



2022 ADEA Fall Meetings
October 27–28, 2022
Hyatt Regency St. Louis At The Arch
St. Louis, MO

Summit on Advanced Dental Education
Hosted by the ADEA Council of Advanced Education Programs (ADEA COAEP)

Agenda

Wednesday, October 26

8:00 a.m. – 5:00 p.m. **2022 ADEA Diversity, Equity, Inclusion and Belonging Workshop**
(Separate registration is required.)

Thursday, October 27

7:00 – 8:00 a.m. **Joint Networking Breakfast**

8:00 – 10:00 a.m. **Summit Welcome**

Adam Lloyd, D.D.S., M.S., ADEA COAEP Chair
Karen West, D.M.D., M.P.H., ADEA President and CEO

Keynote: The Best Laid Plans... Emotional Intelligence Is the Answer

Presenter
Londa Wilder, B.S., CC
Retired, Texas A&M College of Dentistry

This session will discuss incorporating emotional intelligence in resident selection and communication.

Learning Objectives

- Identify the four areas of ability that comprise emotional intelligence.
- Describe how this theory can be used in the resident selection process.
- Explain how this theory can be effectively used to enhance overall communication.

CE Credits: 2.0

10:00 – 10:15 a.m. **Joint Networking Break**

10:15 – 10:30 a.m. **Sponsor Acknowledgement**

Heather Conrad, D.M.D., M.S., ADEA COAEP Board Director

10:30 – 11:45 a.m. **Selecting Residents—Existing and New Tools to Select the “Best”
Trainees More Holistically**

Presenters

Kelly Dore, Ph.D.

Co-Founder, Altus Assessments

Adjunct Professor, McMaster University

Pinelopi Xenoudi, D.D.S., M.Sc.

Associate Dean of Admissions, Student Affairs and DEI

California Northstate University College of Dental Medicine

Panelists will speak to the existing literature in PGME selection, focusing on the gaps, including the changing information available to programs to inform their decision-making, and the limited ability to assess key attributes like “fit” (program/applicant alignment) and constructs such as professionalism and communication, which programs have difficulty measuring early in the selection process. Panelists will highlight new tools (i.e., SJTs, “fit” assessments) and their use in dental selection, with interactive opportunities for attendees to engage via online polling modalities. Panelists will engage attendees in discussion of different use cases of selection metrics and tools to maximize the holistic perspective of applicants while minimizing resources. Panelists will review the selection tools, with a specific lens on the impact different tools may have on underrepresented populations and predictive validity data of these new assessments. Importantly, panelists will discuss how these new assessments integrate with the existing data programs used in selection, facilitating a more holistic perspective of applicants and how to use that information for trainees who come into attendees’ programs. Panelists will leave time for audience questions.

Learning Objectives

- Define the key gaps and resource limitations in PGME selection.
- Introduce and discuss assessment innovations such as Situational Judgment Tests (SJTs), assessments of applicant/program alignment (“fit”) and why they were built the way they were.
- Summarize psychometrics and predictive validity evidence of SJTs.
- Evaluate the potential use cases of selection tools based on program needs and mission.
- Explain how to combine diverse metrics seen during selection to gain a more holistic understanding of applicants.
- Describe how to use this information to support trainees in training.

CE Credits: 1.25

Noon – 1:45 p.m.

Joint Welcome Lunch and Presentation: The Impact of the Economy on Dental Education Before, During and Beyond

Presenters

Mark Pauly, Ph.D.

Bendheim Professor in the Department of Health Care Management, Professor of Health Care Management, and Business and Public Policy, The Wharton School; Professor of Economics, University of Pennsylvania School of Arts and Sciences

Rachel Morrissey, M.A.

Senior Research Analyst, American Dental Association Health Policy Institute

Shelia Price, D.D.S., M.A., Ed.D., FACD

Associate Dean for Admissions, Recruitment and Access and Professor of Diagnostic Sciences, West Virginia University School of Dentistry

Pamela Zarkowski, J.D., M.P.H.

Provost and Vice President for Academic Affairs, University of Detroit Mercy

At a time of uncertainty following the pandemic, a fragile and shrinking economy looms over dental education and practitioners. Current inflation represents a near-term threat to students, universities, dental schools and practicing dentists. A potential recession also casts a shadow on all of these entities. Our panelists will discuss these issues and their financial impact on the various groups and look ahead, beyond 2022.

Learning Objectives

- Discuss the near-term potential impact of the economy (e.g., inflation) on dental education.
- Describe ways to respond to that economic impact.
- Explain future implications of the economic impact.

CE Credits: 1.75

2:00 – 2:15 p.m.

Sponsor Acknowledgement

Heather Conrad, D.M.D., M.S., ADEA Board Director for Advanced Education Programs

2:15 – 3:00 p.m.

Managing Residents—Resident Problems and Solutions

Presenter

Mark Wong, D.D.S., FACD, FACS

Professor and Bernard and Gloria Katz Chair of Oral and Maxillofacial Surgery

University of Texas Health School of Dentistry at Houston

This presentation will briefly describe the characteristics of six types of problematic residents and offer suggestions for resolving difficulties.

Learning Objectives

- Describe the most common types of problems that can affect residents.
- Identify how to mitigate the problems and the guiding resources available.
- Outline program-specific training guidelines that include due process.

CE Credits: 0.75

3:00 – 3:45 p.m.

Managing Residents—Empty Cups and Oxygen Masks: Prioritizing the Health of Health Care Workers

Presenter

Bailey Anderson, LMSW
Director of Student Health & Wellness Services
University Detroit Mercy School of Dentistry

Join us for a robust discussion on why and how to support resident wellness, from an institutional level. Aspects of the current health care system can be dehumanizing to the doctor, educator and patient. We will discuss the cost of an educational system that does not incorporate “cup-filling” components into its curriculum. Concluding the presentation will be a group brainstorm on small and big ways to create an educational experience for residents that builds them up and keeps them intact, so they can embark on a career to heal others.

Learning Objectives

- Describe a mandate for change.
- Explain the importance of the health of the healer, from an integrated health care approach.
- Identify one area, policy or protocol in your program that can be altered.

CE Credits: 0.75

3:45 – 4:00 p.m.

Joint Networking Break

4:00 – 5:00 p.m.

Joint Plenary Session: Faculty Diversity, Equity and Inclusion in Academic Dentistry: Analyzing the Past and Present to Shape the Future

Presenters

Lisa. D. Cain, Ph.D.
Distinguished Teaching Professor, Associate Dean for Professional Development and Faculty Affairs, and Professor, University of Texas School of Dentistry at Houston

Michelle Brady, B.D.S., Interprofessional Education Coordinator, and Assistant Professor & Group Practice Leader, University of the Pacific, Arthur A. Dugoni School of Dentistry

Marita R. Inglehart, Dipl. Psych., Dr. phil., Dr. phil. habil. University Diversity and Social Transformation Professor, University of Michigan; Professor of Dentistry, University of Michigan School of Dentistry; Adjunct Professor, Department of Psychology, University of Michigan College of Literature, Science & Arts

Emilia C. Istrate, Ph.D., MAIS
ADEA Senior Vice President of Policy and Education Research

Diversity, equity and inclusion (DEI) are essential for achieving excellence in teaching, research and clinical care in dental institutions. However, achieving dental faculty diversity and inclusion has been an ongoing challenge with limited success over the years. In 2018–19, women represented only 37% of dental school faculty, and faculty from Historically Underrepresented Racial/Ethnic (HURE) backgrounds only 11%. In terms of chair positions, women held only 26% and HURE faculty members only 14% of these positions. Considering “all types of dean” positions (dean, dean emeritus, interim dean, associate dean, and assistant dean), 37% were women and 14% were from HURE backgrounds, with 6% being HURE women. Analysis of the 2011–12 to 2018–19 dental faculty data showed that much more progress is required to gain parity relative to group representation in the total U.S. population and increase the DEI of dental school faculty by ethnicity, race and/or gender. To create this much-needed change, efforts must be made to increase the applicant pool, change recruitment strategies, and develop solid retention and promotion strategies. Retention efforts must focus centrally on creating a cultural climate that allows faculty members to feel welcome, respected and included in the dental school environment. It is important to realize that faculty diversity is only sustainable if inclusion and equity exist. Institutions must evaluate their diversity and equity-related practices and the policies implemented to determine whether the desired outcomes are achieved. Only then will there be an increase in faculty from HURE backgrounds and/or women who can optimally educate and train a future dental workforce that will provide the best possible oral health care to all dental patients in the United States, and only then will there be a continued increase in women and persons from HURE backgrounds in leadership positions. This presentation is based on the article by Cain, Brady, Inglehart and Istrate, “Faculty Diversity, Equity and Inclusion in Academic Dentistry: Revisiting the Past and Analyzing the Present to Create the Future,” in the September 2022 issue of the *Journal of Dental Education*.

Learning Objectives

- Describe trends in the diversity of faculty from HURE backgrounds and/or women.
- Discuss the challenges and best practices related to achieving diversity by recruiting, retaining and promoting faculty from HURE backgrounds.
- Discuss the challenges and propose best practices for promoting and increasing the number of women in leadership positions.
- Propose best practices for creating an inclusive and equitable environment for the retention and promotion of women and faculty from HURE backgrounds.

CE Credits: 1.0

5:00 – 6:00 p.m.

Joint Networking Reception

Friday, October 28

7:45 – 8:45 a.m.

Joint Networking Breakfast

9:00 – 9:45 a.m.

Assessing Residents—Electronic App Clinical Assessment for AEGD

Presenter

Ahmed Sabbah, D.D.S., Ph.D.

Clinical Assistant Professor and Program Director, AEGD
UT Health San Antonio School of Dentistry

An electronic assessment application was developed and implemented at UT Health San Antonio School of Dentistry to assist with the global assessment of residents. This has generated “big data” for competency, curriculum assessment and faculty calibration.

Learning Objectives

- Describe electronic global clinical assessment and different assessment options.
- Identify competencies that can be evaluated daily or monthly.
- Construct electronic daily evaluations, competency and self-assessments with rubrics.
- Aggregate different data sets to construct a clinical portfolio.
- Analyze output for curriculum outcomes assessment and faculty calibration.

CE Credits: 0.75

9:45 – 11:30 a.m.

Assessing Residents—Rapid Fire Presentations and Discussion

This session will begin with three short presentations followed by breakout discussions led by the presenters.

The Science of Benchmarks and How to Make Them Work for You

Presenter

Greg Ness, D.D.S., FACS

Former Program Director, OMS

The Ohio State University College of Dentistry

Benchmarks, or milestones in medical education, have been a part of assessing resident competence and progression for over a decade. This presentation will review the origins and initial implementation of benchmarking in advanced medical and dental education, explore data- and experience-driven innovations, and examine the opportunities to develop benchmarking for new disciplines in advanced dental education.

Learning Objectives

- Describe the key steps in benchmark development to date.
- List several administrative and educational benefits from using formal benchmarks as part of resident evaluation.
- Articulate the benefits and challenges of developing discipline-specific benchmarks.
- Develop an actionable plan to engage others in pursuit of this goal.

What Impact Has the Pandemic Had on resident Expectations?

Presenter

Thikriat Al-Jewair, D.D.S., M.S., M.Sc., FRCDC

Graduate Program Director

University at Buffalo School of Dental Medicine

This pandemic has brought immense changes to advanced dental education. Residents were especially challenged because they had to acclimate to the rapidly changing learning environment. Defining and managing resident expectations is important to ensure successful educational outcomes. This presentation will discuss resident expectations and outline best practices for manage them considering the COVID-19 pandemic.

Learning Objectives

- Describe residents' priorities, needs and satisfaction.
- Review approaches for gauging resident expectations in advanced education programs.
- Discuss best practices for managing resident expectations in clinical and classroom settings.

MyEvaluations: A Primer and an App for Luddite Program Directors

Presenter

Sherman House, D.D.S.

Program Director

Meharry Medical College School of Dentistry

This informative brief will give users and prospective users of MyEvaluations.com a simple framework for their residents to track their progress and evaluations from every rotation, even on their mobile devices.

Learning Objectives

- Describe a history of MyEvaluations and the evaluation rubric.
- Demonstrate the application and its functionality.
- Articulate hope to the technologically Gen X'r Program Directors to successfully chart the progress of their residents as painlessly as possible.

CE Credits: 1.75

11:30 – noon

Final Thoughts

Selecting, Managing, and Assessing Residents

Adam Lloyd, D.D.S., M.S., ADEA COAEP Chair

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 p.m.

Adjourn—Safe Travels Home!

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