ADEA | THE VOICE OF DENTAL EDUCATION

2022 ADEA Sections on Business and Financial Administration
and Clinic Administration Meeting (ADEA BFACA)
October 23–25, 2022
Hyatt Regency St. Louis At The Arch
St. Louis, MO

Preliminary Meeting Agenda

Sunday, October 23

8:00 – 9:00 a.m.   **ADEA BFACA Planning Committee Meeting**

This meeting is for members of the 2022 ADEA BFACA Planning Committee only.

9:00 – 5:00 p.m.   **Registration and Information**

11:00 – 3:00 p.m.   **Corporate Sponsor Set-up for Corporate Meet and Greet**

Noon – 1:00 p.m.   **Welcome Lunch**

Open to all registered 2022 ADEA BFACA attendees.

1:00 – 1:30 p.m.   **The Revenue Cycle Evolution: Changing the Mindset on Revenue Health**

Presenters
Anne Rudwick, M.B.A., Oregon Health & Science University School of Dentistry

Megan Sage, M.B.A., Oregon Health & Science University School of Dentistry

Dental schools have complex financial structures, including large clinical business activity. A key component is a resilient and durable revenue cycle. This presentation will review one dental school's revenue cycle evolution as it pertains to revenue realization, collections strategies, adjustment policies and bad debt write-off leveraging eHR (AxiUm) reporting capabilities. The presenters will also discuss incorporating dental clinic revenue into the overall financial system of a larger academic health center. Lastly, the presenters will explain identifying metrics and key performance indicators (KPIs) that visualize revenue cycle financial outcomes around receivable health and net revenue leakage.

Learning Objectives
- Describe how and when clinical revenue is collected and realized utilizing GAAP accounting principles with support of eHR (AxiUm) reporting tools.
- Explain how AxiUm financial data is incorporated in an Academic Medical Centers financial landscape.
- Summarize the identification of KPIs around key financial outcomes, namely net revenue leakage and receivable health.

CE Credits: 0.5

1:30 – 2:00 p.m.   **Fostering and Sustaining a Productive Team Environment**

Presenters
Michael Harner, CPA, M.B.A., M.A., Ed.D., University of Illinois Chicago College of Dentistry

Elizabeth Ziemba, M.P.A., University of Illinois Chicago College of Dentistry

This presentation outlines the dynamics of understanding how to create and sustain a productive team work environment. The presenters will provide real case examples of identifying, implementing and understanding the stages of team formation while navigating challenges that accompany team dynamics. They will also discuss strategies for creating an effective team and helping staff remain productive in an evolving work environment. The presenters will discuss elements of adult and workplace learning, components of team formation and developing a trusting teamwork environment. The case study will examine how attendees can implement these concepts within their teams for better knowledge, performance and retention.

Learning Objectives
- Identify the stage of team transformation for your institution's staff (e.g., new hire vs. established team; new hires bring in other outside experiences within the industry).
- Describe how to build effective teams (e.g., knowing the team goals, "everyone has their own kitchen," communication).
- Apply adult learning elements (e.g., training programs and onboarding, on-the-job training, mentorship, remote vs. on site).

CE Credits: 0.5

2:00 – 2:30 p.m.	**ADEA Section on Business and Financial Administration Members' Forum**

This session is open to all attendees; however, only members of the ADEA Section on Business and Financial Administration may vote.

2:30 – 2:45 p.m.	**Networking Break**

2:45 – 3:15 p.m.	**ADEA Section on Clinic Administration Members' Forum**

This session is open to all attendees; however, only members of the ADEA Section on Clinic Administration may vote.

3:15 – 4:15 p.m.	**New Horizons: Using Data to Drive Operational Change**

Presenters
Brian Howe, D.M.D., M.S., The University of Iowa College of Dentistry & Dental Clinics

Scott Arneson, M.B.A., The University of Iowa College of Dentistry & Dental Clinics

Dental schools have become increasingly reliant on clinical revenues to support multiple aspects of their clinical, educational and research missions, allowing them to support people, technology, facilities and much more. In the age where we produce over 2.5 quintillion bytes of data every day, how do we choose which data to use to make decisions and how do we apply it using a holistic approach? Participants will learn how to create and implement a multi-phased, data driven fee model to maximize insurance reimbursement and manage lab costs, while balancing patient and educational needs.

Learning Objectives
- Describe three key areas in developing a business model.
- Identify critical data areas for setting fees.
- Illustrate a proven approach for building a fee setting business model using a data-driven approach and its financial impact.

CE Credits: 1.0

4:15 – 6:15 p.m.	**Corporate Meet and Greet and Welcome Reception** Corporate Raffle (must be present to win)

6:15 p.m.	**Dinner on Your Own—or Join a Colleague**

Monday, October 24

7:00 a.m. – 3:00 p.m.	**Registration and Information**
8:00 – 9:00 a.m.	**Networking Breakfast**
9:00 a.m. – noon	**Keynote Address and Workshop: Leadership, Culture and the Patient Experience Amid the Great Resignation**

Presenter
Susan Salgado, Ph.D.
Keynote Speaker, Leadership & Culture Advisor

Dr. Salgado's experience over the last 20 years has taught her that there is a basic truth in customer service: happy employees = happy customers. It is nearly impossible for team members to generate caring, thoughtful, patient, attentive customer service if they work in an environment where they feel undervalued, frazzled, overworked or unappreciated. So how do you build an engaging culture, where employees are thriving and proud of where they work? How do you create a positive, uplifting culture that is still accountable to high standards?

In this workshop, Dr. Salgado will help leaders understand the basics of an organizational culture, in practical terms, and the role they must play in creating a positive, uplifting and accountable culture that will make their organizations an employer of choice. Moreover, she will help attendees understand the critical importance of accountability to both performance and behavioral standards—even in spite of the fear of losing valuable team members amid "the Great Resignation." Dr. Salgado will share anecdotes, teach models and run exercises to give attendees actionable take-aways to help create stronger teams and consistently excellent patient experiences.

Learning Objectives
- Explain how great leaders inspire employees to deliver outstanding "customer" experiences, even in cases of escalating emotions.
- Describe what it takes to be a leader who creates an engaged, empowered, and thriving workforce.
- Summarize how leaders can foster a caring culture with strong teamwork, while still having intense accountability to high standards of excellence.

CE Credits: 3.0

Noon – 1:00 p.m.	**Networking Lunch** *Sponsored by Procter & Gamble Company*

1:00 – 1:30 p.m.	**Follow-up: Merging Multiple Clinic Staff Teams into ONE Revenue Cycle Team!**

Presenters
Douglas Marshal, M.H.A., The Ohio State University College of Dentistry

John Kuhar, The Ohio State University College of Dentistry

The Ohio State University College of Dentistry (OSU COD) recently completed a $95 million expansion project. The new facility includes student clinics designed as eight individual group practices in a vertically integrated model. The facility has four separate check-in/check-out spaces, each supporting two of the eight group practices. Each check-in/check-out area supports scheduling, registration, checking in and out, and all patient financial services functions. In 2021 the school began merging three separate teams (registration, clinic desk and patient financial services), all of which previously had separate touchpoints with patients, students and faculty, into one team whose members can perform all functions. This combined team will not only improve the efficiency of the revenue cycle functions, but also the patient and student experience. One year later, we have faced many challenges; however, we are still moving toward this new model. The presentation will focus on the transition from the old model to the new model and the progress and challenges encountered along the way.

Learning Objectives
- Describe the reasons why OSU COD chose to combine their revenue cycle operations into one team.
- Explain how OSU COD is changing the organizational and governance structure of their staff to support this new direction, highlighting the challenges encountered along the way with the adaptations that have taken place to adjust to the staffing structure.
- Discuss and share examples of challenges associated with combining revenue cycle operations into one team.

CE Credits: 0.5

1:30 – 2:30 p.m.	**Innovations in Methodology and Delivery for Effective and Equitable Training**

Presenters
Martin Lieberman, D.D.S., M.A., NYU Langone Dental Medicine

Amy Kim, D.D.S., NYU Langone Dental Medicine

Barbara Ottenio, D.D.S., M.A., CADL, FICD, NYU Langone Dental Medicine

The presentation will focus on various innovations in methodology and training delivery for multiple audiences, including students/trainees, staff and faculty. The presenter will discuss leveraging distance learning technologies and unique strategies, such as using standardized patient actors for engaging adult learners in an interesting manner, with equity in mind. For example, a traditional OSCE model for learning may be made more accessible and relatable through delivery vehicles such as Zoom or other virtual platforms, and use of professional actors.

Learning Objectives
- Identify various strategies for delivering pedagogical content.
- Define the institution's learning priorities and develop a tailored approach.
- Apply and practice simulation skills and provide feedback.

CE Credits: 1.0

2:30 – 2:45 p.m.	**Networking Break**
2:45 – 3:15 p.m.	**NYU Dentistry Veterans Oral Care Access Resource Program (VOCARE)**

Presenters
Michael O'Connor, Ed.D., M.P.A., NYU College of Dentistry

Gabriela Gonzalez, M.P.A., NYU College of Dentistry

Access to dental care for U.S. veterans is a major public health issue. There are 19 million veterans in the United States today, of whom 9 million are enrolled in the U.S. Department of Veterans Affairs (VA) health care system. However, only 1.4 million veterans are eligible to receive essential oral health care through the VA system. In May 2021, the VA selected NYU Dentistry as the only urban community health center to implement the VETSmile program. From July 1, 2021 to May 31, 2022, NYU Dentistry received approximately 1,200 referrals, and 912 veterans have been treated to date. In addition, there have been 4,487 patient visits and 9,476 procedures have been

performed at no cost to the veterans. Our goal in collaborating with the VA is to scale the program nationally by working with our colleagues in other dental schools around the country.

Learning Objectives
- Describe how to be an effective advocate.
- Explain how to create a clinical program to expand access to care for underserved populations, specifically veterans.
- Identify strategies to enhance fundraising opportunities to support new program initiatives.

CE Credits: 0.5

3:15 – 3:45 p.m.   **New Insights: Implementing a Formal Dental Assisting Orientation/Hands-on Workshop Improved Production**

Presenters
Michelle Fielden, D.D.S., Dental College of Georgia at Augusta University

Alan Furness, D.M.D., Dental College of Georgia at Augusta University

In this session, the presenters will describe the new insights they gained as they learned new processes and pedagogy in the student clinics during the pandemic. The Dental College of Georgia at Augusta University (DCG) student clinics were closed from March to August 2020. Upon returning, staff encountered lost production and CDC/PPE barriers. Additionally, with only half of the class seeing patients on a rotating basis, DCG decided that the other half of the class would be dental assistants. DCG has no dental assisting program, so dental students are not taught how to assist properly. A formal dental assisting orientation and hands-on workshop was created to teach the students how to be an effective assistant with four-handed dentistry. Students kept a journal of their positive/negative experiences as an assistant. The students learned how to assist and what to look for in an assistant. An unexpected result was more efficiency in the student clinic, with 20-25% more procedures when compared with pre-pandemic conditions.

Learning Objectives
- Identify some obstacles of returning students and patients back to the student clinics.
- Apply the potential benefits of a formal dental assisting orientation and hands-on workshop.
- List the advantages for students and student clinics with formal dental assisting training to increase clinic production.

CE Credits: 0.5

3:45 – 4:15 p.m.	**Chart Compliance Involving Part-time vs. Full-time Faculty**

Presenters
Shahrzad Aarup, D.M.D., M.A., Western University of Health Sciences College of Dental Medicine

Joseph Flask, D.D.S., M.S., Western University of Health Sciences College of Dental Medicine

Practice management is an essential part of dental education and includes patient chart compliance among other principles, where dental students learn how to audit patient charts and keep them current. At Western University of Health Sciences College of Dental Medicine, the goal is to determine whether part-time vs full-time clinical faculty supervisors differ in chart compliance among dental students. The presenters will review aggregated chart violations of two specific groups from fall 2019 to spring 2022. One group uses part-time faculty regularly during the scheduled week, while the other group primarily uses full-time faculty. The presenters will compare the percentage of chart violations between the groups to determine if there may be a correlation between the violations and part-time faculty presence. Depending on the results, possible solutions will be offered to help combat differences between part-time and full-time faculty with chart compliance, such as hiring more full-time faculty, better calibration and emphasizing student responsibility.

Learning Objectives
- Identify common chart violations in dental student clinics.
- Describe challenges to achieving chart compliance when part-time faculty are supervising students.
- List ideas for better chart compliance and practice management.

CE Credits: 0.5

5:00 – 7:00 p.m.	**Sponsored Networking Reception and Dinner**

Co-Sponsored by A-dec and HuFriedyGroup

Location: Hyatt Regency St. Louis At The Arch
Gateway West and Gateway Terrace, 18th floor

Tuesday, October 25

7:30 – 10:15 a.m.	**Registration**

8:00 – 9:00 a.m.   **Networking Breakfast**

9:00 – 10:00 a.m.   **Design of a Comprehensive Student Requirements and Patients Management System**

Presenter
Sorin Teich. D.M.D., M.B.A., Medical University of South Carolina James B. Edwards College of Dental Medicine

This data-driven seminar will begin with a review of challenges resulting from the need to ensure that students complete specific clinical competencies while providing comprehensive care. The presenter will describe the design principles of a system that incentivizes students to manage their patients, while ensuring timeliness of care, to complete competencies and acquire a significant level of clinical experience. From the administration perspective, the presenter will show how the same system ensures equitable patient allocation, early identification of students who need help, and avoids clinic underutilization. The last part of the seminar will be open for questions, discussion and exchange of ideas.

Learning Objectives
- List the principles required to create a comprehensive system that integrates educational requirements and efficiency in patient care.
- Identify the clinical procedures needed to be included in the design of a comprehensive care experience level program.
- Define a reporting system that facilitates real-time monitoring of students' educational progress, efficiency of patient allocation, and patient timeliness of care.

CE Credits: 1.0

10:00 – 10:15 a.m.   **Short Talks: Disaster Preparedness and Insurance Claim Lessons Navigating a 13,500 Gallon Problem**

Presenter
Brent Fung, D.D.S., Western University of Health Sciences College of Dental Medicine

No clinic dean or administration team can be fully prepared for the aftermath of a disaster. The 2017 flood was that event at Western University of Health Sciences. The presenter will share how the dental school clinic reopened sooner than other clinical

entities with key information amassed prior to the disaster. This presentation will share two techniques to prepare for disasters in hopes of minimizing downtime for inevitable and unexpected clinical disasters.

Learning Objectives
- Summarize the insurance claims process.
- Describe the preparedness templates currently used at WesternU.
- Explain how dental suppliers and equipment manufacturers are key when disaster strikes.

CE Credits: 0.25

10:15 – 10:45 a.m.	**Power to the People: The Democratization of Artificial Intelligence**

Presenters
Alexander Lee, D.M.D., Western University of Health Sciences College of Dental Medicine

Hubert Chan, D.D.S., Western University of Health Sciences College of Dental Medicine

During the pandemic, dental education embraced new technology and thinking to close previously unfathomable gaps. Artificial intelligence (AI), once the exclusive domain of information technology specialists and mathematicians, has been democratized for the common user thanks to recent products like Microsoft AI Builder, Google AI and IBM Watson. From deciphering handwritten forms to identifying pathologies on images, dental educators now have an array of affordable, customizable, ready-to-deploy AIs at their disposal to shore up and even improve their processes. This presentation will examine the current AI landscape, explore potential uses for AI and identify low-risk, high-reward opportunities where AI can immediately produce results for an organization.

Learning Objectives
- Define AI.
- Evaluate the current landscape of AI.
- Examine uses of AI through discussion and a live demonstration.

CE Credits: 0.5

10:45 – 11:15 a.m.	**BFACA Meeting Closure**

11:15 – 11:45 a.m.	**Get Involved With ADEA BFACA**

Every successful organization requires an active membership to achieve its goals. While not everyone can fill an officer role, service in such a position is a wonderful way to get more involved, work with a great group of BFACA officers and ADEA staff, have a direct voice in the organizational activities of the section (such as planning the annual meeting) and give back in return for those who led before us. If you think you would like to serve as an officer, or are just curious about what's involved, please join the current BFACA leadership team for a brief discussion about how to take the next step in influencing the direction of dental education. The rewards far outweigh the investment of time and effort.

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