



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

ADEA Section on Academic Affairs Academic Deans

Preliminary Agenda

Wednesday, October 23

7:15 a.m. – 4:45 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.

AI Policy and Procedures

Presenters

Faizan Alawi, D.D.S., Associate Dean for Academic Affairs
University of Pennsylvania School of Dental Medicine

Shirley Kang, D.D.S., Associate Dean for Academic Affairs
Western University of Health Sciences College of Dental Medicine

This session explores the intersection of artificial intelligence (AI) and dental academia, focusing on its current applications, potential benefits and associated challenges. Participants will examine how AI is transforming dental education and practice, as well as the ethical and policy considerations that accompany its implementation.

Learning Objectives

- Describe how the science of AI is being used in academic dentistry.
- Appraise the application and potential benefits of AI in dental education.
- Describe institutional policies and pitfalls associated with using AI in education.

CE Credits: 1.0

10:30 – 11:30 a.m. **Student Success Strategies—Remediation and Professionalism and Managing and Preventing Unprofessional Behavior in Dental Education**

Presenters

Gwen Essex, RDH, RDHAP, M.S., Ed.D., Chair-elect, ADEA Section on Academic Affairs

California Northstate University College of Dental Medicine

Dolores Cannella, M.A., Ph.D., Secretary, ADEA Section on Academic Affairs

Stony Brook University School of Dental Medicine

Emily Sabato, Ed.D., Councilor, ADEA Section on Academic Affairs
Rutgers School of Dental Medicine

Liz Kaz, M.S., Ed.D., Chair, ADEA Section on Academic Affairs
University of Missouri-Kansas City School of Dentistry

This session focuses on identifying, addressing and preventing unprofessional behavior within dental schools. Participants will explore the types and prevalence of such behaviors, share examples of successful interventions, and evaluate strategies aimed at fostering a professional learning environment.

Learning Objectives

- Identify the types and prevalence of unprofessional behavior occurring in dental schools.
- List specific examples of how unprofessional behavior has been addressed.
- Assess the effectiveness of various strategies and highlight best practices used to manage and prevent unprofessional behavior.

CE Credits: 1.0

11:30 a.m. – noon **Integrated National Board Dental Examination Updates**

Presenter

David Waldschmidt, Ph.D., JCNDE

In May 2024, the JCNDE announced a new performance standard. Dr. Waldschmidt will review the new standard and its implications for predoctoral dental students.

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

1:00 – 2:00 p.m

Understanding and Responding to Increases in Accommodations Utilization in Dental Education Programs With a CODA Standards Lens

Presenter

Cari Anderson, L.I.S.W., M.S.W., ADHD-CCSP, Director, Dental Counseling and Wellness Support Services, University of Iowa College of Dentistry and Dental Clinics; Assistant Director, University Counseling Service, University of Iowa Division of Student Life

Learning accommodation usage and disability disclosure has increased significantly in secondary higher education settings in recent years and health science programs report similar increases. Reasons for this increase will be briefly discussed in this seminar, along with helpful strategies and tools for dental program administrators and faculty to navigate this change. Studies show that faculty and staff who are familiar working with students who have accommodations and with strategies, laws and policies for students with disability accommodations are better prepared to engage in implementation work to ensure these students have equal opportunities to participate in their programs.

This session will provide an overview of faculty, staff and student legal rights and responsibilities; examples of accommodation strategies; and additional resources available to assist dental program administrator and faculty efforts to ensure equal educational opportunities for their students.

Learning Objectives

- Summarize the rights, responsibilities, potential contributions and needs of students with disabilities with an emphasis on learning disabilities in dental education.
- Describe how to fairly and ethically evaluate accommodation requests, which accommodations are reasonable within a health science program and what remedies colleges may provide or reject.
- Discuss strategies for working with students with disabilities, emphasizing the relationship between instructor, student and support staff as well as campus resources and national resources.
- List tips and action-based strategies that administrators, faculty and staff can take to ensure that students with disabilities have educational opportunities in both the didactic and clinical components of their curriculum that are equal to those of their non-disabled peers.

CE Credits: 1.0

2:00 – 4:00 p.m.

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

Facilitator

Theodora Danciu, D.M.D., D.M.Sc., ADEA COF Chair-elect; Clinical Professor, University of Michigan School of Dentistry,

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 27

7:45 – 8:45 a.m.

Joint Networking Breakfast

9:00 – 10:15 a.m.

A Coaching Mindset: Strategies to Strengthen Communication for Dental Educators (Joint Session with the ADEA Council of Faculties and ADEA AFASA)

Presenter

Zsuzsa Horváth, Ph.D., ICF-ACC, Associate Professor, Department of Dental Public Health; Director, Office of Academic Career Advancement; Director, Academic Career Track Area of Concentration
University of Pittsburgh School of Dental Medicine

Coaching has been shown to reduce burnout and promote wellbeing. You don't need to be a coach to spread the benefits of coaching. Learn how to embrace a coaching mindset and infuse coaching skills into

everyday communication. A coaching mindset can enhance communication and strengthen the effectiveness of mentoring, advising, collaborations, one-on-one interactions and teamwork. This workshop will start with a presentation on what coaching is and isn't, evidence behind its effectiveness and how a coaching mindset can be developed and used to strengthen communication. Participants will learn what constitutes a coaching approach and what specific skills can be developed for effective communication. Hands-on activities will include practicing deep listening skills, asking coaching-style questions and applying a coaching approach to a given scenario.

Learning Objectives

- Discuss the evidence for the effectiveness of coaching.
- Identify components of a coaching mindset.
- Differentiate between every day listening and deep listening skills.
- Recognize the difference between information gathering and coaching questions.
- Practice coaching skills by using listening skills and asking powerful questions.

10:15 – 10:30 a.m.

Joint Networking Break

10:30 a.m. – noon

A Coaching Mindset: Strategies to Strengthen Communication for Dental Educators (continued)

CE Credits: 2.75

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 ADEA Council of Faculties and ADEA AFASA)

Facilitator

Theodora Danciu, D.M.D., D.M.Sc., ADEA COF Chair-elect; Clinical Professor, University of Michigan School of Dentistry

Entrustable professional activities (EPAs) are observable, clinical tasks that a training health care 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.

Wrap-up and Adjourn

The American Dental Education Association is an ADA CERP Recognized Provider

ADA CERP is a service of the American Dental Association to assist dental professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry. Concerns or complaints about a CE provider may be directed to the provider or to the **Commission for Continuing Education Provider Recognition** at CCEPR.ada.org.

The American Dental Education Association designates this activity for 11.5 continuing education credits.



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