



2024 ADEA Fall Meetings
October 24–25, 2024
Loews Coronado Bay Resort
Coronado, CA

ADEA Council of Advanced Education Programs (ADEA COAEP)

Agenda

Wednesday, October 23

8:00 a.m. – 5:00 p.m. **2024 ADEA Diversity, Equity, Inclusion and Belonging Workshop**
(Attendance is optional. [Separate meeting registration](#) is required.)

Thursday, October 24

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

8:00 – 9:15 a.m. **Joint Plenary Session—Envisioning Oral Health: An Opportunity to
Connect, Converge and Collaborate**

Facilitator
Karen P. West, D.M.D., M.P.H.
ADEA President and CEO

Presenters
Nathalia Garcia, D.D.S., M.S.
Chair, Professor, & Section Head of Periodontics, Department of
Applied Dental Medicine
Interim Director of Research
Southern Illinois University School of Dental Medicine

Melanie Mayberry, D.D.S.
Chair, Department of Oral Health and Integrated Care
University of Detroit Mercy School of Dentistry

Ryan Quock, D.D.S.
Professor, Restorative Dentistry and Prosthodontics
UTHealth Houston School of Dentistry

Danielle Rulli, D.H.Sc., M.S., RDH
Associate Professor and Director, Master's of Science in Dental
Hygiene Program
The Ohio State University College of Dentistry

The ADEA Task Force on Envisioning and Transforming the Future of Oral Health & Education (ETFOHE) launched in the winter of 2024. As a part of its ongoing work, the Task Force is actively soliciting insights from diverse constituencies across the ADEA community. This plenary session will be a time of active engagement—the Task Force will invite participants to discuss and respond to key elements of its charge; their feedback will be invaluable to the Task Force's work. Please bring a device capable of loading/interfacing with QR codes, and come ready to connect, converge and collaborate!

Learning Objectives

- Delineate the charge of the ADEA Task Force on ETFOHE.
- Describe the process of the ADEA Task Force work in year one.
- Discuss and share insights, implications and inspirations to inform the ADEA Task Force's work.

CE Credits: 1.25

9:15 – 9:30 a.m.

Joint Networking Break

9:30 – 10:30 a.m.

ADEA COAEP Administrative Board Meeting
(For Administrative Board Members only)

10:30 – 11:00 a.m.

ADEA COAEP Summit Planning Workshop

Facilitator:

Susan B. Paurazas, D.D.S., M.S., M.H.S.A., ADEA COAEP Chair

Join ADEA COAEP to plan the next Advanced Education Summit for the 2025 ADEA Fall Meetings! This event will bring together the council, program directors and educators passionate about advanced education to discuss the goals and projected outcomes of the Summit.

11:00 – 11:30 a.m.

Working Group Session 1: Faculty Development

Facilitator:

Shreekrishna Akilesh, D.M.D., M.P.H., Secretary

This breakout session will focus on exploring and establishing effective pathways for faculty development specifically tailored for dentists at academic institutions.

Learning Objectives

- Identify the unique challenges and opportunities that dental faculty face and to develop strategies to enhance their academic and professional growth.
- Describe how to create actionable plans to support faculty development at their institutions that encourage continuous learning, skill enhancement and career advancement for dental faculty.

CE Credits: 0.5

11:30 a.m. – noon

Working Group Session 2: Leadership

Facilitator:

Robert Nadeau, D.D.S., M.D., ADEA COAEP Chair-elect

This session is designed to empower current and emerging leaders with the skills and insights necessary to excel in today's complex organizational environments.

Learning Objectives:

- Promote the exchange of ideas and best practices through structured networking activities.
- Describe advanced leadership techniques and strategies to navigate complex organizational challenges.
- List some practical tools and insights to immediately apply in their organizations.

CE Credits: 0.5

Noon – 1:00 p.m.

Joint Networking Lunch

1:00 – 1:30 p.m.

Working Group Session 3: Wellness

Facilitator:

Jacy Stauffer, D.M.D., ADEA COAEP Member-at-Large

Burnout is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. It can result in an individual experiencing compromised physical, mental and emotional health, which may affect one's professional and personal lives. In the United States, 25–30% of individuals and 44–80% of medical trainees and physicians are affected by burnout. Studies have shown physician burnout to be associated with increased errors, higher patient mortality rates, depression, suicidal ideation and high job turnover. It is imperative that academic institutions identify strategies to reduce burnout and imposter syndrome among faculty and residents to foster a strong workforce.

Learning Objectives

- Describe how to promote an academic learning environment that supports the mental well-being of residents and faculty.
- Identify resources for professional and or personal coaching opportunities for residents and faculty.

CE Credits: 0.5

2:00 – 4:00 p.m.

ADEA COF Domains of Competence Workgroup Update and Working Session (Joint Session With the ADEA Council of Faculties, ADEA Council of Sections and ADEA Council of Advanced Education Programs)

Facilitator

Theodora Danciu, D.M.D., D.M.Sc., ADEA COF Chair-elect

Competency-based education aims to align the health workforce with population health priorities, forming the foundation of academic instruction and assessment in professions such as dentistry, medicine, nursing and other health professions. In 2008, the ADEA House of Delegates approved a framework defining the competencies necessary for entry into the dental profession as a general dentist. This framework guides curricular and professional development, performance assessment, cross-disciplinary collaborations and improvements in health care services and outcomes. In 2023, the ADEA Council of Faculties was tasked with forming a workgroup to update this competency document to serve as a resource for dental education programs.

During this session, workgroup members will document the process, present the final draft of the revised domains of competence and associated competencies for dental education and engage participants in the final Delphi round.

Learning Objectives

- Describe the process by which the workgroup revised domains of competence and competencies for dental education.
- Identify anticipated challenges and solutions in implementing the revised competency framework in various educational and clinical settings.
- Share recommendations to refine and enhance the proposed competency framework.

CE Credits: 2.0

4:15 – 4:30 p.m.

Joint Networking Break

4:30 – 5:30 p.m.

Joint Plenary Session—Post Humanistic Care: Moving Toward Co-participating Technologies in 21st Century Dentistry

Introduction

Susan H. Kass, M.Ed., Ed.D., RDH

Chair of the ADEA Board of Directors

Program Director and Professor, Miami Dade College

Presenter

Stuart Schrader, Ph.D.

Clinical Associate Professor, Behavioral Sciences

Department of Biomedical Sciences and Comprehensive Care

Indiana University School of Dentistry

Dental schools have begun exploring the merits, challenges and opportunities of artificial intelligence (AI) and extended reality (XR) technologies. However, dental education has not done enough to present these technologies within the ethical, professional and behavioral considerations of operating within a post-humanistic, human and inhuman, patient/person/relationship-centered care approach. This presentation provides a design for evolving student-centered, critically reflective, written and oral debate assignments about students' perceptions of using AI and XR from a professional, ethical and behavioral lens. This design is rooted in a post-humanistic dental education approach based on work by Braidotti, Deleuze and others. It is essential that we engage students in debate about the limitations and endless opportunities of "limited," "objective" and even "generalized" AI, not only within dental education, but across AI's expansive use for diagnosis, treatment planning and communicating with patients.

Learning Objectives

- Describe some key central ideas of humanism and its applicability to provider-patient communication.
- Identify core elements that frame post-humanism's implications related to emerging technologies.
- Recognize key principles of post-humanistic thought regarding emerging technologies and its potential application within health care delivery.
- Explain how to use post-humanistic tenants in applying professional ethics to emerging integrated technologies within future dentistry.

CE Credits: 1.0

5:30 – 6:30 p.m.

Joint Networking Reception

Friday, October 25

7:45 – 8:45 a.m. **Joint Networking Breakfast**

10:15 – 10:30 a.m. **Joint Networking Break**

10:30 a.m. – Noon **Assessing the Needs of the Advanced Dental Education Community**

Facilitator:

Yolanda Jones, ADEA COAEP Staff Liaison

Emily Rhineberger, M.A., ADEA Vice President of Centralized Application Services Operations

ADEA is seeking insights into the current and evolving needs of the advanced dental education community. Led by ADEA staff, this session will ask attendees to discuss individual and collective priorities across advanced dental education that meet the needs of future dental professionals and educators.

Noon – 1:00 p.m. **Joint Networking Lunch**

1:00 – 2:30 p.m. **Mapping Success: Aligning EPAs with Dental Competencies (Joint Session With the Council of Faculties, Section on Academic Affairs Academic Deans and Council of Advanced Education Programs)**

Facilitator

Theodora Danciu, D.M.D., D.M.Sc., ADEA COF Chair-elect

Entrustable professional activities (EPAs) are observable, clinical tasks that a training healthcare provider will learn to perform safely and effectively to meet the needs of their patients. An example of an EPA is conducting a clinical examination, an activity observed in the workplace setting. To perform this task, a learner must demonstrate competence in domains including person-centric communication, professionalism, critical thinking and biomedical science application. The EPA assessment framework is competency-based, incorporating a rigorous process that allows evaluators to predict future behaviors and answer: Do I trust this learner to deliver safe and effective care?

The ADEA Compendium EPA Workgroup has generated a validated list of EPAs for use in assessment and curricular development for predoctoral dental education. Concurrently, the ADEA Council of Faculties reviewed and revised the ADEA domains of competence and the competencies for predoctoral dental education.

This session aims to describe the proposed EPAs for dental education and to map them to the domains of competence and competencies for comprehensive assessment.

Learning Objectives:

- Define EPAs and discuss the benefits of an EPA-based assessment for pre-doctoral dental education
- Describe the proposed list of EPAs for predoctoral dental education
- Demonstrate the mapping of EPAs to the domains of competence and competencies for predoctoral education

CE Credits: 1.5

2:30 – 2:45 p.m.

Joint Networking Break

3:30 p.m.

Adjourn—Safe Travels Home!

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