA staff to find out about access, use, and more. The ADEA CRC booth will also be open in the Exhibitor Hall in the Convention Center on Monday, March 14 and Tuesday, March 15 from noon to 3:00 p.m.

**Welcome Reception**
Saturday, March 12
5:00 – 6:30 p.m.
HY–Douglas Pavilion Section BC

**ADEA Legislative Leadership Dinner (Sponsored by Sunstar Americas, Inc.) (By invitation only)**
Saturday, March 12
6:30 – 10:00 p.m.
Hyatt– Molly AB
(Invites: ADEA LAC members and Bruce Legislative Fellows)

Through the generosity and support of Sunstar Americas, Inc., the Legislative Leadership Dinner is held each year to honor members of the ADEA Legislative Advisory Committee (ADEA LAC) and Bruce Legislative Fellows for their advocacy efforts at the federal level on behalf of dental education and the oral health of the nation.

**Invited Guest Breakfast (By invitation only)**
Sunday, March 13
7:00 a.m.
Hy–Emma A–C

**ADEA/Sunstar Americas, Inc. Harry W. Bruce, Jr. Legislative Fellowship Selection Committee Breakfast (By invitation only)**
Sunday, March 13
7:00 – 8:00 a.m.
Convention Center – 13
The 18th Surgeon General of the United States, Dr. Regina M. Benjamin provides the public with the best scientific information available on how to improve their health and the health of the nation. She also oversees the operational command of 6,500 uniformed health officers who serve in locations around the world to promote, protect, and advance the health of Americans.

In 1995, Dr. Benjamin was the first physician under the age of 40 and the first African–American woman to be elected to the American Medical Association Board of Trustees. She was also the first African American woman to become president of a state medical society in the United States when she became President of the Medical Association State of Alabama in 2002.

With numerous awards, leadership positions, and board memberships, Dr. Benjamin is nationally recognized for her business acumen and humane approach to preventive medicine. ADEA members are invited to engage in dialogue with the U.S. Surgeon General, who will discuss the opportunities continuing to unfold for women and minorities as well as the challenges faced on her own path to achievement.

Frans Johansson is the founder of both a medical device company and a software company, as well as the author of The Medici Effect: Breakthrough Insights at the Intersection of Ideas, Concepts and Cultures. His book explores how innovation happens when people look beyond their expertise and put resources together in new combinations. It was named a “Top 10 Business Book of the Year” by Amazon.com and one of the “Best Books on Innovation” by BusinessWeek.

Mr. Johansson will take attendees on a journey to “The Intersection,” a place where ideas collide to ignite extraordinary innovation. He will show the results of collaboration among people with diverse experiences, skills, expertise, perspectives, backgrounds, and cultures, and help attendees understand what they need to do to break down silos and bring out the best everyone has to give.

Mr. Johansson has lived his life at The Intersection; he was raised in Sweden by his African–American–Cherokee mother and Swedish father. Mr. Johansson earned a B.S. in Environmental Science at Brown University and an M.B.A. at Harvard Business School.

The ADEA/Sunstar Americas, Inc. Harry W. Bruce, Jr. Legislative Fellowship will be announced during the ADEA Political Spotlight plenary session on Monday, March 14.

### Morning Refreshments

Sunday, March 13
7:15 – 7:45 a.m.
HY–Elizabeth Foyer

### ADEA Opening Ceremony with Awards and Plenary Session, featuring Frans Johansson, M.B.A., author of The Medici Effect: Breakthrough Insights at the Intersection of Ideas, Concepts and Cultures (sponsored by the ADEA Corporate Council)

Sunday, March 13
8:00 – 9:30 a.m.
HY–Elizabeth A–E

Speaker: Frans Johansson, M.B.A.

Frans Johansson is the founder of both a medical device company and a software company, as well as the author of The Medici Effect: Breakthrough Insights at the Intersection of Ideas, Concepts and Cultures. His book explores how innovation happens when people look beyond their expertise and put resources together in new combinations. It was named a “Top 10 Business Book of the Year” by Amazon.com and one of the “Best Books on Innovation” by BusinessWeek.

Mr. Johansson will take attendees on a journey to “The Intersection,” a place where ideas collide to ignite extraordinary innovation. He will show the results of collaboration among people with diverse experiences, skills, expertise, perspectives, backgrounds, and cultures, and help attendees understand what they need to do to break down silos and bring out the best everyone has to give.

Mr. Johansson has lived his life at The Intersection; he was raised in Sweden by his African–American–Cherokee mother and Swedish father. Mr. Johansson earned a B.S. in Environmental Science at Brown University and an M.B.A. at Harvard Business School.

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

Sunday, March 13
5:00 – 6:30 p.m.
HY–Litrenta Foyer

### An Evening Plenary on Gender Issues: ADEA Discourse & Dessert, featuring Regina M. Benjamin, M.D., M.B.A., the 18th Surgeon General of the United States (Ticketed event; sponsored by Johnson & Johnson Consumer Healthcare Products, Division of McNEIL–PPC Inc.)

Sunday, March 13
8:00 – 10:00 p.m.
HY–Elizabeth AB

Speaker: Regina M. Benjamin, M.D., M.B.A.

The 18th Surgeon General of the United States, Dr. Regina M. Benjamin provides the public with the best scientific information available on how to improve their health and the health of the nation. She also oversees the operational command of 6,500 uniformed health officers who serve in locations around the world to promote, protect, and advance the health of Americans.

With numerous awards, leadership positions, and board memberships, Dr. Benjamin is nationally recognized for her business acumen and humane approach to preventive medicine. ADEA members are invited to engage in dialogue with the U.S. Surgeon General, who will discuss the opportunities continuing to unfold for women and minorities as well as the challenges faced on her own path to achievement.

Frans Johansson is the founder of both a medical device company and a software company, as well as the author of The Medici Effect: Breakthrough Insights at the Intersection of Ideas, Concepts and Cultures. His book explores how innovation happens when people look beyond their expertise and put resources together in new combinations. It was named a “Top 10 Business Book of the Year” by Amazon.com and one of the “Best Books on Innovation” by BusinessWeek.

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Mr. Johansson has lived his life at The Intersection; he was raised in Sweden by his African–American–Cherokee mother and Swedish father. Mr. Johansson earned a B.S. in Environmental Science at Brown University and an M.B.A. at Harvard Business School.

### ADEA Political Spotlight and Plenary Session, featuring political strategist and analyst Michael E. Murphy

Monday, March 14
8:00 – 9:30 a.m.
HY–Elizabeth A–E

Speaker: Michael E. Murphy

A political strategist and analyst, Michael E. Murphy has been called the leader of a “new breed” of campaign consultants by Congressional Quarterly. Mr. Murphy has handled strategy and advertising for more than 26 successful senatorial and gubernatorial campaigns. In the past decade, he has advised Senator John McCain, Governor Mitt Romney, and California gubernatorial candidate Meg Whitman.

Mr. Murphy frequently appears on NBC’s “Meet the Press” and National Public Radio’s “All Things Considered.” In addition to his campaign work, Mr. Murphy also advises corporations and interest groups ranging from the Miami Heat to the U.S. Chamber of Commerce.

Mr. Murphy attended the Edmund Walsh School of Foreign Service at Georgetown University. In 2001, he was an Institute of Politics Fellow at Harvard’s John F. Kennedy School of Government.

### ADEA Connect and Collaborate Lounge

Monday, March 14
Noon – 3:00 p.m.
CC – Exhibit Hall D

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

Monday, March 14
6:00 – 9:00 p.m.
HY–Elizabeth A–E

The William J. Gies Awards for Vision, Innovation, and Achievement (The Gies Awards) are the pre-eminent recognition of exceptional contributions to support oral health and oral health education around the world. The Gies Awards are an annual program of the ADEAGies Foundation. Tickets for the event are available at Registration.
Ms. Kamenetz’s Village Voice series was published as the book Generation Debt: The New Economics of Being Young, which posits that young people face unique and unprecedented economic challenges. Her most recent book, DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education, explores how technological innovations will challenge fundamental assumptions of the U.S. higher education system.

Ms. Kamenetz will draw on her generation-specific experience and broad research, offering attendees insight into rising educational costs, debt load, technology use, work–life balance, and career passion. She is a graduate of Yale University.

2011 ADEAGies/ADR Academic Dental Careers Fellowship Program Reception
Tuesday, March 15
5:00 – 6:00 p.m.
HY–Elizabeth Ballroom Section F

ADEA President’s Reception (By invitation only; sponsored in part by Zimmer Dental)
Tuesday, March 15
7:00 – 9:00 p.m.
HY–America’s Cup

Spotlight on New Information from ADEA
Growing Our Own/Future Dental Faculty Training Session
Friday, March 11
8:30 a.m. – 1:30 p.m.
HY–Edward A–C

Lessons Learned: Dental Student Outreach Program and Explore Health Careers Mentoring and Social Networking Website
Sunday, March 13
10:00 – 11:00 a.m.
CC–5A

Monday, March 14
10:00 – 11:30 a.m.
HY–Elizabeth Ballroom Section F

In September 2009, the ADEA Board of Directors approved the creation of the ADEA Task Force on the Education of Oral Health Professionals in Emerging Workforce Models. In January 2010, the Board appointed members to the Task Force and articulated its charge: To enunciate a set of principles to guide the educational preparation of oral health professionals in emerging workforce models.

Having met in April, May and December 2010, the Task Force has completed its work. The document that resulted is the ADEA Guiding Principles for the Education of Oral Health Professionals in Emerging Workforce Models. The report has been approved by the ADEA Board of Directors and will come before the ADEA House of Delegates for review and approval at the closing session of the House of Delegates on Wednesday, March 16. ADEA encourages institutions, organizations, and policymakers that are designing new workforce models to incorporate the ADEA Guiding Principles into their planning and decision-making. This session will outline and describe the Principles and the process through which the Principles were vetted among ADEA members.

James J. Koelbl, ADEA Task Force on the Education of New Oral Health Professionals; Susan J. Crim, American Dental Education Association

ADEA AADSA, PASS and CAAPID: Moving Toward a Paperless Process Part 2
Monday, March 14
10:30 a.m. – 12:30 p.m.
HY–Elizabeth Ballroom Section H

Trends in Dental Education: Three Things People Should Know
Monday, March 14
1:30 – 2:30pm
CC–9

Researchers from the American Dental Education Association Center for Educational Policy and Research (ADEA CEPR) will present audience members with an informative and insightful presentation covering key areas of importance to dental education. Every year CEPR publishes numerous reports analyzing data collected by ADEA from dental schools. This session will provide focused analysis on the three major trends in dental education based on the latest data available. Topics covered will be timely and will focus on dental school student applicant and enrollment trends, graduating dental seniors’ attitudes and opinions, and faculty salary and vacancy trends.

Eugene L. Anderson and Gloria Gonzalez, American Dental Education Association

Monday, March 14
2:00 – 3:30 p.m.
HY–Edward Section A

The Affordable Care Act (P.L. 111–148), the health care reform legislation that was signed into law by President Barack Obama on March 23, 2010, includes more than two dozen provisions of significance to academic dental institutions and oral health. The law and how it is implemented will affect dental, allied dental, and certain advanced dental education programs. This session will review the oral health provisions and provide an up-to-date overview of the implementation process.

Speaker: Jack Bresch, American Dental Education Association

Update on the Interprofessional Professionalism Collaborative
Monday, March 14
2:00 – 5:00 p.m.
CC–14A

Special Open Session: CODA’s New Predoctoral Accreditation Standards: What Everyone Should Know
Monday, March 14
4:00 – 5:00 p.m.
HY–Elizabeth Ballroom Section F

On August 6, 2010, the Commission on Dental Accreditation (CODA) passed the
The ADEA House of Delegates consists of the Board of Directors and voting members of the Association’s seven councils. Delegates unable to attend a House session or who serve in the House in two or more positions (e.g., as a member of the Council of Faculties and Council of Sections) may appoint designates to represent them according to the foregoing guidelines. Delegates must notify the ADEA office prior to the ADEA Annual Session & Exhibition if a designate is required and provide the name of the designate.

**Opening Session of the ADEA House of Delegates**
Saturday, March 12
4:00 – 5:00 p.m.
HY–Elizabeth Ballroom Section A–E

**ADEA Reference Committee Hearing on Association Policy**
Monday, March 14
2:00 – 3:00 p.m.
HY–Douglas Pavilion Section A

**ADEA Reference Committee Hearing on Administrative Affairs**
Tuesday, March 15
1:00 – 2:00 p.m.
HY–Edward AB

**Closing Session of the ADEA House of Delegates**
Wednesday, March 16
Noon – 1:00 p.m.
HY–Elizabeth Ballroom Section A–E

**Joint AADR/ADEA Symposium: Will Dental Institutions Lead Dental and Craniofacial Research in the Future?**
Wednesday, March 16, 2011
3:15 – 4:45 p.m.
San Diego Convention Center, Room 25AB

Research is the fundamental underpinning of the dental profession. In the United States, several new dental schools (emerging or in the planning stages) emphasize clinical teaching and community service as a partial answer to the dental workforce shortage or maldistribution. Concurrent to this trend is the fact that a higher percentage of NIDCR’s extramural funds go outside of academic dental institutions.

These two trends have caused some disquiet among the dental research and dental education community. Many question the future of dental and craniofacial research, how it will be funded, and where it will be conducted.

The purpose of this symposium is to review recent funding trends from the NIDCR’s extramural research portfolio. The role of dental research in advancing the profession will be reviewed, as well as challenges for even research-intensive schools in obtaining NIH funding in the predicted austere financial environment, where grant success rates are falling below 20 percent. The perspective from the newer schools, as consumers of dental research and producers of a broader definition of scholarly activity, will also be considered. Finally, the role of dental research and scholarly activity in dental education and accreditation will be reviewed. While this AADR–ADEA joint symposium focuses on specific U.S. issues, the implications for dental research and dental education globally will be clear.

Presentations:
- Trends in dental research funding to dental institutions
  Isabel Garcia, D.D.S., M.P.H., NIH/NIDCR
- The role of research intensive dental school in advancing the profession
- The challenge to make research-intensive dental schools more competitive for NIH funding
  John D.B. Featherstone, M.Sc., Ph.D., University of California, San Francisco
- A view from the new schools
  Dominick P. DePaola, D.D.S., Ph.D., Nova Southeastern University
- Dental research and other scholarly activity in dental education and accreditation
  Cecile A. Feldman, D.M.D., M.B.A., University of Medicine and Dentistry New Jersey
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Richard W. Valachovic, D.M.D., M.P.H.
Executive Director
March 13, 2011
5:00 p.m. – 6:00 p.m.
Higher Education President’s Symposium
Speakers: Dr. Mildred García, President, California State University, Dominguez Hills
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 dental education curriculum. The session will also provide an examination of fostering change and innovation through the lens of a university leader.

6:00 p.m. – 7:00 p.m.
ADEA CCI Liaisons Meeting
Speakers: Dr. James Koelbl, Western University of Health Sciences, and Dr. Huw Thomas, University of Alabama
Engaging Leaders for Change and Innovation: What can we learn from deans about the leader’s role in change and innovation?
ADEA CCI Liaisons are actively developing and working on projects that will improve curriculum, teaching, and learning at their institutions. In this session two deans will discuss their critical role in supporting curriculum innovation efforts at their schools.
At Aspen Dental we recognize that our success is a direct result of empowering and supporting ambitious dental professionals. We provide a professional, fast-paced, entrepreneurial work environment based on a mutual respect that keeps our interests aligned. Together, we build and develop successful, patient-focused dental practices.

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FRIDAY, MARCH 11
8:00 a.m. – noon
ADEA Leadership Institute Alumni Association Meeting (by invitation only)
HY– Madeleine Section C
8:30 a.m. – 1:30 p.m.
Growing Our Own/Future Dental Faculty Training Session
HY– Edward A–C
9:00 a.m. – noon
ADEA Council of Sections Administrative Board Meeting
HY– Oxford
Noon – 2:00 p.m.
ADEA Annual Session Program Committee Meeting (ADEA ASPC) (invited by invitation only)
HY– Connaught
Noon – 5:00 p.m.
ADEA Commission on Change and Innovation (ADEA CCI) Oversight Committee Meeting
CC – 1A
1:00 – 5:00 p.m.
ADEA Leadership Institute Class of 2012 Orientation (by invitation only)
HY– Moshen AB
3:00 – 4:30 p.m.
AClient Users Group Meeting
CC – 2
4:30 – 6:00 p.m.
AClient Steering Committee
CC – 1B
6:00 – 7:00 p.m.
ADEA Leadership Institute Class of 2011 Commencement Reception (by invitation only)
HY– Gallery
7:00 – 9:00 p.m.
ADEA Leadership Institute Class of 2011 Commencement Dinner (by invitation only)
HY– Gallery

SATURDAY, MARCH 12
6:30 – 9:00 a.m.
ADEA/Johnson & Johnson Healthcare Products/End A. Neidle Scholar–in-Residence Program Selection Committee Meeting
HY– Oxford
7:00 – 8:00 a.m.
ADEA Council of Deans Administrative Board Meeting
HY– Edward D
7:30 a.m. – 5:00 p.m.
American Association of Oral and Maxillofacial Surgeons (AAOMS) Committee on Residency Education and Training Meeting I (by invitation only)
CC – 15B
8:00 – 11:00 a.m.
ADEA Board of Directors Meeting
HY– Edward AB
8:00 a.m. – 3:00 p.m.
ADEA Signature Series: Identifying and Developing the Future Leaders in Dental Education (p. 32)
HY– Douglas Pavilion A
8:30 – 10:30 a.m.
An Innovative Model for Interdisciplinary Education: Pediatric Dental Professionals and Pediatric Nurse Practitioners (p. 35)
HY– Moshen AB
8:30 – 10:30 a.m.
Evaluation of the Dental Health Aide Therapist Workforce Program in Alaska: The RTI International Study (p. 34)
HY– Elizabeth H
8:30 a.m. – 2:30 p.m.
American Association of Periodontology (AAP) Education Committee Meeting (by invitation only)
HY– Maggie
9:00 – 10:00 a.m.
ADEA Curriculum Resource Center Presentation
HY– Edward C
9:00 a.m. – 2:30 p.m.
ADEA Workshop and Recruitment Fair for Predental Students and Advisors
CC – 6 A–F
11:00 a.m. – noon
An Interprofessional Approach to Integrative Sciences Dental Curricula (p. 47)
CC – 3
11:00 a.m. – noon
ADEA Council of Students, Residents, and Fellows (ADEA COSRF) Orientation
CC – 7A
11:00 a.m. – 1:00 p.m.
An Interprofessional Standardized Patient Exercise to Improve Attitudes Toward Team Care (p. 35)
HY– Elizabeth H
11:00 a.m. – 1:00 p.m.
ADEA Council of Allied Dental Program Directors (ADEA CADPD) Administrative Board Meeting
CC – 1A
Noon – 1:30 p.m.
ADEA Council of Faculties Administrative Board Meeting
HY– Elizabeth F
Noon – 1:30 p.m.
Journal of Dental Education Editorial Review Board Meeting
CC – 4
12:30 p.m. – 3:45 p.m.
ADEA Council of Sections Meetings
HY– Elizabeth G
12:45 – 3:45 p.m.
Evidence–Based Strategies for Success in Clinic and Preclinic for the Struggling Student
FDW #1 (p. 23)
CC – 5A
1:00 – 2:00 p.m.
A New Approach to Partnership in Education: Reserves, Veterans, and Your Dental School (p. 47)
CC – 1B
1:00 – 3:00 p.m.
ADEA Council of Hospitals and Advanced Education Programs (ADEA COHAEP) Business Meeting
HY– Gregory AB
1:00 – 3:00 p.m.
Diversity in the Academy/The Leadership Pipeline (p. 33)
CC – 2
1:00 – 3:30 p.m.
ADEA Council of Deans Meeting
HY– Madeleine ABC
1:00 – 3:30 p.m.
ADEA COSRF Meeting
HY– Edward A–D
1:30 – 2:00 p.m.
ADEA Council of Faculties New Member Orientation
HY – Elizabeth F
1:30 – 3:30 p.m.
ADEA CADPD Council Meeting
HY– Del Mar AB
2:00 – 3:00 p.m.
ADEA Corporate Council Administrative Board Meeting
HY– Ford C
2:00 – 3:30 p.m.
ADEA Council of Faculties Meeting
HY– Elizabeth F
2:30 – 3:30 p.m.
AAP Predoctoral Directors’ Organization Business Meeting (By invitation only)
HY – Emma A
3:00 – 5:00 p.m.
SMDEP Alumni Reception (By invitation only)
CC – 3
4:00 – 5:00 p.m.
Opening Session of the ADEA House of Delegates
HY– Elizabeth A–E
5:00 – 6:30 p.m.
Welcome Reception
HY – Douglas Pavilion BC
6:30 p.m.
Zimmer Institute Tour (By invitation only) (see p. 7)
HY – Lobby
6:30 – 8:00 p.m.
AAOMS Reception for Deans (By invitation only)
HY – Cunningham ABC
6:30 – 10:00 p.m.
ADEA Legislative Leadership Dinner (Sponsored by Sunstar Americas, Inc.)
HY– Molly AB

SUNDAY, MARCH 13
7:00 a.m.
Invited Guest Association Breakfast
HY – Emma A–C
7:00 – 8:00 a.m.
ADEA/Sunstar Americas, Inc. Harry J. Bruce, Jr. Legislative Fellowship Selection Committee Breakfast
CC – 13
Interprofessional Education: Teaching and Learning Together for Better Health • 2011 ADEA ANNUAL SESSION & EXHIBITION

7:15 – 7:45 a.m.
Morning Refreshments
HY – Elizabeth Foyer

8:00 – 9:30 a.m.
ADEA Opening Ceremony with Awards and Plenary Session (p. 8)
HY – Elizabeth A–E

10:00 – 11:00 a.m.
Lessons Learned: Dental Student Outreach Program and Explore Health Careers Mentoring and Social Networking Website (p. 36)
CC – 5A

10:00 a.m. – 1:00 p.m.
Methods to Assist in Preparing for Accreditation and Strategic Planning (FDW #13, p. 26)
CC – 3

10:00 a.m. – noon
Models of Interprofessional Curriculum in Dental Education (p. 32)
HY – Elizabeth A–E

10:30 – 11:30 a.m.
Members’ Forum: Anatomical Sciences
HY – Edward CD

10:30 – 11:30 a.m.
Members’ Forum: Biochemistry, Nutrition, and Microbiology
HY – Molly AB

10:30 – 11:30 a.m.
Members’ Forum: Dental Informatics
HY – Madeleine A

10:30 – 11:30 a.m.
Members’ Forum: Gay–Straight Alliance
HY – Mohsen A/B

10:30 – 11:30 a.m.
Members’ Forum: Graduate and Postgraduate Education
HY – Del Mar AB

10:30 – 11:45 a.m.
Evaluating Today’s Dental Resident to Become Tomorrow’s Leader Through Interprofessional Education (p. 39)
HY – Madeleine B

10:30 a.m. – noon
Interprofessional Education: The Benefit/Cost Equation (p. 43)
CC – 2

10:30 a.m. – noon
Need, Challenges, and Opportunities for the Interprofessional Education and Management of Dental Caries (p. 44)
HY – Ford A–B

10:30 a.m. – noon
Strengths of Collaboration: Bridging the Gap with Cone Beam 3–D Imaging (p. 34)
HY – Edward AB

10:30 a.m. – 12:30 p.m.
Impact of Community–Based Dental Education on Program Finances
HY – Elizabeth G

10:30 a.m. – 12:30 p.m.
International Service Learning: Building a Foundation for Interprofessional Education (p. 42)
CC – 1B

10:30 a.m. – 12:30 p.m.
Council on Orthodontic Education (COE) Meeting
HY – Connaught

11:00 a.m. – 12:00 p.m.
Adequate Dental Program Directors’ (ADEA ADPD) Conference Planning Committee Meeting
HY – Cunningham C

11:00 a.m. – 12:00 p.m.
Adequate Dental Center for Educational Policy and Research Advisory Committee Meeting (ADEA CEPRAC)
HY – Cunningham B

11:00 a.m. – 12:00 p.m.
Dental Hygiene Clinical Coordinators Luncheon and Members’ Forum
HY – Del Mar AB

12:15 – 1:15 p.m.
Members’ Forum: Academic Affairs
CC – 1A

12:15 – 1:15 p.m.
Members’ Forum: Business Analysis and Administration
CC – 2

12:15 – 1:15 p.m.
Members’ Forum: Cariology
HY – Gregory AB

12:15 – 1:15 p.m.
Members’ Forum: Oral and Maxillofacial Radiology
HY – Edward AB

12:15 – 1:15 p.m.
Members’ Forum: Oral Diagnosis and Oral Medicine
Elizabeth F

12:30 – 1:30 p.m.
ADEA COSRF Meeting
CC – 4

12:30 – 2:00 p.m.
AAO Hosted Deans’ Luncheon (By invitation only)
HY – Windsor BC

1:00 – 2:00 p.m.
Dentist–Physician Degree: An Education Model for Future Primary Care Practitioners (p. 46)
HY – Elizabeth G

1:00 – 2:30 p.m.
Clinical Instruction Across Professions: Common Themes for Teaching and Assessment (p. 33)
CC – 7A

1:00 – 4:00 p.m.
Classroom Assessment of Ethical Reasoning
FDW #5 (p. 22)
CC – 7B

2:30 – 5:00 p.m.
Clinical Research Utilizing Clinical Research Utilizing Interprofessional Collaboration for Organization of a Clinical Trials Course (p. 45)
HY – Gregory AB

2:00 – 4:00 p.m.
Members’ Forum: Career Development for the New Educator
HY – Ford AB

2:30 – 4:00 p.m.
Teaching Faculty How to Conduct Digital Imaging (p. 45)

2:00 – 3:00 p.m.
ADEA COSRF Meeting
HY – Edward AB

3:30 – 5:00 p.m.
Council on Orthodontic Education (COE) Meeting
HY – Connaught

5:45 – 6:15 p.m.
The Impact of Diversity and Mentoring on Interprofessional Studies (p. 41)
HY – Elizabeth F

3:00 – 4:00 p.m.
Pilot Program in Interdisciplinary Dental Education (p. 48)
CC – 7A

3:00 – 4:30 p.m.
How to Submit to MedEdPORTAL
CC – 8

3:00 – 5:00 p.m.
Urban Service Track in Connecticut: A Service–Teaching Model That Meet the Needs of Today’s Health Professionals Students (p. 37)
HY – Edward AB

3:15 – 4:15 p.m.
Members’ Forum: Graduate Dental Hygiene Program Directors
CC – 5A
2011 ADEA ANNUAL SESSION & EXHIBITION • Interprofessional Education: Teaching and Learning Together for Better Health

3:15 – 4:15 p.m.
Members’ Forum: Operative Dentistry and Biomaterials
HY – Edward CD
3:15 – 4:15 p.m.
Members’ Forum: Postdoctoral General Dentistry
HY – Madeleine CD
3:45 – 4:45 p.m.
Members’ Forum: Oral Biology
HY – Molly AB
3:45 – 4:45 p.m.
Members’ Forum: Orthodontics
HY – Madeleine AB
3:45 – 4:45 p.m.
Members’ Forum: Oral Biology
HY – Madeleine CD

3:15 – 4:15 p.m.
ADEA CCI Special Open Session:

3:00 – 6:00 p.m.
Feedback Session

3:30 – 5:30 p.m.
Members’ Forum: Minority Affairs
HY – Mohsen A
5:00 – 6:00 p.m.
ADEA Faculty Surveys: Update and Feedback Session
CC – 9
5:00 – 6:00 p.m.
ADEA CCI Special Open Session:

Higher Education President’s Symposium (p. 46)
HY – Douglas Pavilion A
5:00 – 6:30 p.m.
ADEA Annual Session and Exhibition Reception for First Timers, New ADEA Members, and Mentors and Mentees
HY – Litrenta Foyer
5:00 – 6:30 p.m.
Omicron Kappa Upsilon Annual Business Meeting (By invitation only)
CC – 10
5:00– 6:30 p.m.
ADEA Fall 2011 Meetings Planning Committee
HY – Annie AB
5:00 – 7:00 p.m.
Dental Specialty Organizations Reception for Deans (sponsored by AAP, AAPD, AAE, AAO, and ACP) (By invitation only)
HY – Elizabeth H
5:00 – 7:00 p.m.
Executive Leadership in Academic Medicine (ELAM) Program Alumni Tea (By invitation only)
HY – Gallery
5:00 – 7:00 p.m.
Sigma Phi Alpha Program and Annual Meeting
CC – 1B
5:00 – 8:00 p.m.
ADEA COSRF Meeting
HY – Ford AB
5:30 – 7:30 p.m.
ADHA Dental Hygiene Networking Event
HY – Gregory AB
6:00 – 7:00 p.m.
ADEA CCI Liaisons Meeting (By invitation only)
HY – Douglas Pavilion A
6:00 – 8:00 p.m.
COE Dinner
HY – Connaught
6:00 – 8:00 p.m.
University of Manitoba – Reception (By invitation only)
HY – Edward CD
6:00 – 9:00 p.m.
AAOMS Committee on Residency Education and Training Meeting II (By invitation only)

MONDAY, MARCH 14

6:30 – 7:45 a.m.
ADEA Women Liaison Officers’ Breakfast
HY – Ford AB
6:30 – 7:45 a.m.
AAO Hosted Interdisciplinary Breakfast
HY – Gregory AB
6:45 – 7:45 a.m.
ADEA Council of Deans Meeting
HY – Edward A–D
7:00 a.m. – 6:00 p.m.
AAOMS Committee on Residency Education and Training Meeting III (By invitation only)
HY – Molly AB
8:00 – 9:30 a.m.
ADEA Political Spotlight and Plenary Session (p. 8)
HY– Elizabeth A–E
10:30 a.m. – 12:30 p.m.
ADEA AADSA, ASSP, and CAAPID: Moving Toward a Paperless Process Part 2
HY – Gregory B
11:00 a.m. – noon
Treatment Planning and Risk Assessment
HY – Madeleine A
11:30 a.m. – 12:30 p.m.
CODA Allied Site Visitor Update
CC – 2
11:30 a.m. – 1:00 p.m.
CODA Orientation for Advanced Programs with Site Visits 2011–13
CC – 3
11:30 a.m. – 1:00 p.m.
CODA Orientation for Dental School Administrators with Site Visits 2011–13
CC – 13
HY – Madeleine B
11:45 a.m. – 12:45 p.m.
Members’ Forum: Gerontology and Geriatrics Education
CC – Room 5
Noon – 3:00 p.m.
ADEA Exhibit Hall Open with Lunch
CC – Exhibit Hall D
12:30 – 1:30 p.m.
Bringing Care to the Unserved: Campus–Community Collaborations to Develop Dental Services Where

HY – Windsor BC
6:30 – 8:00 p.m.
ADEA Leadership Institute Reception for the Class of 2012 (by invitation only)
HY – Elizabeth G
7:00 – 8:00 p.m.
ADEA CCI Reception
HY – Douglas Pavilion Foyer West
8:00 – 10:00 p.m.
An Evening Plenary on Gender Issues: ADEA Discourse and Dessert
HY – Elizabeth AB

HY– Edward CD
10:30 – 11:30 a.m.
Presentation of Dissertations: Factors Predictive of Online Instruction Among Dental Hygiene Faculty in the United States
HY– Mohsen AB
10:30 – 11:30 a.m.
To Serve Those in Need: Transformative Learning in a Dental Residency Program
CC – 13

10:30 – noon
California Dental Pipeline Program II Symposium: Outcomes and Implications (p. 33)
CC – 11A
Realizing Enhanced Student Inter Professional Education Through Clinical Teamwork (RESPERCT) Lunch and Learn #43 (p. 30) CC – Exhibit Hall D 12:30 – 1:30 p.m. Reflections of a Portfolio–guided Program: Enhancing Assessment of Competency, Professional Growth, and Mentoring Lunch and Learn #38 (p. 30) CC – Exhibit Hall D 12:30 – 1:30 p.m. Social Work and Dentistry: What Works, What Doesn’t, and Why Bother? Lessons from a Decade of CARES Lunch and Learn #40 (p. 30) CC – Exhibit Hall D 12:30 – 1:30 p.m. A Tale of Two Disciplines, Pediatric Dentistry and Endodontics: Developing Successful Cross-Specialty Continuing Education Lunch and Learn #35 (p. 31) CC – Exhibit Hall D 12:30 – 1:30 p.m. Teaching Students to Deal With the “High” Patient: Ethical and Scientific Recommendations for the Standard of Care Lunch and Learn #36 (p. 31) CC – Exhibit Hall D 12:30 – 2:00 p.m. CODA Orientation for Allied Dental Education Programs With Site Visits CC – 2 1:30 – 1:50 p.m. Reader’s Theater: The Use of Arts and Humanities in Promoting Interprofessional Education New Idea Session (p. 54) CC – Exhibit Hall D 1:30 – 2:30 p.m. Trends in Dental Education: Three Things People Should Know (p. 9) CC – 9 1:30 – 3:00 p.m. CODA Advanced Dental Consultant Update CC – 1B 1:30 – 3:00 p.m. CODA Dental Consultant Update CC– 1A 1:30 – 5:00 p.m. ADEA COSRF Meeting HY – Madeline CD 2:00 – 2:20 p.m. A Toolkit for Clinical Research New Idea Session (p. 54) CC – Exhibit Hall D 2:00 – 2:30 p.m. ADEA Leadership Institute Alumni Association (ADEA LIAA) Business Meeting HY – Moshen AB 2:00 – 3:00 p.m. ADEA Reference Committee Hearing on Association Policy (Open to all) HY – Douglas Pavilion A 2:00 – 3:00 p.m. Members’ Forum: Basic Science Caucus CC – 4 2:00 – 3:30 p.m. Interprofessional Education: Crossing Professional Borders (p. 42) CC – 5A 2:00 – 5:00 p.m. Global Dental Digital Learning Communities: Learning or Social Networking? FDW #439 (p. 24) CC – 78 2:00 – 5:00 p.m. Interprofessional Education for the Referral Process (p. 45) CC – 5B 2:30 – 5:30 p.m. ADEA Reference Committee Meeting on Association Policy (by invitation only) HY – Douglas Pavilion A 3:00 – 5:00 p.m. Introducing Interprofessional Education to Dentistry and Dentistry to Interprofessional Education (p. 36) CC – 8 3:00 – 5:00 p.m. Regional Initiatives in Dental Education: Interprofessional Learning for Dental, Dental Hygiene, and Medical Students (p. 37) HY – Del Mar AB
2011 ADEA ANNUAL SESSION & EXHIBITION • Interprofessional Education: Teaching and Learning Together for Better Health

3:00 – 6:00 p.m.
Evaluating Knowledge and Communication Skills: The Oral Exam
FDW #7 (p. 23)
CC – 9

3:00 – 6:00 p.m.
Exit Surveys of Graduating Dental Students: Best Practices of Competency–Based Assessments from Two Dental Schools
FDW #8 (p. 24)
CC – 10

3:45 – 4:45 p.m.
Members’ Forum: Comprehensive Care and General Dentistry
CC – Edward B

3:45 – 4:45 p.m.
Members’ Forum: Pediatric Dentistry
CC – Gregory B

3:45 – 4:45 p.m.
Members’ Forum: Practice Management
CC – Gregory A

4:00 – 5:00 p.m.
Special Open Session: CODA’s New Predoctoral Accreditation Standards: What Everyone Should Know (p. 9)
CC – Elizabeth F

4:15 – 5:15 p.m.
Members’ Forum: Dental Hygiene Education
CC – Mohsen AB

4:15 – 5:15 p.m.
Members Forum: Development, Alumni Affairs, and Public Relations
CC – 4

4:15 – 5:15 p.m.
Members’ Forum: Legal Issues
CC – Elizabeth G

4:15 – 5:15 p.m.
Members’ Forum: Periodontics
CC – 5B

4:15 – 5:15 p.m.
Members’ Forum: Prosthodontics
HV – Madeline B

4:15 – 5:15 p.m.
Members’ Forum: Tobacco Free Initiatives
HV – Madeleine A

5:00 – 6:00 p.m.
JCNDE: Update on the National Board Dental Examinations (Part I and Part II) Program
HV – Douglas Pavilion A

5:00 – 6:00 p.m.
ADEA Student Surveys: Update and Feedback Session
HV – Connaught

6:00 – 9:00 p.m.
William J. Gies Awards for Vision, Innovation, and Achievement
HV – Elizabeth A–E

TUESDAY, MARCH 15

7:00 – 8:00 a.m.
AAOMS ADEA Liaison Committee Breakfast (By invitation only)
HV – Ford C

8:00 – 9:30 a.m.
ADEA Plenary Session: Teaching and Learning Across Generations
HV – Elizabeth A–E

10:00– 11:00 a.m.
ADEA Corporate Council Meeting
HV – Elizabeth H

10:00 – 11:00 a.m.
Commission on Dental Accreditation (CODA) Allied Site Visitor Update
CC – 16B

10:00 – 11:30 a.m.
Attractive Choices for Students: Anatomy of Predoctoral and Postdoctoral Combined Degree Programs (p. 38)
HV – Gregory AB

10:00 – 11:30 a.m.
The ADEA Future of Advanced Dental Education Admissions (ADEA FADEA) Project: Working Together to Improve the Selection Process (p. 10)
HV – Molly AB

10:00 – 11:30 a.m.
How We Teach Biomedical Sciences: Impressions from the ADEA Project Pool Basic Science Survey Series for Dentistry (p. 40)
CC – 4

10:00 – 11:30 a.m.
Informatics at Dental Schools: Closing the Chasm Between Students and Faculty (p. 41)
HV – Mohsen AB

10:00 – 11:30 a.m.
CODA Orientation for Advanced Programs with Site Visits 2011–13
CC – 16A

10:00 – 11:30 a.m.
CODA Orientation for Dental School Administrators with Site Visits 2011–13
CC – 15B

10:00 a.m. – noon
Interprofessional Dental and Postgraduate Education Models (p. 35)
CC – 12

10:00 a.m. – noon
Point/Counterpoint: The Profession Should/Should Not Encourage the Establishment of New Dental Schools (p. 32)
HV – Elizabeth A–E

10:30 – 11:30 a.m.
Interprofessional Educational Initiatives That Contributed to Improved Quality of Care for Geriatric Patients (p. 43)
CC – 8

11:00 a.m. – 12:30 p.m.
CODA Orientation for Allied Dental Education Programs with Site Visits CC – 16B

11:00 a.m. – 12:30 p.m.
CODA Dental Consultant Update
CC – 15B

12:30 – 2:00 p.m.
ADEA COSRF Meeting
CC – 14B

12:30 – 3:00 p.m.
CODA Exhibit Hall Open with Lunch
CC – Exhibit Hall D

12:30 – 3:00 p.m.
CODA Exhibit Hall Open with Lunch
CC – Exhibit Hall D

12:30 – 3:00 p.m.
How to Become an Annual Session Proposal Reviewer
Lunch and Learn #030–1 (p. 29)
CC – Exhibit Hall D

12:30 – 3:00 p.m.
How to Submit a Proposal for the 2012 ADEA Annual Session & Exhibition
Lunch and Learn #031–1 (p. 29)
CC – Exhibit Hall D

12:30 – 3:00 p.m.
I’m an Advocate and Didn’t Know It! Lunch and Learn #041–1 (p. 29)
CC – Exhibit Hall D

12:30 – 3:00 p.m.
The Lost Art of the Case Note Lunch and Learn #034–1 (p. 29)
CC – Exhibit Hall D

12:30 – 3:00 p.m.
Participatory Completion of a Matrix on Educational Outcomes and Methodologies for Represented Schools
Lunch and Learn #039–1 (p. 30)
CC – Exhibit Hall D

12:30 – 3:00 p.m.
Realizing Enhanced Student Inter Professional Education Through Clinical Teamwork (RESPECT)
Lunch and Learn #043–1 (p. 30)
CC – Exhibit Hall D

12:30 – 3:00 p.m.
Reflections of a Portfolio–guided
Increasing New Faculty Teaching Effectiveness through Gaming Strategies: Tips, Tools, and Resources
FDW #14 (p. 25)
CC – 13
3:00 – 6:00 p.m.
Interactive and Innovative Strategies for Curriculum Change
FDW #496 (p. 25)
CC – 15A
3:00 – 6:00 p.m.
Interprofessional Education: A Comprehensive Framework with Practical Applications and a Decade of Experiences
FDW #12 (p. 25)
CC – 58
3:00 – 6:00 p.m.

**WEDNESDAY, MARCH 16**

7:00 – 8:00 a.m.
ADEA Council of Sections Officer Orientation
HY – Elizabeth H
8:00 – 9:30 a.m.
Resources and Strategies to Implement Tobacco Dependence Education: An Interdisciplinary Approach (p. 44)
HY – Gregory Section A,B
8:00 – 10:00 a.m.
ADEA Council of Sections Caucus
HY – Elizabeth H
8:00 – 10:00 a.m.
The American Association of Public Health Dentistry’s Panel Report on the Educational Plan for Two Year Dental Therapist Programs (p. 33)
HY – Ford A–B
8:00 – noon
ADEAGies/AADR Academic Dental Careers Fellowship Program Orientation Session II
HY – Ford Section C
8:30 – 11:30 a.m.
The Diagnostics of Clinical Remediation: Teaching Dental Hygiene Clinical Instructors How to Teach
FDW #19 (p. 22)
CC – 18
8:30 – 11:30 a.m.
Mindfulness: Enhancing the Clinical, Professional, and Personal Outcomes of Dental and Dental Hygiene Students
FDW #20 (p. 26)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>9:00 – 10:00 a.m.</td>
<td>ADEA CADPD Council Caucus</td>
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<td>HY – Annie AB</td>
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<td>9:00 – 10:00 a.m.</td>
<td>ADEA Council of Deans Caucus</td>
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<td>HY – Edward B–D</td>
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<td>9:00 – 10:00 a.m.</td>
<td>The Power of Interprofessional Education: Integrated Basic Science</td>
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<td>Case Studies</td>
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<td>CC – 5B</td>
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<td>9:00 – 11:00 a.m.</td>
<td>ADEA Council of Faculties Meeting</td>
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<td>HY – Molly Section AB</td>
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<td>9:00 – 11:00 a.m.</td>
<td>ADEA Council of Hospitals and Advanced Education Programs Caucus</td>
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<td>HY – Elizabeth Ballroom Section F</td>
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<td>10:00 – 11:00 a.m.</td>
<td>ADEA Council of Allied Dental Program Directors (ADEA CADPD)</td>
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<td>Administrative Board Meeting</td>
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<td>HY – Edward Section A</td>
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<td>10:00 – 11:00 a.m.</td>
<td>ADEA Council of Students, Residents, and Fellows Caucus Meeting</td>
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<td>HY – Elizabeth Ballroom Section G</td>
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<td>10:45 – 11:45 a.m.</td>
<td>ADEA Council of Sections Administrative Board Meeting</td>
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<td>HY – Elizabeth H</td>
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<td>11:00 a.m. – noon</td>
<td>ADEA Board of Directors Meeting</td>
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<td>HY – Mohsen Section A,B</td>
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IPE may have first been inadvertently defined by the World Health Organization in 1989. ADEA, according to a 1989 quote from the World Health Organization, is 15 years ahead of schedule: “By the year 2025, the dentist will metamorphose into an oral physician, providing a much broader health service, and more focused than today on precision prosthetics, orthodontics, complex surgery, and oral medicine.” (World Health Organization, #45, November 10, 1989) – Dr. Michael A. Siegel, Nova Southeastern University

IPE fosters a collaborative approach to patient care and changes our perceptions of professional competence and autonomy. It provides a means to identify mutual responsibility among all health care professionals in providing safe and effective patient care.— Dr. Susan J. Crim, University of Tennessee Health Science Center

I believe that life is interdependent by nature and that overall health is interdisciplinary in nature. Therefore, the health of the public is better served by health care education programs that are fundamentally interprofessional in design and delivery.— Dr. Sandra C. Andrieu, ADEA President, Louisiana State University
Think all toothpastes work the same? Let’s take a look.

The evidence is clear.

Colgate Total® provides 12-hour antibacterial protection your patients can't get from regular fluoride toothpaste.

Colgate Total® works 3 ways:

1. **Adheres** to hard and soft tissue: teeth, gingiva, cheeks, and tongue
2. **Actively kills** plaque- and gingivitis-causing bacteria more effectively than regular fluoride toothpaste
3. **Lasts** for 12 hours after brushing—even after eating and drinking

References:
Faculty Development Workshops

Faculty Development Workshops (FDWs) provide an active learning environment to learn about 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. Please note, for these events a fee is assessed with registration.

Sessions are listed alphabetically. Locations beginning with “CC” are located at the Convention Center; locations beginning with “HY” are located in the Hyatt.

Classroom Assessment of Ethical Reasoning (FDW #5)

**ADEA LIAA** SoTh est ADEA CCI

Sunday, March 13
1:00 – 4:00 p.m.
CC–7B
Suggested audience: New Faculty (3 years or less)

Do your students question whether ethics can be taught and whether ethical arguments can be fairly assessed? Did use of the DIT reveal that many of your students prefer “personal interest” or “maintaining norms” arguments to arguments grounded in moral ideals? Come and experience the dilemma discussion technique, a time–tested strategy to facilitate moral judgment development, applied to some standard ethical dilemmas for dental students. This American Society for Dental Ethics (ASDE) workshop will engage the group to uncover tacit understandings of criteria each of us use to judge the adequacy of ethical arguments and apply these criteria to samples of student performance.

Muriel J. Bebeau, University of Minnesota; Marilyn S. Lantz, University of Michigan

CE Credit: 3

Learning Objectives:
- Describe the criteria used to judge the adequacy of ethical arguments.
- Apply these criteria to samples of student performance.
- Apply strategies for giving students feedback that is both constructive and effective.

Clinical Outreach: Developing a Self–Sustaining Model (FDW #6)

**ADEA LIAA** SoTh est ADEA CCI

Tuesday, March 15
3:00 – 6:00 p.m.
CC–4
Suggested audience: Mid Career (4–9 years)

Community–based educational experiences or clinical outreach practice experiences have been increasingly incorporated into curricula to provide meaningful dental care to underserved populations and providing expanded practice experiences for students. Traditionally, these have been developed and maintained using funds from grants, foundations, and school budgets. However, long–term financial stability of these programs has proven problematic. Consequently, there is an increased interest in financially self–sustaining clinical outreach models for dental curricula. Presenters will provide participants an opportunity to discuss in detail a financially self–sustaining clinical outreach model that has been successfully implemented for nine years in a dental school curriculum and explore possibilities for adapting it to their schools.

Wilhelm A. Piskorowski, Mark Fitzgerald, Steve J. Stefanac, Marilyn S. Lantz, and Howard A. Hamerink, University of Michigan

CE Credit: 3

Learning Objectives:
- Structure affiliation agreements with four common but different clinic models (funding mechanisms) and form future relationships with host sites.
- Develop outcome assessment instruments that include preceptor/site performance reviews, student evaluations/earned credits, and community impact, allowing for continuing program improvement.
- Identify likely barriers to starting a program and develop strategies for overcoming those barriers.

Clinical Teaching in the Undergraduate Clinic (FDW #4)

Sunday, March 13
1:00 – 4:00 p.m.
CC–11 A
Suggested audience: New Faculty (3 years or less)

Research has shown that current dental pedagogical programs for full– and part–time predoctoral clinical teachers are insufficient. Yet, at least anecdotally, students seem pleased with their clinical instructors. From this presentation, instructors will gain specific, practical, and evidence–based teaching techniques that can be effectively used in the undergraduate clinic the next day.

Lorne Chapnick, University of Toronto

CE Credit: 3

Learning Objectives:
- Discover how to set the emotional tone in the clinic.
- Create techniques to facilitate student learning.
- Analyze theories of learning, including the cognitive load theory and the value of critical reflection.
- Review the value of being a role model in the clinic.

The Diagnostics of Clinical Remediation: Teaching Dental Hygiene Clinical Instructors How to Teach (FDW #19)

SoTh est

Wednesday, March 16
8:30 – 11:30 a.m.
CC–1B
Suggested audience: New Faculty (3 years or less)

This workshop is designed to assist clinical instructors with recognizing instrumentation techniques that prevent students from achieving clinical competence. In this interactive session, fundamentals of instrumentation will be reviewed, providing opportunities for instructors to discover other ways to dialogue with students on mastering the complex art of periodontal instrumentation.
Process and formative feedback are vital for students to accomplish the basic to advanced skills needed to progress in their clinical environments. A step–by–step approach to becoming effective clinical instructors will be discussed. Seasoned instructors will share teaching strategies that facilitated their success in educating even the most challenging students in clinic. Videos will be used to analyze, dissect, and formulate customized clinical instruction that provides positive feedback with concrete intervention.

Carolyn H. Ray and Jane N. Gray, University of Oklahoma; Lizabeth A. Spoonts, Texas Woman’s University

CE Credit: 3

Learning Objectives:
• Identify instrumentation techniques that prevent students from achieving positive outcomes.
• Formulate individualized clinical instruction unique to each student’s needs.
• Communicate clinical instruction customized to achieve student competence.

Empowerment Through Assessment: Writing Evaluation Criteria for Summative and Formative Student Feedback, Faculty Calibration, and Criteria Validation (FDW #3)

Sunday, March 13
1:00 – 4:00 p.m.
CC–13
Suggested audience: New Faculty (3 years or less)

This workshop is intended for faculty responsible for preclinical and clinical courses, expanding on content and offering enhancements on the process introduced in last year’s workshop. Specifically, participants will review how well–written criteria enhance student learning, facilitate grading, direct students’ performance, confirm critical features, guide assessing outcomes, reduce ambiguities, and contribute to faculty calibration. This effective, comprehensive method facilitates faculty and student assessment and provides efficient steps for data entry, analysis of student and class performance, and insights for future instruction. The workshop includes writing new or editing existing criteria, creating an Excel worksheet to record student performance, entering data, rendering meaningful grades, interpreting the students’ self–assessments, analyzing class performance, and factoring the self–assessment into the grade. Participants should bring existing evaluation/grading forms from their institution and a laptop computer with Microsoft Office including Excel. First–time attendees will benefit, as well as participants from last year.

Charles Janus, Virginia Commonwealth University; William Knight, University of Illinois at Chicago

CE Credit: 3

Learning Objectives:
• Evaluate the process of criterion–referenced grading, review calibration for faculty and students, and diagnose common learning problems.
• Apply essential elements in writing criteria, developing ones specific to a discipline or revising existing ones.
• Describe a method for using criteria and a scale with easily understood levels of performance for grading.
• Develop a worksheet that facilitates easy, efficient data entry of both faculty and student self–assessment.
• Manipulate worksheet data, interpret student self–assessment scores, calculate final grades, and render feedback on overall class performance.

Evaluating Knowledge and Communication Skills: The Oral Exam (FDW #7)

Monday, March 14
3:00 – 6:00 p.m.
CC–9
Suggested audience: Mid Career (4–9 years)

As educators, we strive for excellence from our students but often are uncertain as to how to evaluate the complex principles and concepts we now teach. At the New York University College of Dentistry, we have gone back to what some consider the old–fashioned, low–technology system of an oral examination. Every student meets with a panel of trained, experienced faculty and must answer questions about a complex, multidisciplinary dental case. The student is provided with a complete medical and dental history along with a full–mouth series of intraoral radiographs. After being given 20 minutes to review this material and take notes, the examination begins. Faculty reference a bank of 30 questions, available to students prior to the test date, and use their own follow–up questions. Students are evaluated on clinical knowledge and communication skills.

Kenneth L. Allen, James M. Kaim, Mark S. Wolff, and David Hershkowitz, New York University

CE Credit: 3

Learning Objectives:
• Construct an oral examination program.
• Describe how to train and standardize faculty.
• Summarize how to remediate and re–test students who perform poorly.

Evidence–Based Strategies for Success in Clinic and Preclinic for the Struggling Student (FDW #1)

Saturday, March 12
12:45 – 3:45 p.m.
CC–5A
Suggested audience: New Faculty (3 years or less)

Research has shown that close to 50% of dental students struggle sometime during the course of their predoctoral education experience. Oftentimes, there is a disconnect between the faculty’s expectations and the student’s performance. Understanding how to identify the struggling student, the signs and symptoms and concomitant outward behaviors, are the first steps in remedying this serious problem. The presenters provide background information on struggling students with audience interaction as to the causes from both faculty members and students. Solutions will be discussed and evidence–based input integrated. The goal is to give participants effective tools to manage their struggling students in both the preclinical and clinical environments.

Kevin M. Gureckis and Rita R. Parma, University of Texas Health Science Center at San Antonio

CE Credit: 3
Learning Objectives:
- Identify the early warning signs of struggling students.
- Define the underlying causes that contribute to poor clinical and preclinical performance.
- Develop evidence-based strategies for success.

Exit Surveys of Graduating Dental Students: Best Practices of Competency-Based Assessments from Two Dental Schools (FDW #8)

AHEADIAA SoTtest ADEACCI

Monday, March 14
3:00 – 6:00 p.m.
CC–10
Suggested audience: Seasoned (10+ years)

Based on best practices and guided by current literature on program assessment by graduating dental students, presenters will provide administrators, educational developers, and faculty with an assessment tool that can be used to evaluate and report on their competency-based curriculum in preparation for successful accreditation and strategic planning purposes. Participants will identify key components of the curriculum necessary for accreditation preparations (e.g., define competencies and level taught, methods used to teach the competencies, strategies used to assess each competency, summative and formative evaluation, grading schemes, course content type, instructor/student ratios, and class hours spent teaching students in classroom, pre-clinic lab, and clinic). With collaborative facilitation by experts in program assessment, explore the steps in preparing for assessing competency-based curriculum from the perspectives of graduating dental students.

Dieter J. Schonwetter, University of Manitoba; Joanne N. Walton, University of British Columbia; Eli M. Whitney, University of British Columbia

CE Credit: 3

Learning Objectives:
- Identify each of the key components of the graduating student exit surveys necessary for accreditation preparations.
- Integrate the national accreditation standards used to create effective exit surveys.
- Evaluate and report findings in preparation for a successful accreditation outcome and strategic planning purposes.
- Review innovative exit survey assessment best practices.

Focus on Facilitation: Let’s Limit the Lecturing!
(FDW #10)

AHEADIAA SoTtest

Monday, March 14
2:30 – 5:30 p.m.
CC–7A
Suggested audience: New Faculty (3 years or less)

In addition to their research and service obligations, faculty are being called upon to teach in ways for which they may have had little preparation. Current students are Millennials who desire greater flexibility and control over their learning. The traditional lecture format does not actively involve students and does not align with current adult learning theory. Moreover, students see their peers as an important learning resource. Problem-based, reinforced instruction have been embraced by dental education to varying degrees. Because these modalities are group oriented, an understanding of group process is needed. The workshop’s presenters will identify the stages of group process and how to maximize group participation and use interventions to manage difficult attendees. There will be opportunities to facilitate discussions using process tools and the core practices of effective facilitators.

Maureen McAndrew and Ivy D. Peltz, New York University

CE Credit: 3

Learning Objectives:
- Identify the stages of group process.
- Generalize the core practices of effective facilitators.
- Explain process tools to move discussions forward and seek consensus, resolution, or both.
- Discover redirection techniques to manage problem behaviors and disruptive participants.
- Manage equal participation of group members.

Global Dental Digital Learning Communities: Learning or Social Networking? (FDW #439)

AHEADIAA SoTtest

Monday, March 14
2:00 – 5:00 p.m.
CC–7B
Suggested audience: Mid Career (4–9 years)

In this presentation, the audience will become familiar with the concept of global digital learning communities and how they can be employed to support lifelong learning and the formation of global standards in dentistry education. In addition, the concepts of formative versus summative approaches to this project, cross-faculty engagement, learning communities, and the importance of communication for intercultural communication will be discussed. A digital learning community has been developing and growing for the past five years through student participation on a web platform, www.diastemas.net, which was designed by the participants expressly for this project. Qualitative and quantitative research has been conducted that will be shared, including direction for future scholarship.

Karen M. Gardner, University of British Columbia; Susan Bridges; Louis Mackenzie; Damien Walmsley

CE Credit: 3

Learning Objectives:
- Describe the differences between web interaction, Facebook, and Twitter.
- Recognize the capacity of web platforming with respect to education standards and lifelong learning.
- Identify the importance of learning communities.
- Develop the ability to structure learning communities.
- Analyze the characteristics of community of practice (domain, community, practice) through highlighting strategies employed to foster community building.
Increasing New Faculty Teaching Effectiveness through Gaming Strategies: Tips, Tools, and Resources (FDW #14)

Tuesday, March 15
3:00 – 6:00 p.m.
CC–13
Suggested audience: New Faculty (3 years or less)

During this session, new faculty will receive a short overview of the theories and research highlighting the effectiveness of gaming. This will be followed by a case study in which gaming is demonstrated. Participants will explore the development of games for their courses.

Sylvia M. Todescan, Wellington J. Rody, and Dieter J. Schonwetter, University of Manitoba

CE Credit: 3

Learning Objectives:
- Summarize knowledge of games and how to best utilize them for assessment purposes in the classroom.
- Discover existing online games for dentistry and dental hygiene.
- Apply tools and tips on how to develop games.
- Engage in a hands-on opportunity to create a game for classroom assessment.
- Practice with a tool kit of resources on teaching with games.

Interactive and Innovative Strategies for Curriculum Change (FDW #496)

ADEA

Tuesday, March 15
3:00 – 6:00 p.m.
CC–15A
Suggested audience: Mid Career (4–9 years)

The development of interprofessional approaches requires community engagement and creative disruption of traditional educational practices. This interactive workshop will explore the use of liberating structures (LS) methods to create curricula to promote effective comprehensive care of the chronically medically compromised patient. Creating interprofessional educational approaches can be challenging in terms of professional culture and curricular scheduling. Liberating structures use these challenges to open dialogue across diverse individuals with shared goals. Such methods will include an inverse systems analysis called TRIZ, 1–2–4–whole group, which is a progressive dialogue–building approach. The purposes are to liberate energy, tap into collective intelligence, stimulate creativity, and achieve better results by engaging people and unleashing the power of self–organization, as opposed to traditional, top–down methods of decision making for change. Participants will apply a variety of LS to explore how to develop an interdisciplinary curriculum for management of medically compromised patients.

Diana V. Messadi, University of California, Los Angeles; Frances Stavropoulos, University of Florida; Rosalyn C. Richman, Executive Leadership in Academic Medicine; Diane M. Magrane, Drexel University

CE Credit: 3

Learning Objectives:
- Summarize knowledge of games and how to best utilize them for assessment purposes in the classroom.
- Discover existing online games for dentistry and dental hygiene.
- Apply tools and tips on how to develop games.
- Engage in a hands-on opportunity to create a game for classroom assessment.
- Practice with a tool kit of resources on teaching with games.

Interprofessional Education: A Comprehensive Framework with Practical Applications and a Decade of Experiences (FDW #12)

ADEACCI

Tuesday, March 15
3:00 – 6:00 p.m.
CC–5B
Suggested audience: Mid Career (4–9 years)

This workshop is relevant for ADEA members who have been, or are considering, launching interprofessional education (IPE) initiatives at their home institutions. The presenters will share more than a decade of experience, including early failures (top–down), transitional (bottom–up), and a collaborative approach. The latter has resulted in significant developments, including the establishment of an IPE Collaborative, a university–wide IPE strategic plan, a common curriculum for the first two years of five undergraduate health programs, combined IPE orientation, IPE Grand Rounds, IPE Human Simulation, utilizing arts and humanities in health professions education, international IPE, and several models of IPE clinical education. Develop strategies for approaching teaching, learning, practice, clinical site development, and research from an IPE perspective. Participants are encouraged, but not required, to come in teams from their home institutions.

Kneka P. Smith, Arizona School of Dentistry and Oral Health; Clay Graybeal and Karen T. Pardue, University of New England Westbrook

CE Credit: 3

Learning Objectives:
- Identify strategies for pursuing IPE initiatives in curriculum, faculty development, clinical education, community engagement, research, and assessment.
- Describe strategies for overcoming perceived barriers in pursuing IPE.

Interprofessional Health Team Competitions: Learning Together to Improve Health (FDW #15)

SoTTest

Tuesday, March 15
3:00 – 6:00 p.m.
CC–12
Suggested audience: Mid Career (4–9 years)

A novel concept with a two–fold objective is an Interprofessional Health Team Competition. The first objective is to allow students from many disciplines to collaborate on authentic health/public health issues such as disaster-terrorism preparedness, elder abuse recognition and prevention, and home safety. The second is to improve community health and quality of life through education of students in health care and other professions. Students from programs at the University of Texas Health Science Center at Houston, University of Houston, and Texas Woman’s University participated in interprofessional groups and completing some online coursework. Student groups are given problem–based cases or scenarios to collaborate on and present solutions or strategies for addressing the situation. Faculty and community partners serve as judges of the competition. This workshop will assist faculty participants in replicating similar
Methods to Assist in Preparing for Accreditation and Strategic Planning: Best Practices from Two Dental Schools (FDW #13)

Sunday, March 13
10:00 a.m. – 1:00 p.m.
CC–3
Suggested audience: Seasoned (10+ years)

Based on best practices and guided by current education literature on curriculum mapping, administrators, curriculum committee members, and faculty will be provided with an overview of curriculum mapping and exposure to an electronic tool used to evaluate and report competency–based curriculum in preparation for accreditation and strategic planning purposes. Participants will identify key components of the curriculum necessary for accreditation preparations (e.g., define competencies taught, level of competency taught, methods used to teach the competencies, strategies used to assess each competency, formative and summative evaluation provided, grading schemes employed, course content type, instructor/student ratios, and class hours spent teaching students in the classroom, preclinic lab and the clinic). Collaborative facilitation by three experts will explore steps in preparing for curriculum mapping for accreditation.

Dieter J. Schonwetter, University of Manitoba; Leslie Roeder and Paula N. O’Neill, University of Texas Health Science Center at Houston

CE Credit: 3

Learning Objectives:

- Discuss the advantages of interprofessional education in improving patient and community health and student learning.
- Identify barriers and outline strategies for creating interprofessional learning experiences for students.
- Construct case studies or scenarios that permit students/faculty to participate in interprofessional educational experiences at home institutions.
- Summarize best practices for designing and assessing interprofessional learning experiences.

Mindfulness: Enhancing the Clinical, Professional, and Personal Outcomes of Dental and Dental Hygiene Students (FDW #20)

ADELLIAA SoTeest ADEACCI

Wednesday, March 16
8:30 – 11:30 a.m.
CC–2
Suggested audience: New Faculty (3 years or less)

The practices of dentistry and dental hygiene are rigorous, science–based professions requiring high levels of intellectual excellence and clinical competence to deliver comprehensive and safe oral health care. In addition, dental professionals are called to serve others with compassion and empathy.

While curriculum standards fully address aspects of the sciences and clinical skills, they tend to offer less in the way of developing compassion and empathy toward self and others, yet these attributes are clearly necessary. Mindfulness offers a vehicle for developing areas of emotional regulation, self–awareness, self–management, and cultivation of compassionate, empathetic, professional, and ethical behaviors. The practice of mindfulness involves cultivating the ability to observe one’s self. You are invited to experience some of the practices of mindfulness and discover how these can benefit you and your students.

Deborah Holexa, Mesa Community College; John G. Lovas and Nancy Ray Neish, Dalhousie University; Marvin Belzer; Elisabeth Gold

CE Credit: 3

Learning Objectives:

- Describe the history of mindfulness practices.
- Cultivate self–awareness through the use of various mindfulness practices.
- Interpret the current evidence–based research supporting mindfulness’ use in the health professions.
- Describe how mindfulness practices enhance communication, technical skills, professionalism, teamwork, and lifelong learning.
- Produce foundations of mindfulness in your own life and your program curricula.

Recruiting URM/LI Students in a Toxic Economy: A Portfolio–Based Summer Program (FDW #2)

Monday, March 14
2:00 – 5:00 p.m.
CC–11A
Suggested audience: Seasoned (10+ years)

Dental education continues to be challenged in recruiting qualified URM/LI students to the profession. In addition, schools are experiencing the fiscal restrictions of the current economic crunch. Creative solutions are necessary to continue enhancing diversity and improving access to care for the people we serve.

During this budget–friendly summer program, participants build a portfolio as they explore and reflect upon dentistry as a career and themselves as applicants. Activities include a values and skills assessment, journal club article review, personal statement development, DAT encounter, draft AADSAS application, financial planning exercises, personal action plan, and PBL capstone experience, “Choosing a Dental School.” Participants in this workshop leave with a portfolio relevant to their schools, created using provided templates. Examples of funding mechanisms, budget information, program schedules, activities, and learning materials will be included.
Evidence–based decision making (EBDM) is an aspect of dentistry and dental education that is ideal for taking advantage of opportunities in interprofessional teaching and learning. Acquiring the literature needed to answer clinical questions is usually presented as the second step in the evidence–based decision making process. This program will provide hands–on searching experience to participants with their own laptops. Through the collaboration established between New York University’s College of Dentistry and Medical Center Health Science Library staff, presenters will show how to comfortably and confidently apply the principles and practices of EBDM in searching existing databases in order to obtain the literature to correctly answer clinical questions. This format for collaboration between library and dental school faculty and staff will form the basis of learning effective and efficient searching strategies.

Andrew B. Schenkel and Richard McGowan, New York University

CE Credit: 3

Learning Objectives:

• Apply the principles and practices of EBDM in searching existing databases to acquire appropriate literature.
• Utilize interprofessional collaborations to optimize the teaching and practice of evidence–based decision making and acquire appropriate literature.
• Examine available databases and determine which one to use to find literature that best answers the clinical question being asked.
• Design, develop, and implement an EBDM strategy for finding the literature that best answers a specific clinical question.
• Plan and implement a systematic approach to finding the best answers to various clinical questions.

When Bits Byte! Tips for Proficient and Optimal Use of Your Computer and Effective Collaboration with IT Personnel (FDW #17)

Wednesday, March 16
8:30 – 11:30 a.m.
CC–5A
Suggested audience: New Faculty (3 years or less)

This workshop is for faculty desiring to use computers more efficiently, prevent problems, and effectively communicate with IT personnel. The presenters acquaint participants with common IT problems and how to solve them, and provide a potpourri of tips and tricks to increase efficiency and ease computer use. Participants should bring their laptops to gain hands–on experience. New and seasoned users will benefit from this workshop.

Charles Janus, Virginia Commonwealth University; Gene Glasco, Jr.

CE Credit: 3

Learning Objectives:

• Summarize common computer problems and simple steps to try before calling IT.
• Create desktop short cuts, prevent spam email, list tips for networking, and protect personal information.
• Describe how to retrieve data, acquire files offsite, custom install and update software, remain virus free, and avoid harmful files.
• Recall how to schedule automatic disk cleanup, defragment for increased CPU performance, and safeguard data with software like TrueCrypt.
• Describe lighting tips to better view a computer screen and describe exercises to prevent eyestrain.
Bringing Care to the Unserved: Campus–Community Collaborations to Develop Dental Services Where There Were None (L&L 44, 44–1)

Monday, March 14 (L&L #44)
Tuesday, March 15 (L&L #44–1)

Innovative interprofessional collaborations have been formed between the University of Southern California School of Dentistry and community organizations in central Los Angeles, which is one of the most ethnically diverse, economically disadvantaged, and medically underserved areas in California. Participants will share interesting experiences and promising practices of our dental school respondees to community requests to develop oral health services in elementary schools, homeless agencies, and medical clinics, where there was no dental care. The examples should be helpful to initiate ideas and replicate similar partnerships between other dental education programs and communities with access to care issues.

Niel S. Nathason, University of Southern California

CE Credit: 1

Learning Objectives:
- Recognize university missions of public and community service as potential sources of partnerships.
- Create academic collaborations with public school, faith–based, and hospital conversion organizations and community clinics.
- Design memorandums of agreement and letters of understanding.

COHRI: Linking Resources for Better Research, Education, and Patient Care (L&L 42, 42–1)

ADEACCI

Monday, March 14 (L&L #42)
Tuesday, March 15 (L&L #42–1)

This presentation provides an overview of the Consortium for Oral Health Related Informatics (COHRI). Initiated in 2007, a group of dental schools using axiUm formed COHRI and began working to promote better dental research, education, and patient treatment. With the majority of North American dental schools using axiUm, COHRI recognized an outstanding opportunity for the creation of a large data repository. Organizationally, COHRI consists of two divisions: Education Steering Committee and Research Steering Committee. COHRI has developed standardized forms for collection of demographics, medical history, and dental history as well as an extensive diagnostic vocabulary for use in treatment planning. When all COHRI schools collect their data in a standardized format, this large database could provide unlimited evidence–based research and education opportunities.

George P. Willis, Indiana University; Denice C.L. Stewart, Oregon Health and Science University; Nicole S. Kimmes, Creighton University

CE Credit: 1

Learning Objectives:
- Recognize COHRI and how COHRI was developed.
- Explain COHRI membership and the unique opportunity to collaborate on research and patient care.
- Integrate, collaborate, and share Virtual Patients, OSCEs, and Case Studies.
- Analyze standardized demographics, medical history, dental history, and diagnostic codes.
- Discuss potential utilization of a large data repository for education, research, and better patient care.

Developing Written and Verbal Communication Through Case–Based and Small Group Learning Exercises (L&L 37, 37–1)

Monday, March 14 (L&L #37)
Tuesday, March 15 (L&L #37–1)

Are your students struggling with writing medical consultations? Are your students struggling with verbal communication amongst health care professionals? If so, come share your experiences and learn about a series of case–based exercises focusing on verbal and written communication skills development. These exercises feature simulated patient cases, guided questions, and small group learning. Taken together, this promotes critical thinking and self–directed learning. Lunch and Learn attendees will come away with goals and objectives, patient cases, implementation protocol, and outcomes data that could be used to build their own simulated exercises.

Sharon K Lanning, Charles Janus, and Lawrence E. Masters, Virginia Commonwealth University

CE Credit: 1

Learning Objectives:
- Develop an interactive learning exercise to enhance students written and verbal communication skills.
- Construct simulated patient cases that foster critical thinking and self–directed learning.
- Write guided questions that foster critical thinking and self–directed learning.
- Create an implementation protocol for group learning.
- Develop a professional model for students to emulate.
How to Submit a Proposal for the 2012 ADEA Annual Session & Exhibition (L&L 31, 31–1)

Monday, March 14 (L&L #31)
Tuesday, March 15 (L&L #31–1)

ADEA Annual Session experiences provide glimpses of the evolving future of dental education. Attend this interactive and informative program to learn how to submit proposals for educational programming at the next ADEA Annual Session.

How to Submit to MedEdPORTAL (L&L 32)

Monday, March 14
Tuesday, March 15

Learn how to submit educational resources to MedEdPORTAL, the free online publishing portal that supports educators and learners as they create and use online teaching materials, assessment tools, and faculty development resources.

I’m An Advocate and Didn’t Know It! (L&L 41, 41–1)

ADEALIAA

Monday, March 14 (L&L #41)
Tuesday, March 15 (L&L #41–1)

One of the roles of the dental hygienist has been that of an advocate. However until lately, little attention has been placed on this role. The dental hygienist now is encouraged to advocate for the profession, the public, and for oral health in general.

Faith Y. Miller, Charla J. Lautar, Dwayne G. Summers, and Shelly A. File, Southern Illinois University Carbondale

CE Credit: 1

Learning Objectives:

• Define the term “advocacy.”
• Summarize at least three ways a dental hygienist can be an advocate.
• Prepare a brief three– to five–sentence introduction for other stakeholders about contributions dental hygienists can implement in their instruction.

The Lost Art of the Case Note (L&L 34, 34–1)

ADEALIAA

Monday, March 14 (L&L #34)
Tuesday, March 15 (L&L #34–1)

Electronic records are the standard in dental educational institutions and provide valuable sources of data for evaluating student performance, types and frequency of procedures, and patient demographic information. The case note is one of several essential elements of a complete dental record. A properly written case note serves to document the performance of dental procedures as well as memorialize communications between the patient and dental provider. In an attempt to achieve accurate documentation, dental schools have resorted to the dropdown module which (when selected, cut, and pasted) enters preapproved notes into the electronic record. Students may become overly reliant on the dropdown module, delaying mastering the art of the properly written case note. Presenters discuss findings demonstrating whether students can write case notes that comply with accepted standards.

Richard S. Harold and Paul L. Trombly, Tufts University

CE Credit: 1

Learning Objectives:

• Demonstrate whether dental students can compose clinically acceptable case notes without the aid of institutional dental recordkeeping software.
• Identify which essential elements have been omitted when students are asked to compose clinically acceptable case notes.
• Develop a corrective remedy to improve student recordkeeping skills in preparation for private practice.

**Participatory Completion of a Matrix on Educational Outcomes and Methodologies for Represented Schools (L&L 39, 39–1)**

Monday, March 14 (L&L #39)
Tuesday, March 15 (L&L #39–1)

This participatory Lunch & Learn will offer interaction following a learner-oriented matrix that gives an overview of an institution’s educational outcomes. On one axis of the matrix, common educational outcomes are listed: knowledge, technical skills, critical thinking, ethical and professional values, patient and practice management, and social responsibility awareness. On the other axis, methodologies are listed: definition, cultivation strategies, measures (summative/formative, objective/subjective), institutional coordination, and competency determination. The group will fill in the matrix using information from represented schools. By completing the matrix, an overview is provided of the process by which students reach these outcomes. Each institution would complete the matrix differently and, ideally, with active discussion. This exercise will help institutions answer the question “Where are we now?”

David C. Johnsen, University of Iowa
CE Credit: 1

**Learning Objectives:**
- Describe the definitions, cultivation, and measurement of educational outcomes following a matrix with methodologies.
- Develop further ways of articulating educational outcomes for represented schools.

**Realizing Enhanced Student Inter Professional Education Through Clinical Teamwork (RESPECT) (L&L 43, 43–1)**

Monday, March 14 (L&L #43)
Tuesday, March 15 (L&L #43–1)

Future health professionals who will work together in clinical settings would benefit from clinical education and training opportunities that promote the appreciation of the skills of other team members providing health care to patients. Interprofessional education is a mechanism to facilitate teamwork and relationships among health care professionals by encouraging favorable attitudes and behaviors. The Center for Advancement of Interprofessional Education (CAIPE) states that interprofessional education occurs when two or more professions learn with, from, and about each other to improve collaboration and the quality of care. During this session, faculty can organize a clinical training opportunity for dental, dental hygiene, medical, and nursing students to work together in teams to evaluate the level of health and wellness in underserved populations. In addition, faculty will learn how students can work together to appreciate the skills of their interdisciplinary team members.

Mary Norma Partida and Taline D. Infante, University of Texas Health Science Center at San Antonio
CE Credit: 1

**Reflections of a Portfolio-guided Program – Enhancing Assessment of Competency, Professional Growth, and Mentoring (L&L 38, 38–1)**

Monday, March 14 (L&L #38)
Tuesday, March 15 (L&L #38–1)

Portfolios have been used in many disciplines to display specific skills and competence but are not widely used by dental hygiene programs. Participants explore the purpose of and implementation strategies for portfolio usage. Also highlighted will be content and format options, goals of reflective practice, assessment methods, and the role of faculty mentors. Whether you are currently using a portfolio or contemplating its use, come share your experiences and gain insight into the benefits of portfolios. We will brainstorm portfolio structure, content, and assessment methods. You will hear first hand the pros and cons of a newly instituted program utilizing portfolio guided assessment, identify pitfalls to avoid, and discuss the process of enhancing student portfolios through protocol revisions.

Michelle McGregor, Virginia Commonwealth University
CE Credit: 1

**Learning Objectives:**
- Vertical and horizontal analyses of the matrix allow a unique lens on the institution’s learning environment.
- Describe the definitions, cultivation, and measurement of educational outcomes following a matrix with methodologies.
- Develop further ways of articulating educational outcomes for represented schools.

**Social Work and Dentistry – What Works, What Doesn’t, and Why Bother: Lessons From a Decade of CARES (L&L 40, 40–1)**

Monday, March 14 (L&L #40)
Tuesday, March 15 (L&L #40–1)

In an era of diminishing resources, dental schools are faced with serving a population that has increasingly complex needs while trying to retain patients and educate students. In response to this, a number of dental schools have considered implementing a social work program within their dental clinics. Based on the knowledge gained over the past decade operating the CARES program, the presenters will address specific steps required to implement a social work program within a dental school setting and focus on creating the conditions necessary to ensure the survival of such a program. Participants will have the opportunity to interact with one another to begin developing a network of professionals interested in collaboration between social workers and dental educators.

Joan M. Doris and Britt A. Holdaway, University at Buffalo
CE Credit: 1

**Learning Objectives:**
- Develop a corrective remedy to improve student recordkeeping skills in preparation for private practice.
- Construct pre- and post-intervention surveys to measure the achievement of enhanced knowledge related to the training topics.
- Discuss options for procuring grant monies to support interprofessional education.
Learning Objectives:
- Create a social work program within their dental school.
- Develop the conditions in which a social work program can thrive within a dental school.
- Practice networking with other social workers and dentists interested in building collaborations in dental school settings.

**Teaching Students to Deal With the “High” Patient: Ethical and Scientific Recommendations for the Standard of Care (L&L 36, 36–1)**

Monday, March 14 (L&L #36)
Tuesday, March 15 (L&L #36–1)

Patients sometimes appear for dental appointments after having consumed substances that have affected them physiologically and psychologically. These situations occur commonly enough that students need guidance to deal with them. Psychology, ethics, and medicine interface in this decision making process. Traditionally, however, dental schools have not addressed these issues scientifically and systematically. This discussion examines the evidence and ethics of handling patients who, for example, arrive high from alcohol and/or marijuana use. Dental faculty will be provided with recommendations for development of teaching protocols for their curricula that address dealing with the high patient. Enhanced dental school education in this area will empower the dentists of tomorrow to create policies for their practices that have a sound, reasoned basis.

Terry E. Hoover, Lola K. Giusti, and Bruce Peltier, University of the Pacific Arthur A. Dugoni School of Dentistry

CE Credit: 1

Learning Objectives:
- Summarize the short–term effects of alcohol and marijuana on the body and the implications for dental treatment.
- Analyze the ethical issues involved in a blanket non–treatment policy for the high patient.
- Outline clear, honest responses that a practitioner may use in discussion with a high patient seeking treatment.
- Prepare students for dealing with the patient who arrives high for a dental appointment.

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**A Tale of Two Disciplines – Pediatric Dentistry and Endodontics: Developing Successful Cross Specialty Continuing Education (L&L 35, 35–1)**

ADEA CCI

Monday, March 14 (L&L #35)
Tuesday, March 15 (L&L #35–1)

The American Academy of Pediatric Dentistry (AAPD) and American Association of Endodontists (AAE) joined forces in 2007 to create a continuing education course and consensus conference. More than 450 endodontists and pediatric dentists attended. Using the lessons learned from collaboration of a joint symposium, join a discussion on the development of a successful model for multi–specialty collaboration of continuing education programs. The success of the first program provided the impetus for both organizations to again collaborate for a subsequent symposium slated for 2012.

Scott Dalhouse, American Academy of Pediatric Dentistry; William Johnson; Beverly K. Albert, American Association of Endodontists

CE Credit: 1

Learning Objectives:
- Discover how the two disciplines established evidence–based clinical practice guidelines for the management of vital dental pulp.
- Analyze how information from different disciplines may be complementary and how this information may be taught.
- Summarize developing marketing and promotional materials aimed at two different audiences.

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IPE means enhanced collaboration. Collaboration between more knowledgeable and versatile healthcare providers – whether in the hospital or by the chairside. IPE enables the provision of truly holistic health care...with synergistic results. David A. Simhaee, MBT, Chair, ADEA Council of Students, Residents, and Fellows, Columbia University
Presidential Symposia

These symposia speakers have been invited by the ADEA President to discuss topics related to the 2010 ADEA Annual Session & Exhibition theme, “Interprofessional Education: Teaching and Learning Together for Better Health.”

Symposia

Sessions are listed alphabetically. Locations beginning with “CC” are located at the Convention Center; locations beginning with “HY” are located in the Hyatt.

ADEA Signature Series: Identifying and Developing the Future Leaders in Dental Education (provided by ADEA LIAA) (Ticketed event)

ADEA LIAA

Saturday, March 12
8:00 a.m. – 3:00 p.m.
HY–Douglas Pavilion A

The ADEA Signature Series is an all-day workshop coordinated by the ADEA Leadership Institute. In 2011, the Signature Series will focus on identifying and developing the future leaders in dental education. The interactive session will include onstage interviews, presentations, and panel discussions with association leaders, dental school deans, students, and ADEA Leadership Institute alumni. In addition, participants will engage in case studies and action planning to assist in identifying and developing leaders at their home institutions.

Carol A. Aschenbrener, Association of American Medical Colleges

CE Credit: 7

Learning Objectives:
• Discuss the future of leadership development in dental education and academic health care.
• Recognize effective strategies across the academic career continuum for identifying and developing leaders.
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- Assess institution–level opportunities related to identification and development of leadership.
- Apply principles of leadership development to case studies.

**Clinical Instruction Across Professions: Common Themes for Teaching and Assessment (Co–sponsored by ADEA Council of Faculties, ADEA Council of Sections, and the ADEA Council of Students, Residents, and Fellows)**

*SoTTest*

Sunday, March 13
1:00 – 2:30 p.m.
CC–7A

For students in health care programs such as nursing, dentistry, medicine, and dental hygiene, a substantial part of their education involves working with patients in the clinical setting. This requires close interaction between the teacher and student as the new learner integrates and applies foundational knowledge into patient care. While common best practices for clinical teaching can be identified, differences do exist across professions in the models of clinical teaching and assessment. Participants will receive a working knowledge of approaches to clinical teaching and assessment models that are used in medicine, dental hygiene, and nursing, and compare these to the model currently used in dental education. Participants will also explore student perceptions of the effectiveness of the current clinical teaching and assessment models used in dental education. The information will be conveyed through formal presentations followed by a panel discussion.

Cynthia C. Amyot, University of Missouri–Kansas City; Judith Skelton, University of Kentucky; David A. Simhaee, Columbia University; Carole A. Anderson, The Ohio State University; Sorabh Khandelwal

CE Credit: 1.5

**Learning Objectives:**
- Identify similarities and differences in clinical teaching and assessment methodologies across medicine, dentistry, dental hygiene, and nursing.
- Summarize student perspectives on the positive and negative aspects of current teaching and assessment methodologies in dental education.
- Integrate concepts from across professions for improved clinical teaching and assessment.

**California Dental Pipeline Program II Evaluation Symposium: Outcomes and Implications**

*SoTTest*

Monday, March 14
10:30 a.m. – noon
CC–11

For nearly a decade, dental education leaders in five California schools have been engaged in a state–wide effort to increase underrepresented minority enrollment in California dental schools and expand partnerships between California dental schools and Federally Qualified Health Centers. With private foundation support, the overarching goal of the program was to expand community–based dental education and training and increase access to oral health care for underserved patients throughout California. ADEA was contracted to evaluate the final three years of program. The Evaluation Team will present major program findings and challenge areas, highlight best practices and discuss efforts in place to sustain program beyond foundation support. This session will provide valuable information for other schools looking to increase cultural competency, diversity, and student rotations in community–based dental education.

Eugene L. Anderson and Kim D’Abreu, American Dental Education Association; Peter J. Robinson, University of Connecticut; Marita R. Inglehart, University of Michigan; Howard L. Bailit, University of Connecticut

CE Credit: 2

**Learning Objectives:**
- Summarize the educational plan recommended by a group of expert academicians.
- Recall how dental therapy and dental hygiene education can interact.

**Diversity in the Academy/The Leadership Pipeline**

*SoTTest*

Saturday, March 12
1:00 – 3:00 p.m.
CC–2

In August 1999, a special task force of the American Association of Dental Schools (now ADEA) issued a report on the “Future of Dental School Faculty.” In that report the task force concluded that “dental education in now in a crisis” due to the shortage of dental faculty. The shortage was related to many factors including recruitment from postdoctoral programs and private practice, while at the same time faculty retirements were accelerating because of the “graying” of the faculty workforce. Additionally, academic dentistry was perceived as much less financially rewarding than private practice.

Reports in the Journal of Dental Education in September 2000, September 2002, February 2005, and March 2008 continued to document the future faculty issue through confirming existing vacancies in the number of budgeted faculty positions. In 2007-08, an ADEA survey reported 360 vacant budgeted faculty positions. Within the context of existing vacancies and the potential impact of
the opening of new schools, this panel will focus on unmet needs and future potential training for the dental academic leadership pipeline.

In the context of existing faculty shortages, how will dentistry’s programs contribute to the dental academic leadership pool for the future? How will different programs reach different targets and approaches to academic leadership development? One size does not fit all; how will programs contribute to diversity within the dental academic leadership pool of the future? This panel will discuss candidate profiles, perceptions, benefits, and anticipated program changes to meet existing and perceived needs for candidates who are expected to assume leadership roles within their home institutions while making scholarly contributions that benefit all of dental education. Four panelists will entertain dialogue from the audience around these issues.

N. Karl Haden, ADEA Leadership Institute; Dr. Diane Magrane, Leadership in Academic Medicine (ELAM) Program, Dr. Jeanne Sinkford – ADEA/Johnson & Johnson Healthcare Products/Enid Neidle Scholar–in–Residence Program, Dr. Richard Weaver – ADEA/WKFF Minority Dental Faculty Development (MDFD) Program

**Evaluation of the Dental Health Aide Therapist Workforce Program in Alaska: The RTI International Study**

Saturday, March 12
8:30 – 10:30 a.m.
HY–Elizabeth H

In 2003, the Alaska Native Tribal Health Consortium (ANTHC) initiated the dental health aide therapists (DHAT) program in order to bring oral health care to Alaska Native populations in remote locations. The Alaska Native population has severe oral disease and limited oral care by dentists. The DHATs provide basic restorative care and uncomplicated extractions and work under the general supervision of dentists, many deployed to Alaska by the Indian Health Service. The initial group of 10 DHATs in practice was educated in New Zealand at the University of Otago, a long–standing dental therapist education program. The RTI International was contracted by the W.K. Kellogg Foundation (in collaboration with the Rasmussen and the Bethel Community Services Foundations) to carry out a study on how the DHAT program is being implemented. Presenters invite attendees to discuss the results of the RTI International Study completed in 2010.

Allan J. Formicola, Columbia University; Mary Williard, ANMC; James D. Bader, University of North Carolina at Chapel Hill; Scott Wetterhall

CE Credit: 2

Learning Objectives:
- Describe how the DHAT program provides care to remote populations of Alaska Natives.
- Summarize the goals and objectives of a study of how the DHAT program in Alaska has been implemented.
- Analyze the data collected to determine the safety and quality of care provided by dental therapists.

**How to Lead as the Use of Technology Continues to Increase**

ADEA LIAA

Monday, March 14
2:30 – 4:00 p.m.
HY-Moshen Section AB

Many schools are currently struggling with the adaptation of emerging technologies and their incorporation into the educational process. Students are comfortable using social networking and handheld devices to check information, with a majority of students considering themselves to be skilled at using the internet. As the use of formal and informal technology continues to increase, educators are faced with many questions, including appropriate teaching and learning methods, implementation, and support.

Elise S. Eisenberg and Heiko Spallek, New York University

CE Credit: 1.5

Learning Objectives:
- Discuss the myths about technology
- Analyze reasons why dental educators avoid change
- Identify the role of the leader as technology use increases

**Impact of Community-Based Dental Education on Program Finances**

Sunday, March 13
10:30 a.m. – 12:30 p.m.

A major transformation is taking place in clinical dental education. Established schools are having senior students spend more time in community clinics and practices providing care to underserved patients, and most schools currently under development plan to have senior students spend a third or more of their time in community settings. This transformation is taking place because dental educators see major educational, financial, and community services advantages for this form of clinical training. As an outgrowth of the national dental Pipeline program (Pipeline, Profession, & Practice: Community–Based Dental Education), this symposium presents recently available empirical evidence on the financial impact of community–based dental education programs on dental school and community clinics.

Howard L. Bailit, University of Connecticut; Jack Brown; Anna Karina Mascarenhas, Nova Southeastern University; Taegen L. McGowan, University of Connecticut; Wilhelm A Piskorowski, University of Michigan; Huong Le

CE Credit: 1.5

Learning objectives:
- Discover the educational uses of MedEdPORTAL
- Apply various MedEdPORTAL resources to personal education plans and processes.

**How to Submit to MedEdPORTAL**

SoTBox

Sunday, March 13
3:00 – 4:30 p.m.
CC– 8

Learn how to submit educational resources to MedEdPORTAL, the free online publishing portal that supports educators and learners as they create and use online teaching materials, assessment tools, and faculty development resources.

Sue Sandmeyer, ADEA; Nadeem Karimbux, Harvard University

CE Credit: 1.5

Learning objectives:
- Discover the educational uses of MedEdPORTAL
- Apply various MedEdPORTAL resources to personal education plans and processes.
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Learning Objectives:

- Describe the importance of studying the impact of community-based dental education programs on the dental school and community clinic finances.
- Illustrate the short- and long-term impacts of community rotations on school finances in terms of student productivity and clinic operations.
- Summarize the rationale and process of sharing student-generated surplus patient-care revenues on school and community clinic finances.

An Innovative Model for Interdisciplinary Education: Pediatric Dental Professionals and Pediatric Nurse Practitioners

Saturday, March 12
8:30 – 10:30 a.m.
HY–Mohsen AB

Over the past three years, the Department of Pediatric Dentistry at New York University (NYU) and the pediatric nurse practitioner program at NYU College of Nursing have engaged in a program of formal educational activities with the specific goals of advancing interdisciplinary education, evidence-based practice, and improving the oral-systemic health of children. This collaboration between dentistry and nursing offers unique opportunities for high quality interdisciplinary education, practice, research, presentations, and publications. A benefit of these experiences has been the articulation by students of the value of collaboration to improve quality of care. This symposium will describe the processes involved in developing successful interdisciplinary educational experiences.

Jill B. Fernandez, Donna Hallas, Neal Herman, and Amr M. Moursi, New York University

CE Credit: 2

Learning Objectives:

- Describe the processes involved in developing successful interdisciplinary educational experiences for dental and nurse practitioner students.
- Discuss formal educational activities that advance interdisciplinary education, evidence-based practice, and high-quality oral-systemic health care.

Interprofessional Dental and Postgraduate Education Models

Tuesday, March 15
10:00 a.m. – noon
CC–7B

The success of dental education depends on the success of interprofessional education and collaboration. The program will highlight models that incorporate cultural changes, collaboration of predoctoral and postgraduate programs, recruitment of faculty, financial aspects, and associated benefits.

Arthur C. Jee, American Association of Oral and Maxillofacial Surgeons; David C. Johnsen, University of Iowa; James J. Koelbl, Western University of Health Sciences; James Q. Swift, University of Minnesota; Larry L. Cunningham, University of Kentucky; Vasiliki Karlis, New York University; Steven M. Sullivan, University of Oklahoma; Larry J. Moore, American Association of Oral and Maxillofacial Surgeons; Thomas W. Braun, University of Pittsburgh; Pamela W. Hughes, University of Minnesota; Stephen K. Young, University of Oklahoma; John A. Valenza, University of Texas Health Science Center at Houston

CE Credit: 2

Learning Objectives:

- Summarize the financial challenges facing U.S. dental schools.
- Analyze the interprofessional and interpersonal competencies of the ADEA Leadership Institute.
- Describe and discuss the benefits of sharing dental education faculty.
- Appraise dental student knowledge about surgical aspects of dentistry.
- Identify medical principles of the management of dental patients.

An Interprofessional Standardized Patient Exercise to Improve Attitudes Toward Team Care

Saturday, March 12
11:00 a.m. – 1:00 p.m.
HY–Elizabeth H

The importance of interprofessional education in the health professions has been recognized on the national and international levels. Evidence suggests that interprofessional education is well-received by learners and enables them to acquire the knowledge and skills necessary for working collaboratively. Examples of ISPEs are lacking. This ISPE is a formative assessment that promotes interprofessional learning in a simulated setting. Interprofessional faculty and student input in case development and planning is critical for successful implementation.

Mehran Hossaini–zadeh, University of California, San Francisco

CE Credit: 2

Learning Objectives:

- Describe the objectives of an interprofessional curriculum.
- Describe some of the planning and challenges to develop an interprofessional curriculum.

Interprofessional Teaching and Learning: Scholarship for Better Health

ADEAILAA SoTL Session ADEACCI

Monday, March 14
10:00 a.m. – noon
HY–Elizabeth G

Earnest Boyer (1990) proposed “teaching both educates and entices future scholars.” Lee Schulman suggested “scholarship properly communicated and critiqued serves as the building blocks for knowledge growth in a field.” Interprofessional initiatives create a vital health education atmosphere enhancing the depth and breadth of student learning and faculty development. Interprofessional Scholarship of Teaching and Learning (SoTL) demonstrates multifaceted knowledge and experience essential to generating innovative ideas, balancing faculty workload, and sharing resources. Symposium participants will learn about interprofessional SoTL initiatives at U.S. dental schools and their associated universities. An emphasis will be placed on current best practices in interprofessional teaching and learning, faculty development, and reward initiatives. Strategies to increase interprofessional education and collaboration, such as the development of new teaching academies, existing cross-discipline initiatives, and other best practices will be presented. This symposium supported by the ADEA Council of Faculties, ADEA Section on Dental Hygiene Education, and ADEA SoTL SIG.
John W. Killip, University of Missouri–Kansas City; Sharon K. Lanning, Virginia Commonwealth University; Maureen McAndrew, New York University; Paula N. O’Neill, University of Texas Health Science Center at Houston; Ivy D. Peltz, New York University

CE Credit: 2

Learning Objectives:
• Review the value and benefits of pursuing scholarly initiatives that utilize interprofessional education and collaborative practice.
• Recognize opportunities for scholarship of teaching and learning through interprofessional education and collaborative practice.
• Develop interprofessional scholarship of teaching and learning collaborations in new and existing programs.
• Design experiences that incorporate appropriate methodologies to capture program/curricular outcomes leading to scholarly peer-reviewed advances in education and health care.
• Champion the benefits of incorporating SoTL into interprofessional collaboration with local partners, educators, and health care providers.

Introducing Interprofessional Education to Dentistry and Dentistry to Interprofessional Education

Monday, March 14
3:00 – 5:00 p.m.
CC–8

Interprofessional education (IPE) presents a unique opportunity for collaborative education of future health care professionals and collaboration among health care professionals for the well-being of the patient. It represents learning with, from, and about each other so all can work together to maximize patient-centered care and health. The presenters in this symposium are from four different universities, representing educators from dental and other health care areas. Each presenter will share IPE endeavors at their respective universities, including the outcomes and impact that their programs have had, and the value and challenges incurred during the process, followed by audience questions and discussion regarding best practices for teaching interprofessional practice in dental education. As a result, participants will be introduced to a wide variety of interprofessional endeavors and will be able to return to their respective universities with ideas, insights, and the energy necessary to introduce and/or expand IPE offerings.

Ronald W. Botto and Andrea L. Pfeifle, University of Kentucky; Elizabeth A. Andrews, Western University of Health Sciences; Barbara F. Brandt, University of Minnesota; Stephen W. Malley, Medical University of South Carolina

CE Credit: 2

Learning Objectives:
• Describe examples of specific interprofessional learning activities in dental education.
• Discuss the institutional challenges and strategies to overcome these when initiating an interprofessional education program.
• Identify approaches, resources, and ideas for addressing challenges and developing interprofessional learning activities at a specific institution.

Lessons Learned: Dental Student Outreach Program and Explore Health Careers Mentoring and Social Networking Website

Sunday, March 13
10:00 – 11:00 a.m.
CC-5A

This session will present lessons learned from the American Dental Education Association’s (ADEA) W.K. Kellogg Foundation (WKKF) Dental School Outreach Program (ADEA/WKKF DSOP) 3 pilot projects. Project Directors from Howard University College of Dentistry, University of Michigan School of Dentistry, and the University of Illinois at Chicago College of Dentistry DSOP program sites will share challenges and successful strategies implemented to create academic-community partnerships to improve the lives of children who lack access to dental care.

Participants will also be introduced to the DSOP Online Mentoring site which will be available to all dental schools after the ADEA Annual Session. This password protected site includes an online mentoring resource, a social networking community, and interactive quizzes to educate parents and children about the value of oral health, general health, growth and well-being.

Aljernon Bolden, University of Illinois at Chicago; Candace Mitchell, Howard University; Stephen Stefanac, University of Michigan; Jeanne Sinkford and Henryne Tobias, American Dental Education Association

CE Credit: 1

Learning Objectives:
• Identify examples of successful strategies implemented to create academic-community partnerships
• Describe programmatic activities to improve the lives of children who lack access to dental care
• Apply strategies for community outreach and program implementation that can be modeled by other dental schools
• Describe strategies for learning after the programming ends

Primary Health Care in the Dental Office: A New Paradigm for Dental Practice and Education

Tuesday, March 15
3:00 – 5:00 p.m.
HY–Douglas Pavilion A

It has been estimated that more than two-thirds of U.S. adults see a dentist at least once per year. This represents an unrealized opportunity to provide primary health care, thereby improving both oral health care and health care outcomes. Presenters will discuss three different primary health care interventions that can easily be introduced in the dental setting, specifically general medical screenings, identification of undiagnosed diabetes mellitus, and smoking cessation programs. Each of the presentations will review the evidence to support the introduction of these health care activities into dental practice and also discuss the potential barriers to this new practice paradigm.

Ira B. Lamster, Columbia University; Michael Glick, University at Buffalo; David A. Albert, Columbia University

CE Credit: 2

Learning Objectives:
• Summarize different primary health care interventions that can be introduced into the dental health care setting.
• Analyze the advantages of introducing primary health care activities into dental practice and the dental educational system.
• Discover the barriers to introducing primary health care activities into dental practice and dental education.

**Regional Initiatives in Dental Education: Interprofessional Learning for Dental, Dental Hygiene, and Medical Students**

Monday, March 14
3:00 – 5:00 p.m.
HY–Del Mar AB

Regional Initiatives in Dental Education (RIpED) is a distributed model of dental education involving the University of Washington Schools of Dentistry and Medicine, Eastern Washington University, and Washington State University. Launched in 2007 with state funds, the RIpED program includes interprofessional experiences for dental, dental hygiene, and medical students as part of the first year of professional school at a regional campus in eastern Washington. This session will present an overview of the RIpED program and describe the integration of dental, dental hygiene, and medical curricula. Presenters will discuss results of qualitative and quantitative assessments from several cohorts of medical and dental trainees. Challenges to integrating medical and dental school curricula will be described including faculty and student attitudes, curriculum content issues, differing institutional policies and logistics, and potential solutions. The role of distance learning in facilitating interprofessional learning and achieving efficiencies in inter–institutional collaboration will be presented.

Sarah C. Jackson, Eastern Washington University; Wendy Mouradian, Beatrice Gandara, and Douglas C. Schaad, University of Washington; George Novan

CE Credit: 2

**Learning Objectives:**
• Describe strategies for developing interprofessional training experiences for dental, dental hygiene, and medical students.
• Discuss instruments developed to measure attitudinal changes in medical and dental trainees participating in interprofessional training activities.
• Explain the advantages and challenges of integrating dental and dental hygiene curricula.
• Identify faculty attitudes necessary for effective interprofessional collaboration.
• Outline potential benefits of educational technology for facilitating interprofessional education and inter–institutional collaborations.

**Update on the Interprofessional Professionalism Collaborative**

Monday, March 14
2:00 – 5:00 p.m.
CC – 14A

Professionalism is at the forefront of many doctoral health professions in relation to how professionalism is defined, taught, measured, and evaluated. Beyond discipline–specific professionalism, little is known about interprofessional professionalism other than working cooperatively as a part of a health care team.

The possibility of a system that could measure interprofessional professionalism compels us to ask: “How would you know if interprofessional professionalism was evident? Are there defined attributes for interprofessional professionalism that can be measured and that health professions could agree upon? Does interprofessional professionalism change with experience from entry into a profession to clinical mastery? Are there defined attributes upon admission into a health profession program that could predict an applicant’s ability to demonstrate interprofessional professionalism upon entry into practice?”

A Collaborative Group on Interprofessional Professionalism (IPC), comprised of distinguished representatives from ten professions, began their work in 2006 and will share their progress. This presentation will address the background, purpose, and rationale for the current initiative on interprofessional professionalism, accomplishments to date, and the group’s work in–progress on a set of defined attributes, which will serve as the foundation for developing behavioral measures as a part of a system for assessing interprofessional professionalism.

W. David Brunson, American Dental Education Association; Jody Frost, American Physical Therapy Association

CE Credit: 3

**Learning Objectives:**
• Discuss the definition of interprofessional professionalism and the values associated.
• Describe the rationale for developing a measuring tool.
• Identify strategies for testing the developed tool and applying it to the different health professions.

**Urban Service Track in Connecticut: A Service–Teaching Model That Meets the Needs of Today’s Health Professions Students**

Sunday, March 13
3:00 – 5:00 p.m.
HY–Edward AB

Over its three–year evolution, University of Connecticut’s Urban Service Track (UST) and the University of Connecticut (UConn) have become a destination for health professions students who embrace service, community outreach, and interprofessional education. The focus of UST curriculum and experiences will produce providers prepared for the inevitable changes in health care delivery that will improve outcomes, reduce costs, and promote lifelong service to others. The UST is an innovative educational program that promotes interprofessional education and collaboration as well as service learning. The focus is to provide health professions students with the opportunity to gain valuable skills and experiences in care for urban underserved patients. Currently 134 students are enrolled at different educational levels in disciplines including dentistry, medicine, pharmacy, and nursing.

Ruth S. Goldblatt, University of Connecticut; Petra Clark–Dufner; Devra Dang; Kenia Mansilla; Laura Huling; Marcus Moss

CE Credit: 2

**Learning Objectives:**
• Articulate the purpose, goals, and evolution of the Urban Service Track at UConn.
• Identify examples of interprofessional education and service learning within the UST.
• Describe the symbiotic relationship between UST, state agencies, other universities in Connecticut, and the dental school.

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**Interprofessional Education: Teaching and Learning Together for Better Health • 2011 ADEA ANNUAL SESSION & EXHIBITION**
ADEA Council, Section, and Special Interest Group (SIG) Programs

Attractive Choices for Students: Anatomy of Predoctoral and Postdoctoral Combined Degree Programs (Co–presented by ADEA Sections on Graduate and Postgraduate Education, and Academic Affairs)

Tuesday, March 15
10:00 – 11:30 a.m.
HY–Gregory AB
Audience: New Faculty (3 years or less)

Having non–dental training along with a dental or specialty program is an attractive career path for some students. Additional training in a master’s or Ph. D program in business, education, research, or public health would prepare a candidate for unique opportunities that will broaden the scope of dentistry. The panel discussion will outline and define current and future postgraduate program trends. The panel will also explore the opportunities in academic and group practice environments for individuals with such combined degrees.

Cun–Yu Wang, University of California, Los Angeles; Jaleh Pourhamidi, University of Southern Nevada; Gerald N. Glickman, Baylor College of Dentistry; Cun–Ya Wang, University of California, Los Angeles

CE Credit: 1.5

Learning objectives:
- Discuss development and negotiation of clear expectations and timelines for thesis/dissertation graduate students.
- Discuss how residents in pursuit of opportunities in academic and group practice environments benefit from these programs.
- Describe the variety of admission standards and methods of assessment for matriculation of candidates.
- Explain how a combined program is formatted.
- Define the process to implement future combined programs based on an ever–changing work environment.
- Discuss how residents in pursuit of opportunities in academic and group practice environments benefit from these programs.

Best Practices in Advising on Theses, Dissertations, and Projects for Graduate Dental Hygiene and Postdoctoral Dental Students (Co–presented by ADEA Sections on Graduate Dental Hygiene Program Directors and Graduate and Postgraduate Education)

SoTtest ADEA CCI

Sunday, March 13
1:30 – 3:00 p.m.
CC–1B
Audience: Mid Career (4–9 years)

Graduate dental hygiene and postdoctoral dental faculty are challenged to mentor and oversee graduate student theses, dissertations, and projects. Given that undergraduate dental hygiene and predoctoral dental education require minimal exposure to research design and writing, these skills are not well developed. This session will be a panel discussion addressing theses and dissertation advising challenges and best practices for both face–to–face and online graduate students.

Linda D. Boyd, Massachusetts College of Pharmacy and Health Sciences; Rebecca S. Wilder, University of North Carolina at Chapel Hill; Deanne Shuman, Old Dominion University; Ahmad Maalhagh–Fard , University of Detroit Mercy

CE Credit: 1.5

Learning objectives:
- Discuss development and negotiation of clear expectations and timelines for thesis/dissertation graduate students.
- Discuss how residents in pursuit of opportunities in academic and group practice environments benefit from these programs.
- Discuss how residents in pursuit of opportunities in academic and group practice environments benefit from these programs.
- Discuss the role of the faculty advisor overseeing graduate theses, dissertations, or projects.
- Discuss development and negotiation of clear expectations and timelines for thesis/dissertation graduate students.
- Describe best practices for planning the thesis/dissertation topic and mentoring graduate students in the writing process.
- Explicate approaches for maintaining motivation and minimizing disruptions to the thesis/dissertation process for face–to–face and online graduate students.

Building a Prevention Toolbox to Integrate Public Health Dentistry Strategies into Dental and Dental Hygiene Education (Presented by the ADEA Section on Community and Preventive Dentistry)

Monday, March 14
2:30 – 4:00 p.m.
HY–Annie AB
Audience: New Faculty (3 years or less)

Health reform legislation includes educational provisions that renew an emphasis on public health dentistry in dental and allied dental education. The HRSA announcement focused on integration of evidence–based dental public health principles, health promotion, and expanding access to services for vulnerable groups. The HRSA elements mirror components of the Clinical Prevention and Population Health Curriculum Framework that provides educators and administrators with a structure for integrating health promotion and disease prevention content within curricula across the health professions. The presenters discuss creative strategies applied within dental and allied dental education that address existing and emerging competencies (e.g., cultural competency, health literacy, ethics, risk assessment–prevention, and community collaborations including community service–learning). The panel will share their expertise, experiences with prevention efforts, and curricula resources so participants can build a prevention toolbox for use on campus and in their communities. Q&A time will encourage attendees to discuss program models, lessons learned, and challenges.

Jane E. M. Steffensen, University of Texas Health Science Center at San Antonio; James A. Lalumandier, Case School of Dental Medicine; Christine Miller, Pacific University; Michelle Henshaw, Boston University; David P. Cappelli, University of Texas Health Science Center at San Antonio

CE Credit: 1.5

Learning objectives:
- Discuss opportunities and challenges to integrating evidence–based dental public health principles and health promotion/disease.
interprofessional education.

- Describe the Clinical Prevention and Population Health Curriculum Framework to organize curriculum content for health promotion and disease prevention.
- Identify strategies for addressing competencies related to cultural competency, health literacy, ethics, risk assessment–prevention, and community collaborations, including community service and learning.
- Discuss educational strategies and innovative approaches for expanding prevention and access to services for vulnerable groups and underserved communities.

**Dental Hygiene Clinical Coordinators Luncheon and Members’ Forum (sponsored by The Procter & Gamble Company)**

Sunday, March 13
Noon – 2:00 p.m.
HY–Del Mar AB
Amy E. Coplen, Pacific University

**Designing the Electronic Health Record to Systematize Patient Referral for Specialty Care (Co–presented by ADEA Sections on Prosthodontics, Dental Informatics, and Business and Financial Administration)**

Monday, March 14
2:30 – 4:00 p.m.
HY–Ford AB
Audience: Mid Career (4–9 years)

Moving to the electronic health record is a time–intensive and emotional process for all concerned. One of the most difficult issues is replacing existing forms or letter–driven internal or external referral systems. The failure of these referral processes leads to internal anarchy, confusion by the new care provider as to the purpose of the referral, and finally marginal patient care. Following this program, you will understand an industry–based process to define internal systems, analyze gaps in service or records, and systematically redesign. You will also be able to design methods of collecting and analyzing data to continually improve your process and enhance your risk management.

Paul L. Richardson, Marina Moore, and Carl Imthurn, Loma Linda University

CE Credit: 1.5

Learning objectives:

- Apply LEAN principles and Continued Quality Improvement to design Electronic Health Record systems for patients.
- Design a training process for introduction of a referral system.
- Integrate process knowledge and resources to evaluate electronic communication methods and principles.
- Assess data to continuously improve your referral system.
- Define the requirements of the federal government plan for health information communication.

**Developing an Educational Culture and Processes That Foster Interprofessional Learning and Practice (Co–presented by the ADEA Section on Academic Affairs and the ADEA SIG on Legal Affairs)**

SoTtest ADEA CC1

Monday, March 14
2:30 – 4:00 p.m.
HY—Elizabeth G
Audience: Appropriate for all

A growing body of evidence suggests that the quality of health care can be improved with patient treatment outcomes and safety enhanced when care is provided by well–functioning interprofessional teams. Both accreditation standards and health care policy is evolving in response to these findings, and professional schools increasingly will be expected to graduate practitioners who can work collaboratively and effectively across disciplines as members of interprofessional teams to provide care that is optimally patient–centered. In this session, participants will learn about and explore some of the barriers to implementation of interprofessional education programs, explore strategies to overcome these barriers, and learn how to use a framework and collaborative processes to develop interprofessional educational experiences in a challenging economic environment that asks all of us to do more with less.

Marilyn S. Lantz, University of Michigan; Cheryl H. Devore, The Ohio State University; Pamela Zarkowski, University of Detroit Mercy

CE Credit: 1.5

Learning objectives:

- Recognize cultural barriers to the development of interprofessional educational experiences.
- Define some of the practice issues that may arise in interprofessional team–based practice.
- Construct a value–added interprofessional learning experience that supports development of discipline–specific and interprofessional competencies.

**Educating Today’s Dental Resident to Become Tomorrow’s Leader Through Interprofessional Education (Presented by ADEA Section on Postdoctoral General Dentistry)**

SoTtest

Sunday, March 13
10:30 a.m. – 11:45 a.m.
HY—Madeleine B
Audience: Mid Career (4–9 years)

Advanced education in general dentistry (AEGD) and general practice residency (GPR) programs utilize faculty and mentors from both the dental world and the broader medical community. A panel of members from multiple medical specialities will discuss how they teach and interact with dental residents. This approach to dental education provides the resident with a broader experience and allows him or her to be a confident and respected member of the health care team, which leads to high–quality patient care.

S Cheryl L. Kane, U.S. Air Force Dental Service; Daniel K. Boden, St. Luke’s Hospital and Health Network; Kenneth M. Fedor, U.S. Department of Veterans Affairs
Evidence-Based Laser Education: An Interprofessional Collaboration in Critical Thinking for Use of Lasers in Dentistry (Co–presented by ADEA SIG on Lasers in Dentistry and ADEA Sections on Oral Biology and Cariology)

Tuesday, March 15
2:30 – 4:00 p.m.
CC–17B
Audience: Appropriate for all

This panel session shows how a case–based theme on lasers in dentistry can enhance critical thinking skills and promote interprofessional collaboration while preparing the future dental graduate to meet the challenges of ever–changing technology. The safe, effective, efficient, and ethical use of lasers in dentistry requires a critical set of foundational knowledge and skills that is much more subtle than what is marketed as laser dentistry. The ADEA SIG Lasers in Dentistry is partnering with the ADEA Sections on Oral Biology, Cariology, and Radiology for an overview of the multiple ways lasers are being used in dentistry; they will also focus on some of the newest applications of lasers in cariology, periodontology, oral surgery, oral facial pain management, oral medicine, and many other areas of dentistry. Highlights include early diagnostics with OCT, enhancing caries resistance, influence of light on biological processes, and student experiences in learning new light technology.

Donald E. Pattrhoff, West Virginia University; Peter Rechmann, University of California, San Francisco; Robert Jones, University of Minnesota; Jerry E. Bouquot, University of Texas Health Science Center at Houston; Denise Frances, Arizona School of Dentistry and Oral Health

CE Credit: 1.5

Learning objectives:
• Apply principles and integrate ideas from the health care team concept into postdoctoral dental curricula.
• Recognize the importance of dentists in the health care team.

Evidence-Based Laser Education: An Interprofessional Collaboration in Critical Thinking for Use of Lasers in Dentistry (Co–presented by ADEA SIG on Lasers in Dentistry and ADEA Sections on Oral Biology and Cariology)

How Much of a Dental Practice Management Curriculum Is Needed? (Presented by ADEA Section on Practice Management)

ADEALIAA

Tuesday, March 15
2:30 – 4:00 p.m.
HY–Del Mar AB
Audience: Mid Career (4–9 years)

What is the state of practice management curriculum in dental schools? The 2008–09 Survey of Dental Education has dental schools reporting a range of practice management contact hours, from 0 to 341. Stated another way, credit hours range from zero to 22. What is really going on in practice management? All U.S. dental schools were contacted by phone to identify the individuals or organizations responsible for teaching practice management. Each person or organization was surveyed as to content, contact hours, numbers of people involved in the teaching process, and learning environment (didactic, clinical, or extramural). Results will be discussed and recommendations made for defining practice management, contact hours, and learning environments. Additionally, minimum essential practice management experiences will be discussed with recommendations made.

Brian M. Lange and David G. Dunning, University of Nebraska Medical Center

CE Credit: 1.5

Learning objectives:
• Identify current resource challenges facing dental schools for teaching and assessing the use of lasers in dentistry.
• Summarize potential solutions for teaching and assessing guest professional expertise, multidisciplinary sessions, course reorganization and integration, and credentialing.
• Apply relevant learning and assessment findings to local curricula regarding the safe, effective, efficient, and ethical uses of lasers.

Finding the Dangerous Mucosa: The Evidence–Based Role of Adjunctive Aids in Detecting Precancerous Lesions (Co–presented by ADEA Sections on Oral and Maxillofacial Pathology and Oral Diagnosis and Oral Medicine)

Tuesday, March 15
2:30 – 4:00 p.m.
CC–3
Audience: Appropriate for all

This is a panel discussion on evidence–based oral cancer screening. It will focus on the tools (special light sources, including those based on tissue reflectance and autofluorescence) that are currently being marketed as oral cancer screening aids, the current state–of–the–art equipment, and the capability of these tools according to the current literature. The concept of screening for disease will be discussed as well as the concepts of sensitivity and specificity in regard to these tools. The program will also discuss clinical tests that are being marketed to the dental profession that claim to assist in lesion assessment (transepithelial brush biopsy of disaggregated epithelial cells) as well as the use of toluidine blue.

Joseph C. Whitt, University of Missouri–Kansas City; Anthony L. Neely, University of Detroit Mercy; Michael A. Siegel, Nova Southeastern University; Jerry E. Bouquot, University of Texas Health Science Center at Houston; John R. Kalmar, The Ohio State University; William M. Carpenter, University of the Pacific Arthur A. Dugoni School of Dentistry

CE Credit: 1.5

Learning objectives:
• Describe the concept of screening for disease and incorporate the concepts of sensitivity and specificity in clinical teaching.
• Describe the special light sources that are being marketed to the dental profession that claim to assist in lesion detection.
• Summarize the clinical tests that are being marketed to the dental profession that claim to assist in lesion assessment.
• Select and use adjunctive diagnostic aids based on evidence in the current literature.

How Much of a Dental Practice Management Curriculum Is Needed? (Presented by ADEA Section on Practice Management)

ADEALIAA

Tuesday, March 15
2:30 – 4:00 p.m.
HY–Del Mar AB
Audience: Mid Career (4–9 years)

What is the state of practice management curriculum in dental schools? The 2008–09 Survey of Dental Education has dental schools reporting a range of practice management contact hours, from 0 to 341. Stated another way, credit hours range from zero to 22. What is really going on in practice management? All U.S. dental schools were contacted by phone to identify the individuals or organizations responsible for teaching practice management. Each person or organization was surveyed as to content, contact hours, numbers of people involved in the teaching process, and learning environment (didactic, clinical, or extramural). Results will be discussed and recommendations made for defining practice management, contact hours, and learning environments. Additionally, minimum essential practice management experiences will be discussed with recommendations made.

Brian M. Lange and David G. Dunning, University of Nebraska Medical Center

CE Credit: 1.5

Learning objectives:
• Identify current resource challenges facing dental schools for teaching and assessing the use of lasers in dentistry.
• Summarize potential solutions for teaching and assessing guest professional expertise, multidisciplinary sessions, course reorganization and integration, and credentialing.
• Apply relevant learning and assessment findings to local curricula regarding the safe, effective, efficient, and ethical uses of lasers.

Evidence-Based Laser Education: An Interprofessional Collaboration in Critical Thinking for Use of Lasers in Dentistry (Co–presented by ADEA SIG on Lasers in Dentistry and ADEA Sections on Oral Biology and Cariology)

Tuesday, March 15
2:30 – 4:00 p.m.
CC–17B
Audience: Appropriate for all

This panel session shows how a case–based theme on lasers in dentistry can enhance critical thinking skills and promote interprofessional collaboration while preparing the future dental graduate to meet the challenges of ever–changing technology. The safe, effective, efficient, and ethical use of lasers in dentistry requires a critical set of foundational knowledge and skills that is much more subtle than what is marketed as laser dentistry. The ADEA SIG Lasers in Dentistry is partnering with the ADEA Sections on Oral Biology, Cariology, and Radiology for an overview of the multiple ways lasers are being used in dentistry; they will also focus on some of the newest applications of lasers in cariology, periodontology, oral surgery, oral facial pain management, oral medicine, and many other areas of dentistry. Highlights include early diagnostics with OCT, enhancing caries resistance, influence of light on biological processes, and student experiences in learning new light technology.

Donald E. Pattrhoff, West Virginia University; Peter Rechmann, University of California, San Francisco; Robert Jones, University of Minnesota; Jerry E. Bouquot, University of Texas Health Science Center at Houston; Denise Frances, Arizona School of Dentistry and Oral Health

CE Credit: 1.5

Learning objectives:
• Apply principles and integrate ideas from the health care team concept into postdoctoral dental curricula.
• Recognize the importance of dentists in the health care team.

Evidence-Based Laser Education: An Interprofessional Collaboration in Critical Thinking for Use of Lasers in Dentistry (Co–presented by ADEA SIG on Lasers in Dentistry and ADEA Sections on Oral Biology and Cariology)

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Audience: Appropriate for all

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Donald E. Pattrhoff, West Virginia University; Peter Rechmann, University of California, San Francisco; Robert Jones, University of Minnesota; Jerry E. Bouquot, University of Texas Health Science Center at Houston; Denise Frances, Arizona School of Dentistry and Oral Health

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Tuesday, March 15
2:30 – 4:00 p.m.
CC–17B
Audience: Appropriate for all

This panel session shows how a case–based theme on lasers in dentistry can enhance critical thinking skills and promote interprofessional collaboration while preparing the future dental graduate to meet the challenges of ever–changing technology. The safe, effective, efficient, and ethical use of lasers in dentistry requires a critical set of foundational knowledge and skills that is much more subtle than what is marketed as laser dentistry. The ADEA SIG Lasers in Dentistry is partnering with the ADEA Sections on Oral Biology, Cariology, and Radiology for an overview of the multiple ways lasers are being used in dentistry; they will also focus on some of the newest applications of lasers in cariology, periodontology, oral surgery, oral facial pain management, oral medicine, and many other areas of dentistry. Highlights include early diagnostics with OCT, enhancing caries resistance, influence of light on biological processes, and student experiences in learning new light technology.

Donald E. Pattrhoff, West Virginia University; Peter Rechmann, University of California, San Francisco; Robert Jones, University of Minnesota; Jerry E. Bouquot, University of Texas Health Science Center at Houston; Denise Frances, Arizona School of Dentistry and Oral Health

CE Credit: 1.5

Learning objectives:
• Apply principles and integrate ideas from the health care team concept into postdoctoral dental curricula.
• Recognize the importance of dentists in the health care team.
How We Teach Biomedical Sciences: Impressions from
the ADEA Project Pool Basic Science Survey Series
for Dentistry (Co–presented by ADEA Sections on
Biochemistry, Nutrition, and Microbiology, Anatomical
Sciences, and Physiology, Pharmacology, and
Therapeutics)

Tina Shih
Tuesday, March 15
10:00 – 11:30 a.m.
CC–4
Audience: Mid Career (4–9 years)

Ainha recently adopted Competencies for the New General Dentist and continues
to develop the supporting foundation knowledge and skills to support these
competencies. In addition, many dental schools are undergoing curricular reform.
To provide data to guide these changes, the ADEA Anatomical Sciences Section,
in collaboration with the ADEA Physiology, Pharmacology, and Therapeutics
Section and the ADEA Biochemistry, Nutrition, and Microbiology Section,
received funding from the ADEA Council of Sections Project Pool to develop the
Basic Science Survey Series for Dentistry. This program will highlight findings from
these web–based surveys and discuss data collected and how it will be useful
in 1) helping guide academic curricula in dental schools; 2) assisting educators
in updating curricula to include relevant new material; 3) helping to develop
assessment tools based upon generally accepted, contemporary information; and
4) utilizing faculty with appointments outside of the dental school.

Alan E. Levine, University of Texas Health Science Center at Houston; H. Wayne
Lambert, West Virginia University; Ted D. Pate, University of Texas Health Science
Center at Houston; Medha Gautam, Southern Illinois University

CE Credit: 1.5

Learning objectives:
• Identify current trends in the teaching of the biomedical sciences to dental
  students.
• Apply survey results to increase dental student learning in the biomedical
  sciences.
• Compare the effectiveness of standalone biomedical science courses
to courses that combine different biomedical science topics into integrated
courses.
• Evaluate characteristics of the faculty and their methods in teaching
  biomedical sciences to dental students.
• Discuss the interprofessional education that dental students receive by
  learning from medical school faculty and with students of other
  professions.

The Impact of Diversity and Mentoring on
Interprofessional Studies (Presented by ADEA Section
on Minority Affairs)

Sunday, March 13
2:45 – 4:15 p.m.
HY–Elizabeth F
Audience: Appropriate for all

A review of the literature reveals that interprofessional education is not a new
concept to the education of health professionals. However, conceptual clarity and
operational definitions within and across the health professions and institutions
are varied or lacking. Dental education is challenged to make a significant impact
in defining both conceptual clarity and the operational definitions. It is plausible
that interprofessional studies can benefit institutional missions and foster
collaborative relationships across campuses and institutions. A single school that
lacks diversity as a critical mass may be able to foster mentoring relationships in
the broader campus through interprofessional studies that draw from a greater
pool. In an effort to address issues related to interprofessional studies, presenters
will open a discussion that reviews the current concept of interprofessional
studies, presents a dean’s perspective on the benefits of interprofessional studies,
and outlines potential strategies for future directions.

Mildred A. McClain, University of Nevada, Las Vegas; Rebecca S. Wilder, University
of North Carolina at Chapel Hill; Lonnie Norris, Tufts University; Connie L. Drisko,
Medical College of Georgia; Grishondra Branch–Mays, University of Maryland

CE Credit: 1.5

Learning objectives:
• Summarize what a collaborative environment is and how it works in
  an interprofessional education program.
• Analyze the multiple components and opportunities (research,
teaching, service) for faculty in an interprofessional education
  environment regarding diversity.
• Discuss the academic opportunities of a collaborative educational
  environment that fosters promotion, tenure, or both.

Informatics at Dental Schools: Closing the Chasm
Between Students and Faculty (Co–presented by the
ADEA Section on Dental Informatics and the ADEA
Council of Students, Residents, and Fellows)

Tuesday, March 15
10:00 – 11:30 a.m.
HY–Mohsen AB
Audience: Appropriate for all

Advances in technology and science continue to grow at an exponential pace.
The applicability of these new discoveries in different areas is well witnessed;
however, dental schools and organizations have not fully explored the potential
benefits of such technological advances in dental education and practice. The
generation of dental students are exposed to a far superior technological
environment outside dental education compared to within. This raises the
question as to how well–prepared schools and faculties are to teach informatics
and technological advances to this new generation of students. Together the
ADEA Dental Informatics Section and the ADEA Council of Students, Residents,
and Fellows focus on issues related to informatics at dental schools.

Amit Acharya, Marshfield Clinic; Todd R. Watkins, East Carolina University;
Muhammad F. Walji, University of Texas Health Science Center at Houston; David
A. Simhaee, Columbia University

CE Credit: 1.5

Learning objectives:
• Describe the current status of informatics at dental schools and
  organizations.
• Identify informatics challenges and address possible solutions for
  integrating dental informatics within dental schools and organizations.
Integrating Interprofessional Collaboration in Your Dental Curriculum (Presented by ADEA Section on Endodontics)

Monday, March 14
2:00 – 3:30 p.m.
CC–13
Audience: Appropriate for all

This session will present an overview of various types of collaboration in predoctoral and postdoctoral student education. The first part of the program will address how collaboration is currently being achieved at various institutions in the preclinical and technique courses. A second section will describe how collaboration is being or could be implemented into clinical training courses. The final part of the session will describe the use and potential of interprofessional collaboration in areas such as research and service learning.

Robert A. Handysides, Loma Linda University; Claudio H. Varella, University of Florida; Anita Aminoshariae, Case School of Dental Medicine

CE Credit: 1.5

Learning objectives:
• Demonstrate the use of interprofessional collaboration among various institutions.
• Formulate methods and implement techniques to achieve more intercollaborative ventures.
• Discuss ideas from multiple institutions that are already utilizing interprofessional collaboration.
• Analyze the benefits in creating more interprofessional collaboration at home institutions.

International Service Learning: Building a Foundation for Interprofessional Education (Co–presented by ADEA Sections on Dental School Admissions Officers and Student Affairs and Financial Aid)

ADEA, SAA, SoT

Sunday, March 13
10:30 a.m. – 12:30 p.m.
CC–18
Audience: Appropriate for all

As health care providers, educators, and administrators, those involved with predental and dental students have the opportunity to encourage students to participate in service learning experiences, either before or during dental school. In this presentation, you will be able to interact with a student, a dental school administrator, a university vice president, and representatives of nationally recognized service learning program agencies, who will give their perspectives on how international service learning can be a model for collaboration across institutions and disciplines. Learn how they feel an international learning experience can affect mutual understanding and respect among professionals whose goal is to provide higher quality care. Ask how major universities draw together students and professors from many disciplines and facilitate teamwork and cross–training. Learn how to be part of building a foundation for lifelong interprofessional education and quality health care by sharing skills and knowledge among professionals.

Lisa P. Deem, Temple University; Sandra Fernandez; Melissa L. Friedman, Tufts University; Dianne D. Foster, University of Louisville; Tom Jackson Jr.; Michael W. Birnbaum, International Service Learning; Nipa Thackar

CE Credit: 2

Learning objectives:
• Identify appropriate activities for prehealth students in an outreach clinic.
• Discuss legal and ethical considerations during participation in outreach clinics.
• Determine alternative community service activities of value to prehealth students.
• Identify strategies used by a university to recruit students and professors from many disciplines and facilitate teamwork and cross–training.
• Analyze other countries’ accepted field practices of experiential dental education, which may differ from our academic preferences.

Interprofessional Education for the Care of Older Adults (Presented by ADEA Section on Behavioral Sciences)

Tuesday, March 15
2:30 – 4:00 p.m.
CC–5A
Audience: Mid Career (4–9 years)

Adults over the age of 65 are the fastest growing segment of the U.S. population. By the year 2030, approximately one in five Americans will be a senior citizen. Members of this heterogeneous elderly population often present as medically complex patients. Cognitive function, financial resources, lifestyle choices, and functional status can further modify the care of these patients. Health professionals require the attitudes, knowledge, and skills to effectively engage in interprofessional communication and patient care. Relevant and experiential interprofessional education and training will be a cornerstone to achieve collaborative patient care. This session will provide a 360–degree perspective on interprofessional education from a dental school dean, a physician IPE project director, a research IPE project director, and student. The session will include a Q&A opportunity for attendees to interact with the presenters and additional panel participants.

Marsha A. Pyle, University of Missouri–Kansas City; Karen Mann, Dalhousie University; Naushira Pandya, Nova Southeastern University

CE Credit: 1.5

Learning objectives:
• Describe the cross–cutting competencies for medical and dental education in geriatric care.
• Examine current programs of interprofessional education that include geriatric care.
• Summarize instructional strategies for interprofessional training around geriatric care.
• Describe the experiences of students who have participated in interprofessional education.

Interprofessional Education: Crossing Professional Borders (Presented by ADEA Section on Comprehensive Care and General Dentistry)

SoT

Monday, March 14
2:00 – 3:30 p.m.
CC–5A
Audience: Appropriate for all

As health care providers, educators, and administrators, those involved with predental and dental students have the opportunity to encourage students to participate in service learning experiences, either before or during dental school. In this presentation, you will be able to interact with a student, a dental school administrator, a university vice president, and representatives of nationally recognized service learning program agencies, who will give their perspectives on how international service learning can be a model for collaboration across institutions and disciplines. Learn how they feel an international learning experience can affect mutual understanding and respect among professionals whose goal is to provide higher quality care. Ask how major universities draw together students and professors from many disciplines and facilitate teamwork and cross–training. Learn how to be part of building a foundation for lifelong interprofessional education and quality health care by sharing skills and knowledge among professionals.

Lisa P. Deem, Temple University; Sandra Fernandez; Melissa L. Friedman, Tufts University; Dianne D. Foster, University of Louisville; Tom Jackson Jr.; Michael W. Birnbaum, International Service Learning; Nipa Thackar

CE Credit: 2

Learning objectives:
• Identify appropriate activities for prehealth students in an outreach clinic.
• Discuss legal and ethical considerations during participation in outreach clinics.
• Determine alternative community service activities of value to prehealth students.
• Identify strategies used by a university to recruit students and professors from many disciplines and facilitate teamwork and cross–training.
• Analyze other countries’ accepted field practices of experiential dental education, which may differ from our academic preferences.
The goal of interprofessional education (IPE) is to bring multiple health care professions together and learn interactively. The importance of IPE has increased recently due to a higher level of knowledge of oral–systemic connections and access to care issues in dentistry. Care for the elderly has also highlighted the need for collaboration among medical and dental health care providers. While there are dental schools nationally that have implemented IPE, many have not.

Our presentation will focus on two different approaches to IPE at two different institutions. One will approach it from a public health model, where students from dentistry, medicine, and nursing treat patients in a public health setting. The other approach involves an institution where there are multiple health professions on the same campus. In this situation, the students work together to treat patients, thus enabling interprofessional interaction.

Joseph W. Parkinson and Michael D. McCunniff, University of Missouri–Kansas City, Elizabeth A. Andrews, Western University of Health Sciences

CE Credit: 1.5

Learning objectives:

- Compare two different approaches to interprofessional education.
- Develop a plan for interprofessional education.
- Identify possible sources of interprofessional collaboration.
- Develop a plan for curricular changes at home institutions.

Interprofessional Education: The Benefit/Cost Equation (Co–presented by ADEA Sections on Clinic Administration, Business and Financial Administration, and Academic Affairs)

ADEA CCI

Sunday, March 13
10:30 a.m. – noon
CC–2

Audience: Mid Career (4–9 years)

Speakers will discuss the costs, challenges, barriers, and lessons learned by implementing an interprofessional education program at an academic health center.

Judith A. Buchanan, Barbara Brandt, and Jeffrey S. Ogden, University of Minnesota

CE Credit: 1.5

Learning objectives:

- Discuss the interprofessional education program at the University of Minnesota and the outcomes to date.
- Describe one method of implementing an interprofessional education program for health professions students.
- Identify the advantages of an interprofessional education program for health professions students.
- Describe the challenges and barriers associated with the implementation of an interprofessional education program for health professions students.
- Estimate the financial costs of incorporating interprofessional education into a dental program at home institutions.

Interprofessional Educational Initiatives That Contribute to Improved Quality of Care for Geriatric Patients (Presented by ADEA Section on Gerontology and Geriatrics Education)

Monday, March 14
10:30 – 11:30 a.m.
CC–8

Audience: Appropriate for all

Recent literature regarding the oral–systemic connection is extremely important in caring for older adults, due to the complexity of chronic medical conditions they may present with. The interaction and understanding necessary between dentistry and medicine creates a critical need for ongoing IPE. This program will present different IPE initiatives that address improving health care for the geriatric population. The program outlines curricular efforts within dental educational institutions that demonstrate interdisciplinary educational experiences, the importance of the medical provider’s role in promoting oral health, and initiatives that address improving health care for the geriatric population. The program will also summarize a PACE program that represents a rare learning opportunity and powerful model for IPE that promotes collaboration with an integrated team of providers who manage all facets of elder care.

Diane Ede–Nichols, Nova Southeastern University; Jadwiga Hjertstedt, Marquette University; Douglas B. Berkey, University of Colorado Denver

CE Credit: 1.5

Learning objectives:

- Summarize how geriatric health care education is provided in a multidisciplinary academic setting to better educate future health care professionals.
- Illustrate a model for dental/medical interprofessional education that enhances the medical profession’s awareness about oral health in geriatric patients.
- Describe the advantages and disadvantages of utilizing a PACE program in teaching interprofessional skills to dental students.

Making Surveys Work for You: What Questions to Ask, How to Ask Them, and What to Do With the Data (Presented by ADEA Section on Development, Alumni Affairs, and Public Relations)

Softest

Monday, March 14
2:30 – 4:00 p.m.
Hy–Madeleine A

Audience: Appropriate for all

When was the last time you did an extensive survey of your dental school alumni or donors? Most are in agreement about the importance of alumni and donor feedback for the future success of individual institutions. What is it that motivates graduates to become engaged with schools in the years after the awarding of their degrees? What motivates a donor to make that first gift or to decide he or she is ready to make a major gift? Step one in this important process is the construction of a survey. Attendees will focus on the importance of designing appropriate survey questions to get the best and most accurate data. After attending this session, you will have a foundation for a productive conversation with your grads and donors by means of a survey.

William D. Hendricson, University of Texas Health Science Center at San Antonio
Dental caries is a largely preventable disease. Yet there has been a shift and an increase in dental caries among subsets of the population in the United States and a call for the integration of multiple disciplines to achieve the necessary provision of services for young children, especially as it relates to caries management. This program is geared to all educators, practitioners, and researchers with interest in caries prevention and management. Presenters will focus on an in–depth discussion of the challenges and opportunities for interprofessional education on caries management as it relates to: 1) the role of dentistry in interprofessional education on caries management; 2) the role of the pediatrician (and other health care providers) in caries management, and 3) what we know and do not know about fluoride varnishes, one of the most commonly used strategies for caries control in non–dental settings.

Margherita Fontana, University of Michigan; Martha Ann Keels; David Krol; Carlos Gonzalez–Cabezas

Learning objectives:
• Recognize the need for improved access to care and a different paradigm for caries management.
• Discuss different workforce models by which to assess risk and manage caries in multiple settings.
• Discuss the role of dentistry in interprofessional education for caries management.
• Summarize the challenges and opportunities for the role of pediatricians/primary health care providers in caries management.
• Analyze the efficacy of fluoride varnish as a means for caries prevention and management.

The Road to Collaboration Is Paved With Good Intentions: Challenges Developing an Interprofessional Education Framework at NYU College of Dentistry

SoTtest ADEA CCI

Sunday, March 13
2:00 – 3:00 p.m.
HY–Madeleine B

Audience: Appropriate for all

Future dental graduates will be expected to treat more medically compromised patients and apply scientific evidence to the treatment and prevention of oral and systemic disease. However, educating health profession students to interact as part of an interprofessional health care team remains a major challenge. In 2005, the New York University (NYU) College of Dentistry and the NYU nursing program formally merged. This partnership created opportunities to transform traditional health professions education, develop cross disciplinary educational programs, and explore innovative interdisciplinary practice models both within and outside the College. This program will define interprofessional education and explore synergies and barriers to its incorporation in predoctoral dental curricula. Several pilot projects implemented at NYU that have leveraged the partnership between dentistry and nursing to enhance evidence–based preventive health care and provide students from both disciplines the opportunities to work in interprofessional teams will be discussed, and preliminary results of these projects will be presented.


Learning objectives:
• Define interprofessional education within the context of health professions education, specifically dentistry and nursing.
- Describe which educational areas best lend themselves to interprofessional education.
- Explore possible barriers and synergies to incorporating interprofessional education in predoctoral dental curricula.
- Develop strategies for incorporating interprofessional education into home institutions.

**Strengths of Collaboration: Bridging the Gap with Cone Beam 3-D Imaging (Presented by ADEA Section on Oral and Maxillofacial Radiology)**

**ADEALIAA**

Sunday, March 13
10:30 a.m. – noon
HY–Edward AB
Audience: Appropriate for all

Cone beam 3-D imaging is a vital tool that can bring various disciplines together to improve the oral health and well-being of patients. Cone Beam Volumetric Tomography (CBVT) is an excellent modality for maxillofacial imaging and has numerous applications in dentistry. There is a need to include 3-D image interpretation and implant treatment planning in dental education. A review of a survey conducted to evaluate the inclusion of cone beam imaging in dental education will be presented. Three-dimensional imaging can serve as an excellent tool for implant treatment planning. The significance of 3-D imaging and collaboration between implant team members in implant placement and implant restoration will be discussed.

Vijay Parashar and Joe Mehranfar, Midwestern University College of Dental Medicine; Dean Morton, University of Louisville

CE Credit: 1.5

Learning objectives:
- Summarize the significance of cone beam 3-dimensional imaging in dental curricula.
- Discuss the findings of a survey of U.S. dental schools to evaluate the inclusion of 3-D imaging in dental education.
- Assess the role of imaging in dental implant placement.
- Analyze the role of imaging in dental implant restoration.

**Teaching Faculty How to Conduct Clinical Research Utilizing Interprofessional Collaboration for Organization of a Clinical Trials Course (Co-presented by ADEA Section on Oral and Maxillofacial Surgery, Anesthesiology, and Hospital Administration and ADEA Council of Hospitals and Advanced Dental Education Programs)**

**SoTtest ADEACCI**

Sunday, March 13
2:30 – 4:00 p.m.
HY–Gregory Section A8
Audience: New Faculty (3 years or less)

Participants will see how an innovative educational program that teaches young dental faculty and promising residents or students how to carry out high-quality clinical research can be made a reality. Learn how to bring together a team of interdisciplinary faculty from public health, research administration, and biostatistics with established dental/medical researchers to provide support for the course.

Brent Ward, University of Michigan; Gary F. Bouloux, Emory University

CE Credit: 1.5

Learning objectives:
- Organize a course that teaches young faculty the concepts necessary to develop a clinical trial.
- Describe the diverse faculty needed to reflect the interdisciplinary nature of clinical research.
- Summarize the clinical methods course’s ability to foster collaborative efforts necessary to conduct a clinical trial.

**Teaching the Connection of the Mouth–Body and Beyond with Multidisciplinary Education (Presented by ADEA Section on Dental Anatomy and Occlusion)**

**HY–Mohsen Section A,B**

Tuesday, March 15
2:30 – 4:00 p.m.

Audience: Appropriate for all

The future dentist must consider him- or herself part of a multidisciplinary team. This idea must be incorporated into the foundations of non-dental and dental health care provider education. At the Medical College of Georgia, dental students take Introduction to Geriatric Dentistry. Students are educated by oral medicine, periodontics, and restorative dentistry faculty, as well as lecturers from pharmacology and nursing. An attorney and a resource specialist from an Area Agency on Aging also are involved. This organization of the course allows for a diverse experience for the student as well as the faculty.

Robert G. Holmes and Katharine Ciarrocca, Medical College of Georgia

CE Credit: 1.5

Learning objectives:
- Assess the development of interdisciplinary education in dental fields.
- Analyze the feedback from educators and students who have interacted through interdisciplinary education.
- Summarize how one school has adapted this model in its existing curriculum.

**Teaching the Referral Process (Presented by ADEA Section on Periodontics)**

**ADEALIAA SoTtest**

Monday, March 14
2:30 – 4:00 p.m.
CC–5B
Audience: Appropriate for all

A team approach to dental care enhances the patient’s oral and systemic health as well as quality of life. This session expands on the best practice ideas garnered from the American Academy of Periodontology’s “Best Practices: Teaching Students about Referral.” Attendees will learn the successful implementation of an educational unit plan that ensures dental students understand the effectiveness of a team approach to oral care and how to go about creating that relationship.
Interprofessional Education: Teaching and Learning Together for Better Health

2011 ADEA ANNUAL SESSION & EXHIBITION • Interprofessional Education: Teaching and Learning Together for Better Health

Archie Jones, University of Texas Health Science Center at San Antonio; Steven Zve, Stony Brook University; Peter Loomer, University of California, San Francisco

CE Credit: 1.5

Learning objectives:
- Define best practices developed from the AAP workshop.
- Describe methods for interactive mentoring among faculty, residents, and dental students.
- Implement the Referral Teaching Module for both predoctoral and postdoctoral experiences.
- Outline how to educate dental students about the importance of a team approach to achieve the highest quality patient care.
- Analyze the use of risk assessment as a means to diagnose and treat periodontal disease.

Understanding Organizations Through Multi–frame Thinking (Presented by ADEA Section on Continuing Education)

Tuesday, March 15
2:30 – 4:00 p.m.
HY–Madeleine AB
Audience: Mid Career (4–9 years)

Leaders position themselves to address the full range of issues that occur in institutions by thinking about organizations from multiple perspectives or “frames.” Four frames emerge from the study of organizations: structural, human resource, political, and symbolic. By applying these frames to complexities and ambiguities of organizations, leaders can more effectively problem solve, facilitate change, motivate others, address institutional politics, and develop and implement strategy. Participants will apply multi–frame thinking to a case study.

N. Karl Haden, Academy for Academic Leadership; Lynda Young, University of Minnesota

CE Credit: 1.5

Learning objectives:
- Describe how multi–frame thinking can be used to understand organizations.
- Identify how multi–frame thinking can be used to improve one’s leadership at his or her home institution.
- Apply multi–frame thinking to a case study.

Wish to Reality: Students Become Interprofessional Collaborative Practice Professionals (Presented by ADEA Sections on Dental Hygiene Education)

Monday, March 14
2:30 – 4:00 p.m.
HY–Edward CD
Audience: New Faculty (3 years or less)

“If you build it they will come” is the phrase that comes to mind when reflecting on how the University of Manitoba (UM) School of Dental Hygiene (faculty and students) became an integral part of the growing and active interprofessional education/practice (IPE/IPP) community. This led to involvement with the Winnipeg Interprofessional Student–Run Health Clinic (WISH). Through mentorship, creative curriculum planning, and student philanthropy, the dental hygiene students now collaborate with other health professions students at WISH offering both health promotion and clinical care. The D’Amour and Onadasson IPE/IPP framework will be shared, which identifies the relationships between education and professional systems within the larger health care context and how these are interdependent in realizing curricular change toward IPE/IPP. Highlighted are the students’ professional learning journey, the realization of a dental hygiene clinic as a part of WISH, curriculum lessons learned, and evaluation tools.

Laura L. MacDonald, Salme E. Lavigne, and Kyle Conrad, University of Manitoba

CE Credit: 1.5

Learning objectives:
- Analyze the connections between the educational and professional systems’ value and importance.
- Discuss the client’s care and well–being as the central purpose of interprofessional education and collaborative practice.
- Compare the experience and lessons learned of one dental hygiene program’s interprofessional curriculum with other established or planned ones.
- Discuss challenges and highlights of the creation of a student–run dental hygiene clinic as part of an interprofessional student–run clinic.
- Outline essential steps to create an interprofessional curriculum and an interprofessional student–run health clinic inclusive of a dental hygiene clinic.

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

ADEA Commission on Change and Innovation in Dental Education (ADEA CCI) Special Session: Higher Education President’s Symposium

Sunday, March 13
5:00 – 6:00 p.m.
HY – Douglas A

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 dental education curriculum. The session will also provide an examination of fostering change and innovation through the lens of a university leader.

Mildred García, California State University Dominguez Hills

Dentist–Physician Degree: An Education Model for Future Primary Care Practitioners

ADEA CCI

Sunday, March 13
1:00 – 2:00 p.m.
HY – Elizabeth G

The Dentist–Physician education model created to address the interprofessional delivery of health care is the foundation of the Nova Southeastern University
College of Dental Medicine and College of Osteopathic Medicine collaborative D.O./D.M.D. program. The Case Western Reserve University School of Dental Medicine joint degree D.M.D./M.D. program offers a Dentist–Allopathic Physician model to address similar needs and goals. Institutions developing and providing such programs recognize several common issues: collaborative efforts among health care educators and other stakeholders; innovation; integration; challenging longstanding traditions; the burden of cost to students; actualization of the graduate to degree conferrals, licensure, and practice; and developing leaders of the future for active interprofessional provision of health care in a variety of settings. Developing the curriculum, the recruitment and admissions process, retention, early outcomes, and what institutions can learn from one another will be addressed by faculty and students.

Abby J. Brodie and Dominick P. DePaola, Nova Southeastern University; Jerold S. Goldberg, Case School of Dental Medicine; Hal R. Lippman and Bart Whitehead, Nova Southeastern University

CE Credit: 1

Learning objectives:
- Recognize the challenges involved in creating, developing, implementing, and evaluating a new model of interprofessional education.
- Explore ways of collaborating with health care education and practice colleagues.
- Summarize the role of the dual–trained health care provider as a future leader in primary care and interprofessional health.

The Journal Club is Dead! Long Live the Evidence–based Decision Making Club!

ADEA CCI

Sunday, March 13
4:00 – 5:00 p.m.
CC – 4

Journal clubs have long been used in health care settings as a means of disseminating health care information. This program will explore the history and evolution of the typical journal club and examine whether this format is appropriate in today’s world of evidence–based decision making (EBDM). Presenters will show that the traditional format is at odds with the process of EBDM. Participants can then convert their journal club into its natural modern iteration as an EBDM club, which provides a format allowing participation and “buy in” by clinical faculty in the dental school. If no journal club exists, the components necessary to start a club from scratch will be shown. Data will be presented from the literature representing journal club experiences from multiple institutions. This data will form the basis of suggestions for the format of a modern EBDM club.

Andrew B. Schenkel, New York University; Mary Brennan; Judith Haber and Joan A. Phelan, New York University

CE Credit: 1

Learning objectives:
- Identify why a journal club is no longer an appropriate format for the dissemination of health care information.
- Describe the natural evolution of a journal club into an evidence–based decision making club.
- Apply the principles and practices of evidence–based decision making to replace the traditional journal club format.

An Interprofessional Approach to Integrative Sciences Dental Curricula

ADEACCI

Saturday, March 12
11:00 a.m. – noon
CC – 3

Dental education continues to be challenged by the need to impart clinical relevance during the teaching of biomedical sciences as well as the need to reinforce the applications of biological principles to clinical training and decision–making. Despite the advances made in modernizing the dental curriculum, there is a critical need to present dental students with information about emerging areas of research that will impact the practice of dentistry. Ideas will be presented for developing and introducing an integrative sciences curriculum early on in the predoctoral program that can be maintained throughout its duration. Different model approaches will be presented along with the feasibility and scope of utilizing interprofessional collaborations.

Paul H. Krebsbach, University of Michigan; Paul C. Dechow, Baylor College of Dentistry; Josie A. Beeley; Douglas J. Brothwell, University of Manitoba

CE Credit: 1

Learning objectives:
- Define the role of integrative sciences in bridging the gaps between the traditional basic, applied, and clinical sciences.
- Examine specific applications of integrative sciences in two U.S. dental schools and compare/contrast to systems of instruction in schools abroad.
- Identify an integrative sciences curriculum that would provide a continuum of instruction for all four years of the predoctoral program.
- Discuss the challenges and opportunities to transform predoctoral curricula through an interprofessional integrative sciences program.

A New Approach to Partnership in Education: Reserves, Veterans, and Your Dental School

Softwest ADEACCI

Saturday, March 12
1:00 – 2:00 p.m.
CC – 18

Collaboration between the armed forces and dental schools helps to meet the oral health needs of service personnel while providing an expansion of various educational experiences. Local National Guard troops deemed non–deployable due to their current dental condition and local veterans without dental coverage can be the first validated for eligibility. Student experience is expanded through cultural competency by practicing tailoring treatment decisions with delivery of approved care, developing ethical standards, and fostering patient commitment to a dental home. Patient surveys addressing resolution of chief complaint, developing educational outcomes. Project funding is achieved through collaboration among the school, local ADA societies, corporations, and contracted payment for area–specific armed forces active duty qualifying exams. Within one year, this model
can provide over $100,000 of volunteer dental treatment for over 100 veterans in eight to 10 sessions, while accumulating over 1,000 hours of student service.

Wendy S. Woodall, John D. Ferrin, Christine C. Ancajas, Jeremy Manuele, and Rick B. Thiriot, University of Nevada, Las Vegas

CE Credit: 1

Learning objectives:
• Analyze expansion of oral health care delivery to a national underserved population.
• Evaluate increasing student exposure to a population of diverse generations, ethnicities, and cultures.
• Recognizing the increase of student experience in tailored delivery of care.
• Define the application of effective business principles to self-sustained expansion of care.

Pilot Program in Interdisciplinary Dental Education

Sunday, March 13
3:00 – 4:00 p.m.
CC – 7A

A small group of dental students participated in a week-long interdisciplinary pilot program held by the University of Iowa. The program included other allied health professions such as physicians, physician assistants, nursing, pharmacy, dietetics and nutrition, physical therapy, and social work. The lecture topics and case studies used within the course will be reviewed and discussed for applicability to dental education. Evaluations of this multidisciplinary program, including dental student assessments and experiences, will be presented. The concepts of interdisciplinary education and the role of dentistry will be discussed, including the role of dentistry’s position within the health care team.

Paula Weistroffer, University of Iowa

CE Credit: 1

Learning objectives:
• Describe the concepts of interdisciplinary education.
• Diagram the role and responsibility of dentistry in the health care team.
• Summarize dental student participation and experience in an interdisciplinary course.

As the voice of dental education, ADEA and all leaders in the academy have the responsibility to ensure that our educational programs serve as and represent a means to improving patient, societal, family and community centered care in an IPE and collaborative manner.–

Leo E. Rouse, D.D.S., FACD, Dean, Howard University College of Dentistry
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No one can give you more hours in a day, but we can give you products that save time to help make your practice more efficient, productive and profitable.
ADEA Section Programs and Members' Forums

The annual gathering of an ADEA Section or Special Interest Group (SIG) is where new officers are elected, results of the group's activities for the past year are discussed, and general business and future planning takes place. All members, prospective members, and other individuals are invited to attend these meetings.

Presenters, descriptions, and CE information are found in the ADEA Council, Section, and SIG Programs section beginning on page 38. Locations beginning with “CC” are located at the Convention Center; locations beginning with “HY” are located in the Hyatt.

Academic Affairs
Interprofessional Education: The Benefit/Cost Equation (p. 43)
Sunday, March 13
10:30 a.m. – noon
CC–2

Members’ Forum
Sunday, March 13
12:15 – 1:15 p.m.
CC–1A

Developing an Educational Culture and Processes That Foster Interprofessional Learning and Practice (p. 39)
Monday, March 14
2:30 – 4:00 p.m.
HY–Elizabeth G

Attractive Choices for Students: Anatomy of Predoctoral and Postdoctoral Combined Degree Programs (p. 38)
Tuesday, March 15
10:00 – 11:30 a.m.
HY–Gregory Section AB

Anatomical Sciences
Members’ Forum
Sunday, March 13
10:30 – 11:30 a.m.
HY–Edward CD

How We Teach Biomedical Sciences: Impressions from the ADEA Project Pool Basic Science Survey Series for Dentistry (p. 41)
Tuesday, March 15
10:00 – 11:30 a.m.
CC–4

Business & Financial Administration
Interprofessional Education: The Benefit/Cost Equation (p. 43)
Sunday, March 13
10:30 a.m. – noon
CC–2

Members’ Forum
Sunday, March 13
12:15 – 1:15 p.m.
CC–2

Designing the Electronic Health Record to Systematize Patient Referral for Specialty Care (p. 39)
Monday, March 14
2:30 – 4:00 p.m.
HY–Madeleine B

Behavioral Sciences
Interprofessional Education for the Care of Older Adults (p. 42)
Tuesday, March 15
2:30 – 4:00 p.m.
CC–5A

Cariology
Need, Challenges, and Opportunities for the Interprofessional Education and Management of Dental Caries (p. 44)
Sunday, March 13
10:30 a.m. – noon
HY–Ford AB

Members’ Forum
Sunday, March 13
12:15 – 1:15 p.m.
HY–Gregory AB

Evidence-Based Laser Education: An Interprofessional Collaboration in Critical Thinking for Use of Lasers in Dentistry (p. 40)
Tuesday, March 15
2:30 – 4:00 p.m.
CC–178

Clinical Administration
Interprofessional Education: The Benefit/Cost Equation (p. 43)
Sunday, March 13
10:30 a.m. – noon
CC–2

Members’ Forum
Sunday, March 13
12:15 – 1:15 p.m.
HY–Gregory AB

Implement Tobacco Dependence Resources and Strategies to Through Multi-frame Thinking Understanding Organizations
Tuesday, March 15
2:30 – 4:00 p.m.
HY–Madeleine AB

Members’ Forum
Tuesday, March 15
4:15 – 5:15 p.m.
HY–Edward CD

Dental Anatomy & Occlusion
Teaching the Connection of the Mouth–Body and Beyond with Multidisciplinary Education (p. 45)
Tuesday, March 15
2:30 – 4:00 p.m.
HY–Mohsen AB

Members’ Forum
Tuesday, March 15
4:15 – 5:15 p.m.
HY–Ford AB

Dental Assisting Education
Members’ Forum
Sunday, March 13
4:00 – 5:00 p.m.
HY–Del Mar AB

Dental Hygiene Education
Wish to Reality: Students Become Interprofessional Collaborative Practice Professionals (p. 45)
Monday, March 14
2:30 – 4:00 p.m.
HY–Edward CD

Members’ Forum
Monday, March 14
4:15 – 5:15 p.m.
HY–Mohsen AB

Resources and Strategies to Implement Tobacco Dependence

• Interprofessional Education: Teaching and Learning Together for Better Health

HY–Del Mar AB

50
Education: An Interdisciplinary Approach (p. 44)
Wednesday, March 16
8:00 – 9:30 a.m.
HY–Gregory AB

Dental Informatics
Members’ Forum
Sunday, March 13
10:30 – 11:30 a.m.
HY–Madeleine A

Designing the Electronic Health Record to Systematize Patient Referral for Specialty Care (p. 39)
Monday, March 14
2:30 – 4:00 p.m.
HY–Gregory AB

Dental Hygiene Clinical Coordinators
Luncheon and Members’ Forum (sponsored by The Procter & Gamble Company)
Sunday, March 13
Noon – 2:00 p.m.
HY–Del Mar AB

Dental School Admissions Officers
International Service Learning: Building a Foundation for Interprofessional Education (p. 42)
Sunday, March 13
10:30 a.m. – 12:30 p.m.
CC–1B

Members’ Forum
Sunday, March 13
12:30 – 1:30 p.m.
HY–Mohsen AB

Attractive Choices for Students: Anatomy of Predoctoral and Postdoctoral Combined Degree Programs (p. 38)
Tuesday, March 15
10:00 – 11:30 a.m.
HY–Gregory AB

Development, Alumni Affairs, and Public Relations
Making Surveys Work for You: What Questions to Ask, How to Ask Them, and What to Do With the Data (p. 43)
Developing an Interprofessional Education Framework at NYU College of Dentistry
Sunday, March 13
2:00 – 3:00 p.m.
HY–Madeleine B

Finding the Dangerous Mucosa: The Evidence-Based Role of Adjunctive Aids in Detecting Precancerous Lesions (p. 40)
Tuesday, March 15
2:30 – 4:00 p.m.
CC–3

Orthodontics
Members’ Forum
Sunday, March 13
3:45 – 4:45 p.m.
HY–Gregory B

Pediatric Dentistry
Members’ Forum
Monday, March 14
3:45 – 4:45 p.m.
HY–Madeleine A

Periodontics
Teaching the Referral Process (p. 45)
Monday, March 14
2:30 – 4:00 p.m.
CC–5B

Members’ Forum
Sunday, March 13
3:15 – 4:15 p.m.
HY–Madeleine CD

Practice Management
Members’ Forum
Monday, March 14
3:45 – 4:45 p.m.
HY–Gregory A

How Much of a Dental Practice Management Curriculum Is Needed? (p. 40)
Tuesday, March 15
2:30 – 4:00 p.m.
HY–DeMar AB

Prosthodontics
Designing the Electronic Health Record to Systematize Patient Referral for Specialty Care (p. 39)
Monday, March 14
2:30 – 4:00 p.m.
HY–Madeleine B

Members’ Forum (sponsored by Whip Mix Corporation)
Monday, March 14
4:15 – 5:15 p.m.
HY–Molly AB

Scholarship of Teaching and Learning
Members’ Forum
Tuesday, March 15
3:00 – 4:00 p.m.
CC–5B

Student Affairs and Financial Aid
International Service Learning: Building a Foundation for Interprofessional Education (p. 42)
Sunday, March 13
10:30 a.m. – 12:30 a.m.
CC–4B

Members’ Forum
Sunday, March 13
4:15 – 5:15 p.m.
CC–17B

Legal Issues
Developing an Educational Culture and Processes That Foster Interprofessional Learning and Practice (p. 39)
Monday, March 14
2:30 – 4:00 p.m.
HY–Elizabeth G

Foreign–Educated Dental Professionals
Members’ Forum
Sunday, March 13
1:15 – 2:15 p.m.
HY–Moshen AB

Implant Dentistry
Members’ Forum
Tuesday, March 15
3:00 – 4:00 p.m.
CC–2

Lasers in Dentistry
Evidence-Based Laser Education: An Interprofessional Collaboration in Critical Thinking for Use of Lasers in Dentistry (p. 40)
Tuesday, March 15
2:30 – 4:00 p.m.
CC–17B

It is my opinion that IPE is the cornerstone of health professions education that will lead to improved patient outcomes. The foundation is ‘being poured’ within the dental education community, awareness has been created, the process has begun, and there is much work yet to do. – Dr. Sandra C. Andrieu, ADEA President, Louisiana State University
MiPACS Dental Enterprise PACS is the Only Imaging System that a Dental School Needs

MiPACS was specifically designed to handle the unique workflow of a dental school environment and to provide a comprehensive solution for teaching digital radiography. This is the only imaging system that a dental school needs to acquire, process, centrally store, and view digital images. MiPACS was built to offer an affordable and device independent dental PACS system, in compliance with the DICOM 3.0 standard.

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New Idea Sessions

A New Idea Session allows presenters and participants to explore a newly formed idea. The New Idea Session is designed to pique participants’ interest and introduce unique, unusual, or innovative ideas. All New Idea Sessions are located in the Convention Center’s Exhibit Hall D.

Reader’s Theater: The Use of Arts and Humanities in Promoting Interprofessional Education

Monday, March 14
1:30 – 1:50 p.m.
Audience: Appropriate for all

Participants will be afforded a brief history of the method and integration of Reader’s Theater at the University of New England. An excerpt of an actual reading will be demonstrated, followed by a short group discussion modeling approaches to interprofessional education. Attendees of this workshop will have the opportunity to consider approaches to actualize this novel pedagogical strategy at their own educational institutions. Although there are an almost unlimited number of topics that could be addressed using this pedagogy, there are a few applicable to dental education: interprofessional communication, patient/provider communication, cultural diversity, ethics, and health literacy.

A Toolkit for Clinical Research

Monday, March 14
2:00 – 2:20 p.m.
Audience: Mid Career (4–9 years)

This presentation provides an overview of a unique method to promote clinical research. The Consortium for Oral Health Related Informatics (schools working collaboratively to promote clinical and educational research) has developed a toolkit for clinical research utilizing data from the electronic dental record (EDR). Goals are to provide clinical faculty with the tools needed to manage a research project and create ongoing research venues in the clinical setting that engage dental students and faculty in EDR–based research and evidence–based decision making. The toolkit workgroup includes seven individuals from five institutions in the United States and the Netherlands. The toolkit provides identifying clinical questions, writing PICO questions, literature analysis, research protocol, peer review, research conduct, data gathering and analysis, outcomes assessment, reporting and dissemination of findings. Toolkit evaluation utilizes surveys of students and faculty to assess attitudes about the toolkit and research skills.

Denice C.L. Stewart, Oregon Health and Science University; Nicole S. Kimmes, Creighton University

Using Moodle to Advance Interprofessional Learning

Tuesday, March 15
1:00 – 1:20 p.m.
Audience: Mid Career (4–9 years)

One of the primary obstacles to the development and implementation of interprofessional learning opportunities is that professional students are often on different schedules that are compacted, allowing few opportunities to gather as a group. The online course support system Moodle was used to coordinate interprofessional groups of students, following a joint in–person session, to foster continued communication and interaction on issues of common interest.

Gwen Essex, University of California, San Francisco
## ADEA Governance and Committee Meetings

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<tr>
<td>ADEA Board of Directors Meeting</td>
<td>Saturday, March 12</td>
<td>8:00 – 11:00 a.m.</td>
<td>HY–Edward AB</td>
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<tr>
<td>ADEA Board of Directors Meeting</td>
<td>Tuesday, March 15</td>
<td>4:00 – 5:00 p.m.</td>
<td>HY–Elizabeth H</td>
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<tr>
<td>ADEA Corporate Council Administrative Board Meeting</td>
<td>Saturday, March 12</td>
<td>2:00 – 3:00 p.m.</td>
<td>HY–Ford C</td>
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<tr>
<td>ADEA Council of Allied Dental Program Directors (CADPD) Administrative Board Meeting</td>
<td>Saturday, March 12</td>
<td>11:00 a.m. – 1:00 p.m.</td>
<td>HY–Madeleine A</td>
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<tr>
<td>ADEA CADPD Council Meeting</td>
<td>Saturday, March 12</td>
<td>1:30 – 3:30 p.m.</td>
<td>HY–Del Mar AB</td>
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<tr>
<td>ADEA CADPD Council Caucus</td>
<td>Wednesday, March 16</td>
<td>9:00 – 10:00 a.m.</td>
<td>HY–Annie B</td>
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<td>ADEA CADPD Administrative Board Meeting II</td>
<td>Wednesday, March 16</td>
<td>10:00 – 11:00 a.m.</td>
<td>HY–Edward A</td>
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<tr>
<td>ADEA Council of Deans Administrative Board Meeting</td>
<td>Saturday, March 12</td>
<td>7:00 – 8:00 a.m.</td>
<td>HY–Edward D</td>
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<tr>
<td>ADEA Council of Deans Meeting</td>
<td>Saturday, March 12</td>
<td>1:00 – 3:30 p.m.</td>
<td>HY–Mohsen AB</td>
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<tr>
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<td>Wednesday, March 16</td>
<td>9:00 – 10:00 a.m.</td>
<td>HY–Edward A–D</td>
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<tr>
<td>ADEA Council of Families Administrative Board Meeting</td>
<td>Saturday, March 12</td>
<td>Noon – 1:30 p.m.</td>
<td>HY–Elizabeth F</td>
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<tr>
<td>ADEA Council of Families New Member Orientation</td>
<td>Saturday, March 12</td>
<td>1:30 – 2:00 p.m.</td>
<td>HY–Elizabeth F</td>
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<tr>
<td>ADEA Council of Faculties Administrative Board Meeting</td>
<td>Saturday, March 12</td>
<td>2:00 – 3:30 p.m.</td>
<td>HY–Elizabeth F</td>
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<td>Wednesday, March 16</td>
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<td>HY–Molly AB</td>
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<tr>
<td>ADEA Council of Hospitals and Advanced Education Programs (ADEA COHAEP) Business Meeting</td>
<td>sponsored by Zimmer Dental</td>
<td>Saturday, March 12</td>
<td>1:00 – 3:00 p.m.</td>
<td>HY–Gregory AB</td>
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<td>ADEA COHAEP Business Meeting</td>
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<td>HY–Elizabeth F</td>
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<tr>
<td>ADEA Council of Sections Administrative Board Meeting</td>
<td>Saturday, March 12</td>
<td>9:00 a.m. – noon</td>
<td>HY–Oxford</td>
<td></td>
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<tr>
<td>ADEA Council of Sections Meeting</td>
<td>Saturday, March 12</td>
<td>12:30 – 3:45 p.m.</td>
<td>HY–Elizabeth G</td>
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<tr>
<td>ADEA Council of Sections Officer Orientation</td>
<td>Wednesday, March 16</td>
<td>7:00 – 8:00 a.m.</td>
<td>HY–Elizabeth H</td>
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<td>Wednesday, March 16</td>
<td>8:00 – 10:00 a.m.</td>
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<td>ADEA COSRF Meeting</td>
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<td>Tuesday, March 15</td>
<td>1:00 – 2:00 p.m.</td>
<td>HY–Edward AB</td>
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<tr>
<td>ADEA Reference Committee Meeting on Administrative Affairs (By invitation only)</td>
<td>Tuesday, March 15</td>
<td>2:00 – 3:30 p.m.</td>
<td>HY–Edward AB</td>
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<tr>
<td>ADEA Council of Sections</td>
<td>Monday, March 15</td>
<td>3:00 – 4:00 p.m.</td>
<td>HY–Douglas Pavilion A</td>
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<td>4:00 – 5:00 p.m.</td>
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<td>ADEA Allied Dental Program Directors’ Conference Planning Committee Meeting</td>
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In my vision of the future of dental education, dentistry would be at the table with medicine, nursing, pharmacy, and allied health professions, treating the whole patient collaboratively. I believe that professional collaboration is the key to disease prevention, maintenance of health, and optimum patient care. – Dr. Sandra C. Andrieu, ADEA President, Louisiana State University
Monday, March 14
12:30 – 3:00 p.m.

419 Analyzing Second Life Seminars to Measure the Effectiveness of the Technology on Creating Virtual Meeting Places and Relationships Across Schools
Sandra D. Challman and Mark V. Thomas, University of Kentucky; Mark I. Ryder, University of California, San Francisco

420 An Internet, Case-Based, Team-Based Practice Management Course
David O. Willis, University of Louisville

421 Animation of Mandibular Lateral Translation’s Influence on Tooth Morphology
Chi D. Tran and Daniel M. Castagna, University of the Pacific Arthur A. Dugoni School of Dentistry

422 Interactive CD Using Game-like 3-D Simulation for Novice Student Self-Training in Identifying and Guiding Correct Adult Teeth Placement
Arnold D. Steinberg, Maria Javaid, and Milos Zefran, University of Illinois at Chicago

423 Dental Nutritional Counseling Techniques: Using the Technology of the Flip Camera
Wanda J Cloet, Central Community College

424 Implementing Service Learning in an Online Format
Leslie Koberna, Texas Woman’s University

425 CDE Mobile
Richard M. Ongkiko and William O. Butler, University of Texas Health Science Center at San Antonio

426 A Web-Based, Self-Learning, Interactive Dental Anatomy Course Using SoftChalk
Blaine M. Cleghorn, Dalhousie University

427 24/7 Connections for 21st Century Success
Joanne Weir and Risa Nettles, Georgia Perimeter College

428 Creative Paper-Free Technologies to Track Student Clinical Progress in an Accurate and Secure Manner
Gerard Cedrone, Tufts University; Jennifer Littke and Nancy Arbree

429 And Cut! : Making Movies to Improve Student Learning
Alison F. Doubleday, University of Illinois at Chicago

430 A Dental Injection Simulator: A Safe, Virtual Environment for Learning How to Give a Dental Injection
Janice S. Lee, Mehran Hossaini, William F. Bird, University of California, San Francisco; Aaron Oliker

Tuesday, March 15
12:30 – 3:00 p.m.

471 Searching Effectively and Efficiently for Accurate Answers to Clinical Questions Utilizing Interprofessional Collaborations
Andrew B. Schenkel and Richard McGowan, New York University

472 Strategies for the Integration of Advanced 3-D Imaging with a Dental School PACS and Electronic Health Record System
Gary F. Guest and S. Brent Dove, University of Texas Health Science Center at San Antonio

473 TransLab Improves Patient Treatment Outcomes and Clinic Productivity Through Improved Communication and Systems
Arnold M. Rosen, New York University

474 Operative Techniques Manual “Cookbook” Style
Andrea M. Morgan and Julie Gilliam, University of Maryland

475 Private Practice Dentist to Dental Educator a Transformation
David Hershkowitz, Patricia Montalbano, James Kaim, and Kenneth L. Allen, New York University

476 Novice Dental and Hygiene Students Interactive 3-D CD for Basic Principles of Furcation Classification and Identification Using the Nabers Probe
Seema S. Ashrafi, Arnold D. Steinberg, and Max Kolesnikov, University of Illinois at Chicago; Milos Zefran

477 Head Start in Clinical Dentistry – Initial Clinical Experience
Charles D. Larsen, Jill B. Fernandez, and Amr M. Moursi, New York University

478 Maintain Local Electronic Records with AADSAS
Brian T. Trecek, Thomas S. Wirtz, and Jennifer L. Haluzak, Marquette University

479 Using a Practical, Standardized Dental Diagnostic Terminology in a Dental Electronic Health Record
Elsbeth Kalenderian, Harvard School of Dental Medicine; Joel White, University of California, San Francisco; Rachel Ramoni; Paul C. Stark, Tufts University; Muhammad F. Walji, University of Texas Health Science Center at Houston

480 Development of an Online Case-based Written Competency Examination in Periodontics
Binnaz Leblebicioglu, Hua–Hong Chien, Purnima Kumar, Angelo J. Mariotti, and Lewis J. Claman, The Ohio State University

481 Using Mobile Technology to Enhance Data Collection in Community Outreach
Chirag Sadana, Jill B. Fernandez, Elise S. Eisenberg, and Amr M. Moursi, New York University

482 The Use of Interactive Media and Its Effectiveness in the Study of Human Occlusion and the Temporomandibular Joint
Margrit Maggio, University of Pennsylvania
A DEA LIAA
Friday, March 11
ADEA Leadership Institute Alumni Association Meeting (by invitation only) 8:00 a.m. – noon
ADEA Leadership Institute Class of 2012 Orientation (by invitation only) 1:00 – 5:00 p.m.
ADEA Leadership Institute Class of 2011 Commencement Reception (by invitation only) 6:00 – 7:00 p.m.
ADEA Leadership Institute Class of 2011 Commencement Dinner (by invitation only) 7:00 – 9:00 p.m.

Saturday, March 12
ADEA Signature Series –Identifying and Developing the Future Leaders in Dental Education (provided by ADEA LIAA) (Ticketed event) (p. 32) 8:00 a.m. – 3:00 p.m.

Sunday, March 13
Methods to Assist in Preparing for Accreditation and Strategic Planning: Best Practices from Two Dental Schools (Ticketed event) (p. 26) 10:00 a.m. – 1:00 p.m.
International Service Learning: Building a Foundation for Interprofessional Education (p. 42) 10:30 a.m. – 12:30 p.m.
Interprofessional Education: The Benefit Cost Equation (p. 43) 10:30 a.m. – noon
Strengths of Collaboration: Bridging the Gap with Cone Beam 3–D Imaging (p. 45) 10:30 a.m. – noon
ADEA Leadership Institute Class of 2012 Reception (By invitation only; sponsored by Colgate–Palmolive, Co.) 6:30 – 8:00 p.m.

Monday, March 14
Interprofessional Teaching and Learning: Scholarship for Better Health (p. 35) 10:00 a.m. – noon
I'm An Advocate and Didn’t Know It! (Ticketed event) (p. 29) 12:30 – 1:30 p.m.
The Lost Art of the Case Note (Ticketed event) (p. 29) 12:30 – 1:30 p.m.
ADEA LIAA Business Meeting (By invitation only) 2:00 – 4:00 p.m.

How to Lead as the Use of Technology Continues to Increase (p. 34) 2:30 – 4:00 p.m.
Teaching the Referral Process (p. 45) 2:30 – 4:00 p.m.
Focus on Facilitation: Let’s Limit the Lecturing! (Ticketed event) (p. 24) 2:30 – 5:30 p.m.
Exit Surveys of Graduating Dental Students: Best Practices of Competency-Based Assessments from Two Dental Schools (Ticketed event) (p. 24) 3:00 – 6:00 p.m.

Tuesday, March 15
I’m an Advocate and Didn’t Know It! (Ticketed event) (p. 29) 12:30 – 1:30 p.m.
The Lost Art of the Case Note (Ticketed event) (p. 29) 12:30 – 1:30 p.m.
How Much of a Dental Practice Management Curriculum Is Needed? (p. 40) 2:30 – 4:00 p.m.
Clinical Outreach: Developing a Self-Sustaining Model (Ticketed event) (p. 22) 3:00 – 6:00 p.m.

Wednesday, March 16
Resources and Strategies to Implement Tobacco Dependence Education: An Interdisciplinary Approach (p. 44) 8:00 – 9:30 a.m.
The American Association of Public Health Dentistry’s Panel Report on the Educational Plan for Two Year Dental Therapist Programs (p. 33) 8:00 – 10:00 a.m.
Mindfulness: Enhancing the Clinical, Professional, and Personal Outcomes of Dental and Dental Hygiene Students (Ticketed event) (p. 26) 8:30 – 11:30 a.m.
Searching Effectively and Efficiently for Accurate Answers to Clinical Questions: A Workshop Utilizing Interprofessional Collaborations to Optimize Training and Teaching (Ticketed event) (p. 27) 8:30 – 11:30 a.m.

SoTLfest
Saturday, March 12
An Interprofessional Standardized Patient Exercise to Improve Attitudes Toward Team Care (p. 35) 11:00 a.m. – 1:00 p.m.
Presentation of Dissertations: Factors Predictive of Online Instruction Among Dental Hygiene Faculty in the United States 10:30 – 11:30 a.m.

Evidence-Based Strategies for Success in Clinic and Preclinic for the Struggling Student (Ticketed event) (p. 23) 12:45 – 3:45 p.m.
A New Approach to Partnership in Education: Reserves, Veterans, and Your Dental School (p. 47) 1:00 – 2:00 p.m.

Sunday, March 13
Models of Interprofessional Curriculum in Dental Education (p. 32) 10:00 a.m. – noon
Methods to Assist in Preparing for Accreditation and Strategic Planning: Best Practices from Two Dental Schools (Ticketed event) (p. 26) 10:00 a.m. – 1:00 p.m.
Educating Today’s Dental Resident to Become Tomorrow’s Leader Through Interprofessional Education (p. 39) 10:30 a.m. – 11:45 a.m.
International Service Learning: Building a Foundation for Interprofessional Education (p. 42) 10:30 a.m. – 12:30 p.m.
Clinical Instruction Across Professions: Common Themes for Teaching and Assessment (p. 33) 1:00 – 2:30 p.m.
Empowerment Through Assessment: Writing Evaluation Criteria for Summative and Formative Student Feedback, Faculty Calibration, and Criteria Validation (Ticketed event) (p. 23) 1:00 – 4:00 p.m.
Best Practices in Advising on Theses, Dissertations, and Projects for Graduate Dental Hygiene and Postdoctoral Dental Students (p. 36) 1:30 – 3:00 p.m.
Teaching Faculty How to Conduct Clinical Research Utilizing Interprofessional Collaboration for Organization of a Clinical Trials Course (p. 45) 2:30 – 4:00 p.m.
Pilot Program in Interdisciplinary Dental Education (p. 48) 3:00 – 4:00 p.m.

Monday, March 14
Interprofessional Teaching and Learning: Scholarship for Better Health (p. 35) 10:00 a.m. – noon
To Serve Those in Need: Transformative Learning in a Dental Residency Program 10:30 – 11:30 a.m.
Treatment Planning and Risk Assessment 11:00 a.m. – noon
Dr. Teeth Project: An Interprofessional, Multidisciplinary Education Model to Enhance Knowledge, Sensitivity, and Ability to Care for Special Needs Populations (Ticketed event) (p. 29) 12:30 – 1:30 p.m.

The Lost Art of the Case Note (Ticketed event) (p. 29) 12:30 – 1:30 p.m.
Participatory Completion of a Matrix on Educational Outcomes and Methodologies for Represented Schools (Ticketed event) (p. 30) 12:30 – 1:30 p.m.
A Toolkit for Clinical Research (p. 54) 2:00 – 2:20 p.m.
Global Dental Digital Learning Communities: Learning or Social Networking? (Ticketed event) (p. 24) 2:00 – 5:00 p.m.
Interprofessional Education: Crossing Professional Borders (p. 42) 2:00 – 3:30 p.m.
Developing an Educational Culture and Processes That Foster Interprofessional Learning and Practice (p. 39) 2:30 – 4:00 p.m.
Making Surveys Work for You: What Questions to Ask, How to Ask Them, and What to Do With the Data (p. 43) 2:30 – 4:00 p.m.
Teaching the Referral Process (p. 45) 2:30 – 4:00 p.m.

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Teaching the Referral Process (p. 45) 2:30 – 4:00 p.m.
Wish to Reality: Students Become Interprofessional Collaborative Practice Professionals (p. 46) 2:30 – 4:00 p.m.
Focus on Facilitation: Let’s Limit the Lecturing! (Ticketed event) (p. 24) 2:30 – 5:30 p.m.
Introducing Interprofessional Education to Dentistry and Dentistry to Interprofessional Education (p. 36) 3:00 – 5:00 p.m.
Regional Initiatives in Dental Education: Interprofessional Learning for Dental, Dental Hygiene, and Medical Students (p. 37) 3:00 – 5:00 p.m.

Meetings by Group or Track

2011 ADEA ANNUAL SESSION & EXHIBITION • Interprofessional Education: Teaching and Learning Together for Better Health
Evaluating Knowledge and Communication Skills: The Oral Exam (Ticketed event) (p. 23)
3:00 – 6:00 p.m.
Exit Surveys of Graduating Dental Students: Best Practices of Competency-Based Assessments from Two Dental Schools (Ticketed event) (p. 24)
3:00 – 6:00 p.m.

Tuesday, March 15
How We Teach Biomedical Sciences: Impressions from the ADEA Project Pool Basic Science Survey Series for Dentistry (p. 40)
10:00 – 11:30 a.m.
Point/Counterpoint: The Profession Should/Should Not Encourage the Establishment of New Dental Schools (p. 32)
10:00 a.m. – noon
The Lost Art of the Case Note (Ticketed event) (p. 29)
12:30 – 1:30 p.m.
Dr. Teeth Project: An Interprofessional, Multidisciplinary Education Model to Enhance Knowledge, Sensitivity, and Ability to Care for Special Needs Populations (Ticketed event) (p. 29)
12:30 – 1:30 p.m.
Participatory Completion of a Matrix on Educational Outcomes and Methodologies for Represented Schools (Ticketed event) (p. 30)
12:30 – 1:30 p.m.
Using Moodle to Advance Interprofessional Learning (p. 54)
1:00 – 1:20 p.m.
Clinical Outreach: Developing a Self-Sustaining Model (Ticketed event) (p. 22)
3:00 – 6:00 p.m.
Increasing New Faculty Teaching Effectiveness through Gaming Strategies: Tips, Tools, and Resources (Ticketed event) (p. 25)
3:00 – 6:00 p.m.
Interprofessional Health Team Competitions: Learning Together to Improve Health (Ticketed event) (p. 25)
3:00 – 6:00 p.m.

Wednesday, March 16
Resources and Strategies to Implement Tobacco Dependence Education: An Interdisciplinary Approach (p. 44)
8:00 – 9:30 a.m.
The American Association of Public Health Dentistry’s Panel Report on the Educational Plan for Two Year Dental Therapist Programs (p. 33)
8:00 – 10:00 a.m.
Mindfulness: Enhancing the Clinical, Professional, and Personal Outcomes of Dental and Dental Hygiene Students (Ticketed event) (p. 26)
8:30 – 11:30 a.m.
Rubric Development Tools: Dentistry and Dental Hygiene Applications (Ticketed event) (p. 27)
8:30 – 11:30 a.m.
The Power of Interprofessional Education: Integrated Basic Science Case Studies 9:00 – 10:00 a.m.

ADEA CCI
Saturday, March 12
An Interprofessional Approach to Integrative Sciences Dental Curricula (p. 47)
11:00 a.m. – noon
Sunday, March 13
Interprofessional Education: The Benefit/Cost Equation (p. 43)
10:30 a.m. – noon
Dentist–Physician Degree: An Education Model for Future Primary Care Practitioners (p. 46)
1:00 – 2:00 p.m.
Classroom Assessment of Ethical Reasoning (Ticketed event) (p. 22)
9:00 – 10:00 a.m.
The Road to Collaboration Is Paved With Good Intentions: Challenges Developing an Interprofessional Education Framework at NYU College of Dentistry (p. 44)
2:00 – 3:00 p.m.
The Journal Club is Dead! Long Live the Evidence–based Decision Making Club! (p. 47)
4:00 – 5:00 p.m.
Monday, March 14
COHRI: Linking Resources for Better Research, Education, and Patient Care (Ticketed event) (p. 29)
12:30 – 1:30 p.m.
Developing Written and Verbal Communication Through Case–Based and Small Group Learning Exercises (Ticketed event) (p. 29)
12:30 – 1:30 p.m.
A Tale of Two Disciplines -- Pediatric Dentistry and Endodontics: Developing Successful Cross Specialty Continuing Education (Ticketed event) (p. 31)
12:30 – 1:30 p.m.
Tuesday, March 15
COHRI: Linking Resources for Better Research, Education, and Patient Care (Ticketed event) (p. 29)
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12:30 – 1:30 p.m.
Interprofessional Education: A Comprehensive Framework with Practical Applications and a Decade of Experiences (Ticketed event) (p. 25)
3:00 – 6:00 p.m.
Monday, March 14
12:30 – 2:00 p.m.

110 Baccalaureate Dental Hygienists Perceived Barriers to Graduate Education (S)
Linda D. Boyd, Massachusetts College of Pharmacy and Health Sciences; Angela Bailey, Idaho State University

113 Faculty and Student Policies on the Use of Magnification Loupes in Dental Hygiene Programs (E)
Susan L. Tolle, Leslie M. Congdon, and Michele L. Darby, Old Dominion University

114 Factors Influencing Publication Rates of Abstracts Presented at ADEA Annual Sessions (E)
Maria Therese S. Galang, University of Illinois at Chicago

115 Assessing a Course Designed to Prepare Dental Students for the Clinical Operative Section of the Western Regional Examination Board (WREB) Examination (E)
Brian J. Kenyon, Ken G. Louie, Jeffrey P. Miles, Karen A. Edwards, and Philip M. Buchanan, University of the Pacific Arthur A. Dugoni School of Dentistry

116 Performance Assessment of Dental Hygiene Students in Identifying Angles Classification of Occlusion (E)
Darice K. Pacak and Mary Kaye Scaramucci

117 Using Biomaterial Investigative Skills to Assist in the Clinical Decision Making Process (E)
Eric D. Levine, Gary D. Hack, and Stuart D. Prymas, University of Maryland

118 A Survey to Identify Substance Use and Dependence Education in Predoctoral Dental Curricula (E)
Gary H. Westerman, Creighton University; Eugene Barone; Kathryn N. Huggett; Amanda Lofgreen

119 Assessing the Dental Hygiene Students' Outlook on Language Barriers in a Growing Hispanic Population (E)
Joanna L. Allaire, University of Texas Health Science Center at Houston; Brandi O. Barranco, Louisiana State University; Miriam J. DeLaRoi, University of Tennessee

120 The Establishment of a Guiding Principle for Preliminary Impression in Dental Education: The Cause of Impression Failure (E)
Yutaka Ito, Marina Ozeki, Shigemitsu Sakuma, Takashi Mori, and Nobuaki Ozeki

121 Dental Student Performance in the Clinical Setting: A Qualitative Study Using Critical Incident Technique (S)
Margaret J. Richards, Burlington County College

122 Incidences of Student Clinician Injuries Occurring at Dalhousie University Dental Clinic (E)
Peggy J. Maillet, Simone d’Entremont, Danielle Newell, and Marian Hynes, Dalhousie University

123 Developing an Oral–Systemic Patient Education Module (S)
Jennifer L. Ciske; Amit Acharya, Marshfield Clinic

125 Trends in Teaching Biochemistry to Dental Students: Survey Results From North American Basic Science Course Directors (E)
Alan E. Levine, University of Texas Health Science Center at Houston; H. Wayne Lambert, West Virginia University; Allen Otaka, Southern Illinois University; Larry D. Crouch, University of Nebraska

126 Predicting Usage of Online Instruction Among Dental Hygiene Faculty in the United States (E)
Leslie Koberna, Texas Woman’s University

127 Evidence–based Dentistry Influences Student Interest in an Academic Career (S)
Niyati Mehta and Ann L. McCann, Baylor College of Dentistry; Robert J. Hinton, University of Texas Health Science Center at San Antonio; Robert D. Spears, Baylor College of Dentistry

128 Does ART Have a Place in U.S. Dental School Curricula? A Survey of Predoctoral Pediatric Dentistry Programs (S)
Elham T. Kateeb, John J. Warren, Elizabeth Momany, Timothy Ansley, and Micheal J. Kanellis, University of Iowa

129 Gender Disparity in Orthodontic Literature and Leadership (S)
Kristina G. Dragstrem, Maria Therese S. Galang, Judy Chia–Chun Yuan, Damian J. Lee, and Cortino Sukotjo, University of Illinois at Chicago

132 An Investigation Into the Reasons Patients Discontinue Dental Treatment (S)
Sarmad M. Alyas and Linda M. Wells, University of Detroit Mercy

133 The Emerging Role of Women in Oral and Maxillofacial Pathology (S)
Juno Ojha, Jonathan E. Blatt, and Michelle Wheater, University of Detroit Mercy

135 Fourth Year Dental Students’ Attitudes and Opinions Pertaining to the Presentation of Treatment Plans (S)
Monica R. Popowsky, Michelle R. McQuistan, and Cheryl L. Straub–Morarend, University of Iowa

138 Dental Hygiene Students’ Service Learning Experiences in the Inner City (E)
Alexandra D. E. Sheppard, University of Alberta

139 Oral Health Promotion From Chairside to Bedside: A Study on the Attitudes to Interprofessional Learning in a Pediatric Ward Setting (E)
Barry F. Quinn, King’s College London Dental Institute; Richard Johnson

140 Analyzing the Effectiveness of Residency Program Websites (S)
Tamara C. Jones and Robert D. Spears, Baylor College of Dentistry
141 Dental Professionals Experience of Interdisciplinary Team Learning: A Sociological Evaluation (E)
Richard P. Johnson; Barry F. Quinn, King’s College London Dental Institute

142 Interprofessional Education in Periodontics (E)
Jim A. Katancik and Paula N. O’Neill, University of Texas Health Science Center at Houston

143 Online Learning to Enhance Dental Students Clinical Education (E)
Erica R. Oliveira, Alexandra Forney, William F. Rose, Roger Weed, and William D. Hendricson, University of Texas Health Science Center at San Antonio

144 Pediatric Dentistry Interprofessional Education for Physician Assistant Students: Knowledge, Perceived Needs, and Curriculum Recommendations (E)
Fouad S. Salama, Emily J. Raveill, Mark Christiansen, and Blake Lancaster, University of Nebraska

145 Effectiveness of Online Mastery Quizzes in Dental Anatomy Education (E)
Lisa M. Lee, Rollin W. Nagel, Douglas J. Gould, The Ohio State University

146 Survey of Dentists Practices and Barriers for Incorporating Oral–Systemic Disease (E)
Rebecca S. Wider, University of North Carolina at Chapel Hill; Kathryn P. Bell, Pacific University; Celb Phillips, Steven Offenbacher, University of North Carolina at Chapel Hill; David W. Paquette, Stony Brook University

147 Time’s Ticking: The Influence of Time on Practical Exams (E)
Margaret E. Coleman and Judy A. Kwapis–Jaeger, University of Detroit Mercy

148 Teaching Practices and Integration of Oral Health/Oral–Related Education in Non–Dental Hygiene Allied Health Courses (E)
Dianne S. Chadbourne and Joanne Doucette, Massachusetts College of Pharmacy and Health Sciences; Mary E. Foley

149 Retention and Compensation of Faculty Members in Dental Education (E)
Homa Amini, The Ohio State University

150 Longitudinal Assessment of Dental Students’ Vision During the Four Year Dental School Curriculum (E)
Adriana Vargas, Roger Weed, Erica C. Teixeira, Keith V. Hill, and Stefanie D. Seitz, University of Texas Health Science Center at San Antonio

151 Development, Implementation, and Evaluation of an Innovative Healthcare and Health Promotion Model for an Underserved Population With Diabetes (E)
Martl L. Pollard, Ann Brunick, Karly Hegge, and Olayinka Shiyamadora, University of South Dakota College of Pharmacy; Christina Lammers, South Dakota State University College of Nursing

152 Knowledge of Interprofessional Education Among University of Detroit Mercy School of Dentistry Students (S)
Jenna Lau, Michelle A. Wheeler, and Kathi R. Shepherd, University of Detroit Mercy

153 How Often Are Pediatricians Performing Oral Health Assessments on Their Patients? (E)
Nicole Morof, Eptsam Ali, and Michelle A. Wheeler, University of Detroit Mercy

154 Conceptualizing Technology Literacy Competencies for Dental Education Programs (E)
Charlotte L. Briggs, University of Illinois at Chicago

155 Fluoride Varnish Application: A Method to Improve Patient Acceptance and Compliance (E)
Kathleen Neveu, Durinda J. Mattana, Marge J. Buehner, and Warren C. Wagner, University of Detroit Mercy

156 Pediatric Dentistry Interprofessional Education for Public Health Students: Knowledge, Perceived Needs, and Curriculum Recommendations (E)
Fouad S. Salama, University of Nebraska; Jeremy S. Cox, University of Nevada, Las Vegas; Ruth Margalit, Blake Lancaster, and Amy Kebriaei, University of Nebraska

157 Developing Future Health Care Leaders: Dental Student Interest in and Preferred Format for Leadership Development Programs (S)
Daniel A. Hammer, University of the Pacific Arthur A. Dugoni School of Dentistry

158 Pediatric Dentistry Interprofessional Education for Nursing Students: Knowledge, Perceived Needs, and Curriculum Recommendations (E)
Faika Abdelmegid, Elliott R. Bailey, Louise LaFramboise, Blake Lancaster, and Fouad S. Salama, University of Nebraska

159 Infant Oral Health Interprofessional Education for Medical Residents (E)
Faika Abdelmegid, Fouad S. Salama, Amy Kebriaei, and Vincent Rothe, University of Nebraska

160 General Dentists Educational Needs Regarding Infant Oral Health (S)
Fouad S. Salama, Shawn E. Powell, and Amy Kebriaei, University of Nebraska

161 Alumni Contributions to Philanthropic Dental Care Services for Ohioans in Need (S)
Sue Choi, Canise Y. Bean, Hilary A. Soller, The Ohio State University

162 The Use of Advanced Simulation and Interactive Media to Predict Performance of Preclinical Dental Students (E)
Margit Maggio and Karina Hariton, University of Pennsylvania

163 Correlation of Dental Hygiene Students’ MBTI Learning Styles with the OSCE (E)
Judy A. Kwapis–Jaeger, Margaret E. Coleman, and Kathleen Neveu, University of Detroit Mercy

164 Measuring the Short Term Effects of Incorporating Academic Service Learning Throughout a Dental Hygiene Curriculum (E)
Melanie L. Simmer–Beck, Karen B. Williams, Cynthia C. Gadbury–Amyot, Nancy T. Keselyak, and Bonnie Branson, University of Missouri–Kansas City

165 Determining Extent of Reliability in Course Evaluations (S)
Paul Lazari, New York University

166 Analysis of Dental Workflow With an Integrated Medical–Dental Electronic Health Record: A Time and Motion Study (N) (S)
Ryan R. Cooper; Andrea Mahnke; Carla Rottscheit; Zhan (Harold) Ye; Amit
Acharya, Marshfield Clinic

177 Oral Effects of Patients With End–Stage Liver Disease (ESLD) and Prevention With CAMBRA Prior to Liver Transplantation (S)
Allen Wong and Nina Tecson, University of the Pacific Arthur A. Dugoni School of Dentistry

184 Oral Health Barriers and Beliefs of the Araucanian People of Chile (S)
Indira Rocha–Bhandari, Sana Ahmed, Dan C. Colosi, and Dolores Cannella, Stony Brook University

192 Predoctoral Student Contributions to the Development of Educational Resources in Human Gross Anatomy (S)
Alison F. Doubleday, Matthew S. Hamedani, Anastasiya Quimby, and Kelley Gyllenhaal, University of Illinois at Chicago

199 Review of a Unique Partnership to Provide Oral Health Care for Homeless Veterans (HCHV) (S)
Mary H. Parise, Anthony L. Neely, Diane C. Hoelscher, and Thomas Christy, University of Detroit Mercy

200 Oral Health Literacy Pilot Program Initiative (N)
Andrea Beall, Cheryl M. Westphal, and Lisa B. Stefanou, New York University; Lita Anglin; Sallie Wilcox

219 Preparing the Dental Student for Private Practice: A Study of the University of Illinois at Chicago’s Predoctoral Orthodontic Program (S)
Robert D. Pedersen, University of Illinois at Chicago

220 Organizational Diversity and Inclusion Self–Assessment Tool at the University of Pittsburgh School of Dental Medicine (W)
David A. Anderson, Paula K. Davis, and Ryan P. Parker, University of Pittsburgh

221 Perceptions, Values, and Factors Involved in Caries Risk Assessments: A Focus Groups Analysis (S)
Olga Isyutina and Gerardo Maupome, Indiana University

222 Electronic Portfolios That Make Learning Visible (W)
Celeste V. Kong, Boston University Goldman School of Dental Medicine

223 How to Implement an Interprofessional Ethics Curriculum: Practical Guidance for Dental Educators and Administrators From a Program–in–Progress (W)
Nathan Carlin, Catherine M. Fialitz, Jayne A. McWherter, and Richard D. Bebermeyer, University of Texas Health Science Center at Houston

224 Collaborative Care: A Pilot Study (W)
Becky M. Smith and Catherine Saylor, University of Missouri–Kansas City

225 Evaluating a Blended–Learning Infection Control Course in a Dental Hygiene Program (W).
Kandis V. Garland, Idaho State University

226 Formative Evaluation of a Dental School Facebook Fan Page (S)
Miquala S. Branklin, University of Michigan

227 Integrating Periodontal Risk Assessment for Effective Treatment Planning (W)
Thomas S. Wirtz and Lynn Bergstrom Bryan, Marquette University

228 The Fixed Bridge Experience: An Alternative Method of Assessing Competence (W)
Gary L. Stafford, Marquette University

229 Potential of Project Management Software in Development of an Improved Restorative Dentistry Curriculum (W)
Warren C. Wagner, Walter C. Lim, and Dincer C. Gurun, University of Detroit Mercy

231 Teaching and Learning Together for Better Health: Integrating Medical and Dental Records to Improve Care and Education (W)
Gerardo Maupome, Mary Gray, George P. Willis, and John N. Williams, Indiana University

232 Use of a PBL Case, Community Experiential Learning and an OSCE in Tobacco Dependence Education With First Year Dental Students (W)
Stuart M. Schrader, Laura Romito, David A. Zahl, and Joanna Gestner, Indiana University

233 Increasing Access to Care By Way of An Interprofessional Dental Hygiene/Physician Assistant Curriculum (W)
Kathi R. Shepherd, Michelle A. Wheater, and Suzanne K. York, University of Detroit Mercy

234 Evaluating Interprofessional Disciplines to Educate Dental Hygiene Students on Proper Ergonomics (W)
Marilynn J. Heyde and Colleen Whitt, Loma Linda University

235 Virtual Humans in Dental Education: The Case of an Emergency Patient (W)
Gail S. Childs and Roberta Pileggi, University of Florida

236 An Interdisciplinary Approach to Diabetes –Pacific Interprofessional Diabetes Clinic Clinica Multiprofesional Para La Diabetes (W)
Gail Aamodt, Pacific University

237 Incorporating Intraoral Cancer Examinations Into a Physician Assistant Curriculum Through Interprofessional Education (W)
Jacqueline J. Freudenthal, Idaho State University

238 Authentic Assessment Using a Comprehensive Patient Care Case Competency Rubric in the Dental Hygiene Education Clinical Setting (W)
Kristin H. Calley, Kandis V. Garland, and Brooke Agado, Idaho State University

239 Course Evaluations: Reliability and Precision (S)
Paul Lazari and Mitchell J. Lipp, New York University

254 Development of a Clinical Research Rotation for Third Year Dental Students (S)
Meghan E. Dubois, Thomas G. Green, and William V. Giannobile, University of Michigan

256 Medical Providers’ Dental Data Needs in an Integrated Medical–Dental Electronic Health Record (iEHR) Environment (S)
Richard Mathias, Arizona School of Dentistry and Oral Health; Andrea Mahnke; Ryan R. Cooper; Amit Acharya, Marshfield Clinic
266 The Importance of Multiple Collaborations as a Strategy to Deal With Reduced Research Faculty and Shortages in Infrastructure (E)
Rich J. Crout, West Virginia University

267 Prevalence of E–Cheating Among Second Year Dental Hygiene Students in Mississippi, North Carolina, and Texas (S)
Jessica Huffman, Teresa Duncan, and Lisa Englehart, University of Mississippi

268 A Cross–Sections Analysis of NBDE Part I Transition to Pass/ Fail: Grade–Based vs. Pass/Fail Dental Schools (S)
Daniel H. Johnson, Jason Scott, James Blackburn, University of California, Los Angeles

269 What Are Your Roots Made Of? The Effect of Implant Placement on the Endodontic Curriculum in U.S. Dental Schools (S)
Ryan N. Smiley, Lauren R. Hansen, Brian M. Kreutz, and Thomas J. Beeson, Creighton University

270 The Effect of Knowledge on Oral Self Care Practices of Dental Hygiene Students (E)
Carolyn H. Ray, University of Oklahoma

271 Evaluating Student Performance in Mastering Skills in Assessing the Professional Literature (SAPL): EBD Competency SAPL Exam Results 2004–10 at NYU (S)
Paul Kang, Ralph V. Katz, Lin Li, and Andrew Chang, New York University

272 Benefits of Casual Random Blood Glucose Assessment of Diabetic Dental Patients in an Urban Dental School Clinic (E)
Shin–Mey R. Geist, James R. Geist, Claudine M. Sordyl, and Jan LeBow, University of Detroit Mercy

273 A Comparison Between Haptically and Traditionally Trained Preclinical Dental Students for Cavity Preparation (E)
Barry F. Quinn, King’s College London Dental Institute; Margaret J . Cox; Jonathan P. San Diego; Tracy–Ann Green

274 University of Detroit Mercy Faculty Members’ Knowledge of Interprofessional Education (E)
Michelle A. Wheater, University of Detroit Mercy; Jessica Kosinski; Pamela Zarkowski, University of Detroit Mercy

275 Dentists’ Knowledge and Opinions of Oral–Systemic Disease Relationships: Relevance to Patient Care and Education (N)
David W. Paquette, Stony Brook University; Kathryn P. Bell, Pacific University; Steven Offenbacher, Ceib Phillips, and Rebecca S. Wilder, University of North Carolina at Chapel Hill

277 Computer Assisted Dental Simulation as a Predictor of Preclinical Operative Dentistry Performance (E)
Alice Urbankova and Steven P. Engebretson, Stony Brook University

280 Teaching Evidence–Based Dentistry by Using the American Heart Association 2007 Guidelines on Antibiotic Prophylaxis for Prevention of Infective Endocarditis (E)
Shin–Mey R. Geist and James R. Geist, University of Detroit Mercy; Teresa Jeo–Chen Yin

281 Early Performance in the Patient Doctor Relationship as a Predictor of Success in Dental Education (E)
Elsbeth Kalenderian, Tan H. Kinnunen, Peter Maramaldi, Diane Spinell, and Linda Pollak Nelson, Harvard School of Dental Medicine

284 A Model Nutrition Rotation at Tufts University School of Dental Medicine Fosters Interdisciplinary Collaboration Between Graduate Nutrition Students and Dental Students (E)
Carole A. Palmer and Dorothy L. Vannah, Tufts University; Medha Singh, Harvard School of Dental Medicine

285 Is Academic Dentistry Invisible on the Web? (S)
Jason L. Outlaw, Harvard School of Dental Medicine

286 Incorporating Oral–systemic Evidence Into Patient Care: Knowledge and Opinions of North Carolina Dental Hygienists (E)
Kathryn P. Bell, Pacific University; Ceib Phillips, University of North Carolina at Chapel Hill; David W. Paquette, Stony Brook University; Steven Offenbacher, and Rebecca S. Wilder, University of North Carolina at Chapel Hill

287 Assessment of Clinical Competence in Radiology of Dental Hygiene Students: Comparison of Two Successive Student Cohorts (E)
Kristina V. Okolishan–Mulligan, Ashok Balasundaram, James R. Geist, University of Detroit Mercy

800 Discovering a Career in Academic Dentistry (A)
Almut Ellwanger, University of California, San Francisco School of Dentistry

801 Survey of Accredited Postgraduate Orthodontic Training Programs in the United States (A)
Stas Grandi, Nova Southeastern University College of Dental Medicine

802 My Adventure Through the World of Academia University of California, San Francisco (A)
Mahboobeh N. Bajestan, University of California, San Francisco School of Dentistry

803 How Research, Interviews and Teaching Experience Through the ADCFP Shaped My View of Academic Dentistry (A)
Adam Reynolds, University of Kentucky College of Dentistry

804 Impact of Univ. of Connecticut School of Dental Medicine Community–Based Clinical Rotations on Alumni Career Choices (A)
Kerrie O’Brien, University of Connecticut School of Dental Medicine

805 The ADEAGies/AADR Academic Dental Career Fellowship Program: Results and Reflections (A)
Jonathan Blatt, University of Detroit Mercy School of Dentistry

Tuesday, March 15
12:30 – 2:00 p.m.

108 Accuracy of Student Strategic Plans in a Dental Management Simulation (E)
David G. Dunning and Brian M. Lange, University of Nebraska

109 Clicking Through Biochemistry: Correlation Between Clicker Response and Exam Performance in Dental Biochemistry (E)
Alan E. Levine, University of Texas Health Science Center at Houston

111 Anxiolytic Intervention Preference of Dental Practitioners in the Savannah, Chatham County Area: A Pilot Study (E)
Suzanne M. Edenfield and Kimberly Coulton, Armstrong Atlantic State University
124 Determining Learning Styles to Engage Student Dental Hygienists in Didactic Courses (E)
Denise A. Kissell, The Ohio State University College of Dentistry

130 Implementing Media Into the Dental Curriculum (E)
Alia Eldairi and Timothy C. Daugherty, University of Louisville

131 Comparison of Ultrasonic Light Attachment Versus a Built-in Light for Enhanced Visibility and Ergonomics (E)
Wendy J. Moore and Michele P. Carr, The Ohio State University

134 Implementing Comprehensive Clinical Education: Faculty and Student Experiences (E)
Linda S. Behar–Horenstein, Kellie Roberts, Mueen A. Zafar, and Gail S. Childs, University of Florida

136 Using Active Learning Strategies in a Short Didactic Course to Improve Student Learning (E)
Ronald J. Hunt, Midwestern University – Arizona; Marsha A. Pyle, University of Missouri–Kansas City

137 The Use of Interactive Media and Its Effectiveness in the Study of Human Occlusion and the Temporomandibular Joint (E)
Margrit Maggio and Karina Hariton, University of Pennsylvania

166 Dermatology and Oral Medicine Grand Rounds: A Unique Opportunity for Interprofessional Education (N)
Michael A. Siegel, Carlos H. Nousari, and Tracy Favreau, Nova Southeastern University

168 Electronic Evaluation of Applicant Interviews: Facilitating the Process (N)
Steven C. Levine and Daniel H. Bair, University of Pittsburgh

169 Recruiting URM High School Students into Dentistry and Dental Hygiene Programs: Development of a Structured Educational Program and Student Mentoring (N)
Marita R. Inglehart, Stephen J. Stefanac, Brittany R. Williams, Anne E. Gwozdek, and Kenneth B. May, University of Michigan

171 Searching Effectively and Efficiently for Accurate Answers to Clinical Questions Utilizing Interprofessional Collaborations to Optimize Training and Teaching (N)
Andrew B. Schenkel, Richard McGowan, and Mark S. Wolff, New York University

172 The Journal Club Is Dead! Long Live the Evidence-Based Decision Making Club! (N)
Andrew B. Schenkel, Judith Haber, Mary Brennan, and Joan A. Phelan, New York University

173 Oral Health of Children With Special Health Care Needs: Multidisciplinary Working Collaboration With a Children’s Hospital and Community-Based Groups (N)
Romer A. Ocanto, Stephen N. Abel, and Oscar A. Padilla, Nova Southeastern University; Eric Cameron

174 Cooking With Glass: Learning From World Class Ceramists (N)
Steven Resnick, Eric S. Studley, Mihaela M. Harutunian, and Ralph P. Cunningham, New York University

175 Interprofessional Faculty Development Institute: Empowering Leaders in Advanced Teambuilding (N)
Elizabeth S. Pilcher, Mary Mauldin, Samar Hammad, Carol McDougall, and David Howell, Medical University of South Carolina

176 A Program to Recruit and Mentor Future Academic Dentists: Successes and Challenges (N)
Melanie Gironda, Diana V. Messadi, Carol A. Bibb, Karen H. Lefever, and Clarice S. Law, University of California, Los Angeles

178 Showcasing Excellence: Students Present Clinical and Scholarly Achievements During a One–Day, Campus–Wide Interprofessional Event (N)
Jessie V. Vallee, Laura Reid, Marc J. Geissberger, and Philip M. Buchanan, University of the Pacific Arthur A. Dugoni School of Dentistry

179 Building a Genuine Collaboration to Enhance Cultural Competence: Women’s Domestic Violence Shelters and Nova Southeastern University College of Dental Medicine (N)
Stephen Abel, Hendi Crosby–Kowal, and Deborah Brimlow, Nova Southeastern University; Barbara Gerbert, University of California, San Francisco

180 International Dental Studies (IDS) Program: A Review of Student Satisfaction of a Two Year Curriculum (N)
Shikha Gupta, Noelle Santucci, Patricia King, Bina Surti, and Phil M. Buchanan, University of the Pacific Arthur A. Dugoni School of Dentistry

181 Educational Tools to Enhance Efficiency in Predoctoral Endodontic Clinics at New York University College of Dentistry (N)
Laurie R. Fleisher and Paul A. Rosenberg, New York University

182 Integrating Leadership Into the Dental Curriculum (N)
Elisabeth Kalenderian, Angelique D. Skoulas, Peggy Timothe, and Bernard Friedland, Harvard School of Dental Medicine

183 Interprofessional Planning and Assessment at a Geographically Distributed Health Science Center With TracDat (N)
Ann L. McCann, Baylor College of Dentistry; Kaye Olsson

185 Repetition: The Cornerstone to Preclinical Competency (N)
James M. Kaim, Kenneth L. Allen, Josephine Lomangino–Cheung, and Mark S. Wolff, New York University

186 Calibration of Interdisciplinary Faculty Members in a Preclinical Laboratory Course (N)
John D. Jones, Jose M. Gutierrez III, Diane J. Sullivan, Mark L. Littlestar, and Richard R. Seals, University of Texas Health Science Center at San Antonio

187 Improving Student Learning Experiences Using a Patient Simulator in a Preclinical Laboratory (N)
John D. Jones, Jose M. Gutierrez III, Michael A. Mansueto, Richard R. Seals, University of Texas Health Science Center at San Antonio

188 Small Group Active Learning in a DS1 Evidence–Based Dentistry Course (N)
Diane C. Hoelscher, Michelle A. Wheeler, and Anthony L. Neely, University of Detroit Mercy

189 A Model Program: Interdisciplinary/Interprofessional Approach to Access to Oral Health Care for Older Adults (N)
Rosemary Hays, Lisa B. Stefanou, Donna Shelley, Theresa Montini, and Eva M. Lupovici, New York University
190 Using PreViser as an Oral Health Management Tool Within the Dental Team (N)
Ershal Harrison, Thomas F. Carroll, Deborah S. Ray, Patricia Nihill, and Angela Baxley, University of Kentucky

191 Impact and Costs of Using YouTube to Share Dental Education Resources Worldwide (N)
Emily Springfield, Daniel Bruell, and Lynn A. Johnson, University of Michigan

192 The Reorganization of Faculty Roles for a New D.M.D. Curriculum (N)
Mark S. Ferriero, Boston University Goldman School of Dental Medicine

193 An Interprofessional Approach to Smoking Cessation: NYU College of Dentistry Teaming With the Manhattan Tobacco Cessation Program and Nurse Practitioners (N)
Morey J. Gendler, Diana Zraik, Corey Corpodian, Madeleine M. Lloyd, and Donna Shelley, New York University

194 Dental Information on a Web–based Patient Health Portal: A Pilot Survey (N)
Andrea N. Mahnke; Jennifer L. Ciske; Amit Acharya, Marshfield Clinic

195 Improving the Marketability of New Dental Hygiene Graduates (N)
Kimberly J. Werth and Judy A. Kwapis–Jaeger, University of Detroit Mercy

196 Broadening Dental Hygiene Education Through Interprofessional Collaboration (N)
Susan Jenkins, Massachusetts College of Pharmacy and Health Sciences

197 Input = Output: A Review of Practice Location Decisions Following Implementation of a Comprehensive Care Model (N)
Sheila E. Stover and Lance K. Hashimoto, Marquette University

198 There Are 350,000 Stories in the “Naked (Dental) Clinic” (N)
Ralph P. Cunningham, Eric S. Studley, Steven Resnick, Rosita Marzan, and Alyson Lefel, New York University

199 Increasing Dental Students’ Understanding of Nutrition–related Behavior Change: Does Experiential Learning Work? (N)
Marita R. Inglehart, George W. Taylor, Brittany R. Williams, and Wendy E. Kerscbbaum, University of Michigan

200 The Reorganization of Faculty Roles for a New D.M.D. Curriculum (N)
Charlotte L. Briggs, John M. Crawford, Lea Alexander, Philip A. Patston, and Nancy Norman, University of Illinois at Chicago

201 Dalhousie Health Mentors Program; An Interprofessional Experience with Stories of Chronic Conditions (N)
Cynthia L. Andrews, Dalhousie University; Susan L. Nasser

202 Promoting Collaborative Partnerships – Building Futures in Dentistry (N)
Kimberly Johnson, University of Minnesota

203 Dalhousie Health Mentors Program; An Interprofessional Experience with Chronic Conditions (N)
Cynthia L. Andrews, Dalhousie University; Susan L. Nasser

204 Using an Interdisciplinary Approach in Dental Hygiene Educational Research (N)
Shawna Rohner, Pacific University

205 A Course in Interprofessional Competence for the Health Professions (N)
Gail Aamotd, Pacific University

206 A Course in Interprofessional Competence for the Health Professions (N)
Gail Aamotd, Pacific University

207 Deconstructing a Complex Skill: Incorporating Training Blocks for Full Crown Preparation Training (N)
Ranier M. Adarve, University of Minnesota

208 Assessment and Training of Senior Dental Students in Infant Oral Health and Knee–to–Knee Examinations in an Early Head Start Program. (N)
Carolynn A. Zeitz and Hassan S. Oueis, University of Detroit Mercy

209 An Interprofessional Course at Pacific University’s College of Health Professions with a Focus on Community Outreach (N)
Amy E. Coplen, Kelli Shaffer, Gail Aamotd, Pam Kawasaki, and Shawna Rohner, Pacific University

210 Qualitative Analysis of Students Perceptions of Curricular Change (W)
Angela Wetzel, Sharon K. Lanning, and B. Ellen Byrne, Virginia Commonwealth University

211 Development of a Non–Erroneous HIPAA Monitoring and Compliance Enforcement Program (W)
Janet B. Markell, Tufts University

212 Integrated Case–based Preclinical Assessments Expand Learning (W)
Bradford Smith, Midwestern University – Arizona; Christine Halket, Arizona School of Dentistry and Oral Health; Lisa Schnait, Midwestern University – Arizona

213 Embracing Those in Need by Embracing Other Professionals: NYUCD Program for Survivors of Torture (W)
Steven Resnick and June Weiss, New York University

214 Partners in Health Care: The Role of Medicine in Dentistry (W)
Kanchan Ganda and Diana J. Eshkaki, Tufts University

215 Building Collaborative Research Infrastructure to Reduce Oral Health Disparities among Low Income Older Adults (W)
Susan Reisine, Ruth S. Goldblatt, and Laura Jensen, University of Connecticut; Robyn Harper–Gulley; Jean Schensul

216 Digital Intraoral Photography Aiding Students for Dental Examining Boards (W)
Ridley O. Ross and J.D. Overton, University of Texas Health Science Center at San Antonio

217 Segmentation as a Technique to Articulate Outcomes for Critical Thinking (W)
David C. Johnsen, Teresa A. Marshall, Michael Finkelstein, Galen B. Schneider, Steven A. Aquilino, Steven Armstrong, Marsha A. Cunningham, Cheryl L. Straub–Morarend, David C. Holmes, and Catherine M. Solow, University of Iowa

218 Improving Student Outcomes through Ongoing Course Revision in a Local Anesthesia Course (W)
Ershal Harrison, Pamela A. Stein, and Sandra D. Challman, University of Kentucky

219 Implementation of Critical Thinking Assessment Strategies Following Completion of a Faculty Development Workshop (W)
Joyce C. Hudson, Ivy Tech Community College; Lorinda L. Coan, Indiana University

220 The OSCE: A Picture IS Worth a Thousand Words! (N)
Mark S. Ferriero, Boston University Goldman School of Dental Medicine

221 Advanced Simulation Clinic Orientation (N)
Heather J. Conrad and Judith A. Buchanan, University of Minnesota; Alexander Welk
242 Introduction of Power–Driven Scalers Early in the Dental Hygiene Preclinical Curriculum (N)
Beverly A. McClure, The Ohio State University

243 The AMA Sponsored Course “Core Disaster Life Support (CDLS),” Presented to Senior Dental Students (N)
David L. Glotzer, New York University

244 An Interprofessional Integrated Clinical Case Presentation Model Involving Students from All Four Years of Dental School, Nursing and Dental Hygiene (N)
Morey J. Gendler, Mark S. Wolff, and Andrew I. Spielman, New York University

245 The Use of a Mobile Computer to Survey Dental School Patients Currently Receiving Care (N)
Marnie Oakley and Jonathan Holton, University of Pittsburgh

246 Refining a Treatment Planning Curriculum Which Capitalizes on an Electronic Health Record: One Dental School’s Experience (N)
Karen A. Nedwick–Castro, Marnie Oakley, and Jean O’Donnell, University of Pittsburgh

247 Introducing Communication Skills to the Dental Student and Dental Technician Through Interprofessional Education (N)
Donnie G. Poe, Marc J. Geissberger, Elsie Woo, Richard G. Lubman, and Phil M. Buchanan, University of the Pacific Arthur A. Dugoni School of Dentistry

248 Wellness Bootcamp, a Vehicle to Foster Collegiality and Improve Systemic Health of Members of the Dental School Community (N)
Marc J. Geissberger and Cindy Lyon, University of the Pacific Arthur A. Dugoni School of Dentistry; Teresa Kuhlman; Bernadette Alvear Fa; Phil M. Buchanan, University of the Pacific Arthur A. Dugoni School of Dentistry

249 Dental Clinical Faculty Members’ Perspectives on an Electronic Chart (N)
John D. Jones, Diane Sullivan, Norma Olvera, William D. Hendricson, and Gary F. Guest, University of Texas Health Science Center at San Antonio

250 Dental Student Perspectives of an Electronic Chart (N)
John D. Jones, Diane Sullivan, Norma Olvera, William D. Hendricson, and Gary F. Guest, University of Texas Health Science Center at San Antonio

251 Development of Critical Thinking Skills and Methodology of Evaluation
Meg Loadholt, Boston University Goldman School of Dental Medicine (N)

252 Selling Prevention to Dental Students Via an Online Course (N)
John G. Palanci, Durinda J. Mattana, and Diane C. Hoelscher, University of Detroit Mercy

253 Conceptual Instruction and Character Shaping in Practice Management Education, A Concept Based Curriculum Integrated with Inquiry Based Learning (N)
Steven C. Reynolds, University of Detroit Mercy

254 Interprofessional Learning Modules for Dental and Dental Hygiene Students (N)
Nancy R. Neish and Cynthia L. Andrews, Dalhousie University

255 A Guide to the Successful Implementation of a Laptop Program in Dental and Dental Hygiene Education (N)
Blaine M. Cleghorn, Nancy R. Neish, and Peggy J. Mailliet, Dalhousie University

256 Dental School Culture and Identity
Karen Miller, University at Buffalo

262 Does Haptic Technology Have A Place In Dental Education? An Interprofessional Approach (W)
Gary D. Hack, Eric D. Levine, Julie Gilliam, and Carroll Ann Trotman, University of Maryland

264 Use of Electronic Portfolios to Foster Critical Thinking and Assess Competencies in Pediatric Dentistry Postdoctoral Students (N)
Kavita R. Mathu–Muju, David A. Nash, Raven Piercey, and John R. Mink, University of Kentucky

265 Why Students Forget Most of What They’re Taught, and What You Can Do About It (N)
Pauletta G. Baughman and Keith Lyle, University of Louisville

267 Interprofessional Ethics Education for Dental and Dental Hygiene Students: Student Perception Versus Student Performance (E)
Irmgard U. Willcockson; Nathan Carlin and Catherine M. Flaitz, University of Texas Health Science Center at Houston

278 Research in Prosthodontics: A 10 Year Observation of Trends in Topics, Collaboration, and Funding (E)
Damian J. Lee, Judy C. Yuan, Kent L. Knoernschild, Stephen D. Campbell, and Cortino Sukota, University of Illinois at Chicago

279 A Combination of Team Based Learning and Conventional Lecture Based Teaching Approach in a Preclinical Removable Partial Denture Module (E)
Reem N. Haj–Ali, University of Missouri–Kansas City

282 Summer Medical and Dental Education Program: An Interprofessional Academic Enrichment Program at the University of Texas Health Science Center at Houston Dental and Medical Schools (E)
Paula N. O’Neill, Philip P. Pierpont, Andrew Harper, and Judianne Kellaway, University of Texas Health Science Center at Houston; Martha Robertson

283 Effective Use of Skype Videoconferencing and an Audience Response System (Clickers) in a Blended Learning Dental Hygiene Course (E)
Lisa A. Harpenau, William P. Lundergan, Gretchen Bruce, Jace Hargis, and Deborah J. Horlak, University of the Pacific Arthur A. Dugoni School of Dentistry

288 SARET: Interdisciplinary Program in Addiction Education and Research (E)
Frederick G. More, Adina Kalet, Marc Gourevitch, Colleen Gillespie, and Madeline Naegle, New York University

289 Evaluation of Outcomes Following Changes to the Tobacco Cessation Counseling Program at Dalhousie University Faculty of Dentistry (E)
Peggy J. Mailliet, Heather J. Doucette, Nancy R. Neish, Carla L. Tax, and Mary Ellen McCarville, Dalhousie University

806 Information Seeking Strategies of Dental Hygienists (W)
Sandra D. Osborne, 2010 ADEA/Johnson & Johnson Healthcare Products/Enid A. Neidle Scholar
810 Evaluating Interprofessional Disciplines to Educate Hygiene Students on Proper Ergonomics (W)
Colleen Whitt and Marilynn J. Heyde, Loma Linda University

820 Impact of Economic Changes on Trends in Dental Hygiene Education (E)
Judy Kreismann, Cheryl M. Westphal, Lisa B. Stefanou, and Eva M. Lupovici, New York University

AADR–ADEA Deans’ Advocacy Day on Capitol Hill
April 3–5, 2011, Washington, DC

What Members Say About ADEA Advocacy Events

“Today, more than ever, our success as educators, researchers and administrators hinges on a robust, well–financed, academic dental education system. Achieving that vision requires legislative champions. The best champions are recruited by constituents. That’s what advocacy is—communicating this vision to legislators.” Dr. Sandra C. Andrieu, ADEA President, Louisiana State University School of Dentistry

“There is no substitute for the first–hand knowledge and experience of a day in Washington learning about important dental education legislation, combined with face–to–face meetings on Capitol Hill to inform our future leaders.” Dr. Leo E. Rouse, ADEA President–elect, Howard University College of Dentistry

“We must maximize all opportunities to engage members of Congress in efforts to strengthen the future of the dental research enterprise within academic dental institutions. Advocacy Day gives us the direct personal contact needed with legislators and their staff to educate them so they realize that dental researchers are leaders in the field of science and so they understand how our research achievements can positively impact health.” AADR President David T. Wong, University of California at Los Angeles School of Dentistry

“Advocacy Day allows policymakers to hear the collective voice of faculty, students, staff and administrators, making them more aware of the many contributions of dentistry to health and wellness. In turn, this enlists them as partners with us to improve access and delivery of oral health needs.” Ms. Sheryl K. Chambers, 2010–11 ADEA/Sunstar Americans, Inc./Harry W. Bruce, Jr. Legislative Fellow, University of Texas Health Science Center at Houston Dental Branch

Participants will:
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Seattle, WA 98115–2157
206–528–7360 Fax: 206–528–7361
Contact: Mary Ellen Young (myoung@deltadentalwa.com) www.iohwa.org
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Meetings of Affiliated Organizations

Locations beginning with "CC" are located at the Convention Center; locations beginning with "HY" are located in the Hyatt.

**ADHA Dental Hygiene Networking Event**
- Sunday, March 13
- 5:30–7:30 p.m.
- HY–Gregory AB

**American Society for Dental Ethics (ASDE) Business Meeting**
- Sunday, March 13
- 4:15 – 5:15 p.m.
- CC–78

**American Association of Oral and Maxillofacial Surgeons (AAOMS) ADEA Liaison Committee Breakfast**
- (By invitation only)
- Saturday, March 12
- 7:30 a.m. – 5:00 p.m.
- HY–Fodor C

**AAOMS Committee on Residency Education and Training Meeting I (By invitation only)**
- Sunday, March 13
- 6:00 – 9:00 a.m.
- HY–Windsor BC

**AAOMS Committee on Residency Education and Training Meeting II (By invitation only)**
- Sunday, March 13
- 10:00 – 11:00 a.m.
- HY–Windsor BC

**AAOMS Deans’ Meeting (By invitation only)**
- Monday, March 14
- 5:00 – 7:00 p.m.
- HY–Ford C

**AAOMS Deans’ Luncheon (By invitation only)**
- Monday, March 14
- 11:00 a.m. – noon
- HY–Gregory B

**AAOMS Reception for Deans (By invitation only)**
- Monday, March 14
- 6:30 – 8:00 p.m.
- HY–Cunningham ABC

**AAOMS ADEA Liaison Committee Breakfast**
- Tuesday, March 15
- 7:00 – 8:00 a.m.
- HY–Ford C

**American Association of Orthodontists (AAO) Hosted Interdisciplinary Breakfast**
- Monday, March 14
- 6:30 – 7:45 a.m.
- HY–Gregory AB

**AAO Hosted Deans’ Luncheon**
- Sunday, March 13
- 12:30 p.m. – 2:00 p.m.
- HY–Windsor BC

**American Association of Periodontology (AAP) Education Committee Meeting (By invitation only)**
- Saturday, March 12
- 8:30 a.m. – 2:30 p.m.
- HY–Emma A

**Commission on Dental Accreditation (CODA) – Advanced Dental Consultant Update**
- Monday, March 14
- 1:30 – 3:00 p.m.
- CC–1B

**CODA – Allied Site Visitor Update**
- Monday, March 14
- 11:30 a.m. – 12:30 p.m.
- CC–5B

**CODA – Dental Consultant Update**
- Monday, March 14
- 1:30 – 3:00 p.m.
- CC–1A

**CODA – Orientation for Advanced Programs with Site Visits 2011–2013**
- Monday, March 14
- 11:30 a.m. – 1:00 p.m.
- CC–3

**CODA – Orientation for Dental School Administrators with Site Visits 2011–2013**
- Monday, March 14
- 11:30 a.m. – 1:00 p.m.
- HY–Madeleine Section B

**CODA Open Hearing**
- Monday, March 14
- 10:00 – 11:00 a.m.
- CC–10

**CODA – Orientation for Dental School Administrators with Site Visits 2011–2013**
- Tuesday, March 15
- 10:00 a.m. – 11:30 am
- CC–15B

**CODA Open Hearing**
- Monday, March 14
- 10:00 – 11:00 a.m.
- CC–10

**CODA Operating Room Update**
- Monday, March 14
- 10:00 – 11:00 a.m.
- CC–10

**CODA – Orientation for Dental School Administrators with Site Visits 2011–2013**
- Tuesday, March 15
- 10:00 a.m. – 11:30 am
- CC–15B

**CODA Operating Room Update**
- Monday, March 14
- 10:00 – 11:00 a.m.
- CC–10

**CODA New Predoctoral Accreditation Standards: What Everyone Should Know (Special Open Session)**
- Monday, March 14
- 4:00 – 5:00 p.m.
- HY–Elizabeth Ballroom Section F

**Council on Orthodontic Education (COE) Dinner**
- Sunday, March 13
- 6–8:00 p.m.
- HY–Connaught

**COE Meeting**
- Sunday, March 13
- 10:30 a.m. – 12:30 p.m.
- HY–Connaught

**Dental Specialty Organization Reception for Deans (By invitation only)**
- Sunday, March 13
- 5:00 – 7:00 p.m.
- HY–Elizabeth H

**Executive Leadership in Academic Medicine (ELAM) Program Alumnae Tea (By invitation only)**
- Sunday, March 13
- 5:00 – 7:00 p.m.
- HY – Gallery

**Joint Commission on National Dental Examinations (JCNDE): Update on the National Board Dental Hygiene Examination Program**
- Tuesday, March 15
- 5:00 – 6:00 p.m.
- HY–Madeleine C

**Omega Kappa Upsilon Annual Business Meeting (By invitation only)**
- Sunday, March 13
- 5:00 – 6:00 p.m.
- CC–10

**Sigma Phi Alpha Program and Annual Meeting**
- Sunday, March 13
- 5:00 – 7:00 p.m.
- CC–1 B

**Summer Medical and Dental Educational Program (SMDEP) Alumni Reception**
- Saturday, March 12
- 3:00–5:00 p.m.
- CC–3

**University of Manitoba–Reception**
- Sunday, March 13, 2011
- 6:00 p.m–8:00 p.m.
- HY–Edward CD
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### Monday, March 14

- **Crown Preparation Tutorial**
  
  Heiko Spallek, University of Pittsburgh School of Dental Medicine  
  12:00-12:30

- **Oral Health Management of Pregnant Dental Patients**
  
  Rose Geist, University of Detroit Mercy School of Dentistry  
  12:00-12:30

- **Thorax Virtual Anatomy Lab for Pre-Professional Health Sciences Students**
  
  Penny Klinkhammer, West Virginia University School of Medicine  
  12:00-12:30

- **Cardiovascular Simulation Cases for Dental Students**
  
  Shadi Kamyab, University of California Los Angeles School of Dentistry  
  12:45-1:15

- **Cephalometrics: A Student Guide**
  
  Fernando Inocencio, University of Western Ontario Schulich School of Medicine & Dentistry  
  12:45-1:15

- **Manual for Preclinical Removable Pros: Complete Dentures**
  
  Marjan Moghadam, New York University College of Dentistry  
  12:45-1:15

- **Advanced Simulation Clinic Orientation**
  
  Heather Conrad, University of Minnesota School of Dentistry  
  1:30-2:00

- **Temporal Bone Module**
  
  Bob Hutchins, Baylor College of Dentistry  
  1:30-2:00

- **Head, Neck and Oral Cancer Exam**
  
  Mike Siegel, Nova Southeastern University College of Dental Medicine  
  1:30-2:00

### Tuesday, March 15

- **Case-based Direct Composite Resin Veneers**
  
  Marc Ottenga, University of Florida College of Dentistry  
  12:00-12:30

- **Integrative Knowledge Portfolio Process**
  
  Melissa Peet (presented by Lynn Johnson), University of Michigan School of Dentistry  
  12:00-12:30

- **Teaching Critical Thinking, Reading the Scientific Literature**
  
  Teresa Marshall, University of Iowa College of Dentistry  
  12:45-1:15

- **Ectodermal Dysplasia (Emily)**
  
  Rebecca Slayton, University of Iowa College of Dentistry  
  12:45-1:15

- **Self Directed Review of Anatomy Related to Local Anesthesia**
  
  Terry Dean, Western Kentucky University  
  12:45-1:15

- **Down Syndrome (Thomas)**
  
  Amy Coplen, Oregon Health & Science University School of Dentistry  
  1:30-2:00

- **Class I Amalgam**
  
  Nery Clark, University of Florida College of Dentistry  
  1:30-2:00

- **Hanau Articulator**
  
  Emily Springfield, University of Michigan School of Dentistry  
  2:15-2:45

- **Dentistry Case Simulator; Amelogenesis Imperfecta**
  
  Jan Hu (presented by Lynn Johnson, Emily Springfield), University of Michigan School of Dentistry  
  2:15-2:45