

2026 ADEA Annual Session Final Program
March 21-24, 2026 – Montreal, Quebec, Canada

Friday, March 20, 2026

7:30 AM-12:00 PM

ADEA Council of Deans Fellowship Module III (By Invitation Only)

Speaker(s):

- Steve Friedrichsen, ADEA
- Aruna Ramesh, Tufts University School of Dental Medicine
- Andrea Zandona, The Ohio State University College of Dentistry
- Keith Kirkwood, University at Buffalo School of Dental Medicine
- Roberta Pileggi, University of Florida College of Dentistry
- Sean McLaren, University of Rochester, Eastman Institute for Oral Health (EIOH)
- Kumar Purnima, University of Michigan School of Dentistry

8:00 AM-5:00 PM

Digital Educators' Workshop: Elevating Instruction with CAD-CAM Sponsored by 3Shape, Dentsply Sirona & Planmeca

Abstract: Bring your curriculum to the cutting edge in this immersive, full-day workshop designed for dental and allied-dental educators who want to confidently teach CAD-CAM concepts, workflows, and clinical applications.

8:00 AM-6:30 PM

ADEA Student Leaders for Social Change - Day 1 (By Invitation Only), Sponsored by ADEA Corporate Council and P&G | Crest+OralB

Speaker(s):

- Kristen Wong, ADEA

9:00 AM-12:00 PM

ADEA Leadership Institute Alumni Association Board Meeting (By Invitation Only)

Speaker(s):

- Eileen Hoskin, Morristown Medical Center

9:00 AM-12:30 PM

ADEA AADSAS Advisory Group Working Meeting (By Invitation Only)

Speaker(s):

- Garien Hudson, The Ohio State University College of Dentistry

12:00 PM-1:30 PM

ADEA Council of Deans Fellowship Graduation Luncheon (By Invitation Only)

Speaker(s):

- Steve Friedrichsen, ADEA

12:00 PM-5:00 PM

ADEA Leadership Institute Class of 2027 Orientation (By Invitation Only)

Speaker(s):

- Felicia Tucker-Lively, Academy for Advancing Leadership
- Sherin Tooks, ADEA

1:00 PM-4:00 PM

ADEA Board of Directors - Session I (By invitation Only)

1:00 PM-5:00 PM

ADEA Section on Academic Affairs

Speaker(s):

- Gwen Essex, University of the Pacific Arthur A. Dugoni School of Dentistry
- Faizan Alawi, University of Pennsylvania School of Dental Medicine
- Douglas Gould, Texas A&M University College of Dentistry

- Dolores Cannella, Stony Brook School of Dental Medicine

1:30 PM-2:30 PM

ADEA Council of Deans Fellowship Alumni Association Meeting (By Invitation Only)

2:30 PM-5:00 PM

ADEA Council of Deans Fellowship Orientation (By Invitation Only)

Saturday, March 21, 2026

7:00 AM-8:00 AM

**ADEA Section on Community, Preventive and Public Health Dentistry
Members' Forum**

ADEA Section on Business and Financial Administration Members' Forum

ADEA Section on Operative Dentistry and Biomaterials Members' Forum

ADEA Section on Practice Management Members' Forum

**ADEA Special Interest Group on Interprofessional Education and
Collaborative Care Members' Forum**

**ADEA Section on Integrated Clinical and Applied Biomedical Sciences
Members' Forum**

ADEA Section on Academic Affairs Members' Forum

**ADEA Section on Development, Alumni Affairs, and Public Relations
Members' Forum**

ADEA Section on Prosthodontics Members' Forum

ADEA Section on Oral and Maxillofacial Pathology Members' Forum

ADEA Section on Orthodontics Members' Forum

8:00 AM-11:00 AM

2026 ADEA Signature Series: The Strategic Mind: Developing Expert Decision-Making in Academic Dental Leadership (Ticketed Event)

CE: 3 Credit(s)

Abstract: Academic dental leaders make high-stakes decisions daily—often with incomplete information and competing pressures. This session explores the cognitive science behind expert decision-making, drawing on research from Kahneman, Klein, and Ericsson. Participants will examine how intuition develops through experience, identify cognitive biases that derail even seasoned leaders, and learn practical debiasing strategies. Through interactive demonstrations and case studies—including lessons from military leadership—attendees will discover how to cultivate better judgment in themselves and their teams. Leave with actionable tools to enhance decision quality across faculty development, curriculum planning, and institutional strategy.

Learning Objectives:

- Distinguish between intuitive and analytical decision-making processes and identify when each approach is most effective for complex academic leadership challenges.
- Recognize common cognitive biases that affect leadership decisions and implement strategies to mitigate their impact on organizational outcomes.
- Apply a framework for developing expert judgment through deliberate practice, mentorship, and reflective feedback within my institutional role.

Speaker(s):

- Shan Bagby, U.S. Army Dental Corps (Retired)
- Eileen Hoskin, Morristown Medical Center
- Sherin Tooks, ADEA
- Felicia Tucker-Lively, Academy for Advancing Leadership

8:00 AM-12:00 PM

ADEA Task Force on Envisioning and Transforming the Future of Oral Health and Education Meeting (By Invitation Only)

Speaker(s):

- Nicole Kimmes, University of New England College of Dental Medicine

8:30 AM-12:00 PM

ADEA Student Leaders for Social Change - Day 2 (By Invitation Only), Sponsored by ADEA Corporate Council and P&G | Crest+OralB

Speaker(s):

- Kristen Wong, ADEA

9:00 AM-10:00 AM

ADEA Council of Deans Administrative Board Meeting (Invitation Only)

Speaker(s):

- Marsha Pyle, ADEA

9:00 AM-11:00 AM

ADEA Council of Sections Administrative Board Meeting (By Invitation Only)

Speaker(s):

- Matthew Mara, Boston University Henry M. Goldman School of Dental Medicine

10:00 AM-12:00 PM

Council of Allied Dental Program Directors (CADPD) Administrative Board Meeting (By Invitation Only)

Speaker(s):

- Carrie Hanson, Johnson County Community College

10:30 AM-12:00 PM

Advancing Entrustable Professional Activities across the Educational Spectrum

CE: 1.5 Credit(s)

Abstract: Entrustable Professional Activities (EPAs) provide a framework that bridges competencies to independent clinical practice. This session will examine the current

landscape and future potential of EPAs in dental education across diverse settings. Drawing on national and international examples, including predoctoral and dental specialty training programs, attendees will explore how EPAs are being used to guide competency-based curriculum. Presenters will share insights from the EPA work group, highlight lessons learned from implementation and introduce strategies for adapting EPA frameworks at their institution. Participants will identify practical next steps to better equip them to advance EPA integration within their educational programs.

For further details on this topic, you may watch a recording of the webinar, Entrustable Professional Activities (EPAs): A Practical Framework for Competency-Based Dental Education.

Learning Objectives:

- Describe the current landscape of EPAs in dental education in the United States and internationally.
- Upon completion of this session, participants will be able to compare the application of an EPA framework in different settings: an international dental school, a U.S. hospital-based pediatric dental residency and a dental school-based periodontics training program.
- List three lessons learned from the highlighted programs in their experience with an EPA framework.

Speaker(s):

- Rocio Quinonez, University of North Carolina at Chapel Hill Adams School of Dentistry
- Wietske Fokkinga, Radboud University Medical Centre
- Yota Stathopoulou, Oregon Health & Science University School of Dentistry
- Presenter Jennifer, Children's National Hospital
- Vidya Ramaswamy, University of Michigan School of Dentistry
- Elske Hissink, Radboud University Medical Centre
- Phillip Marucha, Oregon Health & Science University School of Dentistry
- Theodora Danciu, University of Michigan School of Dentistry
- Laura Romito, Indiana University School of Dentistry

11:00 AM-11:30 AM

ADEA Leadership Institute Alumni Association: A Meaningful Life Series

Speaker(s):

- Eileen Hoskin, Morristown Medical Center

- Robert Trombly, Arizona School of Dentistry & Oral Health

11:00 AM-12:00 PM

Bridging Pathways: Empowering Faculty for Accreditation Success

CE: 1 Credit(s)

Abstract: This ADEA workshop, Bridging Pathways: Empowering Faculty for Accreditation Success, will equip participants with practical strategies to engage faculty as confident contributors in the accreditation process. Attendees will explore tools for organizing resources, guiding narrative development, and supporting faculty through collaborative writing and editing. Emphasis will be placed on forming effective writing teams, fostering concise communication and aligning narratives with the Commission on Dental Accreditation's intent. Participants will leave with actionable insights to strengthen faculty participation and enhance institutional readiness for accreditation.

Learning Objectives:

- Identify key resources needed to support faculty in contributing effectively to the accreditation self-study process.
- Describe best practices for preparing faculty to participate confidently and competently in accreditation efforts.
- Evaluate current levels of faculty access and engagement in accreditation at their institutions and identify opportunities for increased collaboration.

Speaker(s):

- Janet Guthmiller, University of North Carolina at Chapel Hill Adams School of Dentistry
- Tracy de Peralta, University of North Carolina at Chapel Hill Adams School of Dentistry
- Ann Alexander, University of North Carolina at Chapel Hill Adams School of Dentistry

Bridging Compassion Satisfaction and Compassion Fatigue to Build Emotional Resilience

CE: 1 Credit(s)

Abstract: Compassion satisfaction (CS) is fulfillment derived from caring for others. Compassion fatigue (CF), however, is emotional stress experienced by providers from repeated, ongoing contact with suffering patients. CF is often cited in the context of intensive care, pediatric oncology, palliative medicine and nursing. It is rarely mentioned in the context of dentistry. Students and educators in oral health care experience CS/CF from various factors. This workshop aims to cultivate discussion regarding CS/CF in dental education and practice, identify curricular modification to coach students in coping mechanisms, and if the cycle influences graduates' employment, decisions regarding subsidized insurance, serving socially disadvantaged patients or entering academia.

Learning Objectives:

- Identify elements of CS and CF in dental education.
- Use and provide resources to students and colleagues to enhance professional quality of life.
- Develop a culture of healthy caregiving to maintain a positive impact on future graduate career development.

Speaker(s):

- Priyanshi Ritwik, UTHealth Houston School of Dentistry
- David Avenetti, University of Illinois Chicago College of Dentistry
- Kimberly Patterson, Stony Brook School of Dental Medicine

NIDCR Update

Speaker(s):

- Marsha Pyle, ADEA

ADEA Council of Advanced Education Programs Administrative Board Meeting (By Invitation Only)

Speaker(s):

- Robert Nadeau, University of Minnesota School of Dentistry

Establishing the Continent of Africa's Dental Education Association

CE: 1 Credit(s)

Abstract: Many areas of the world are not yet connected through organizations of oral health education. In a time of increasing importance of global oral health initiatives, facilitating greater connectedness can establish contemporary standards for educational programs, bring together support systems for improving quality of oral health education, provide resources for sharing, and improve oral health in the community. This session will chronicle the process and timeline of the establishment of the Association for Dental Education in Africa (AEDA) in 2025. Through a first-ever symposium, commitment to unity and collaboration, connection to the 54 countries within the continent led to the establishment of the Association. The participation and support of Mohammed VI University of Health Sciences, Mercy Ships, ADEA, ADEE, and other institutional partners and sponsors created the environment for the historic outcome.

Learning Objectives:

- Understand the factors that led to the successful establishment of ADEA.
- Support efforts to connect global initiatives aimed to improve global oral health.
- Gain perspective of the global need for ongoing support and development of areas without organized education associations.
- Understand the value that organized oral health education associations bring to geographic regions.

Speaker(s):

- Marsha Pyle, ADEA
- Professor Ihsane Ben Yahya, Mohammed VI University of Health Sciences Dentistry College, Mohammed VI Foundation of Health Sciences
- David Ugai, Mercy Ships
- Gregory Chadwick, East Carolina University School of Dental Medicine, FDI World Dental Federation (former Past President)
- Karen West, ADEA

Addressing the shortage of American Indian/Alaska Native Dentists: Collaboration and Action

CE: 1 Credit(s)

Abstract: The American Dental Education Association reports that the number of American Indian/Alaska Native (AI/AN) students applying to dental school nationally has decreased dramatically in the past decade. Limited access to dental care from AI/AN dentists exacerbates oral health disparities in AI/AN

populations. A survey was conducted in 2024 among members of the Society of American Indian Dentists (SAID) to identify challenges and protective factors for pursuing a dental career. Information obtained through the survey provided impetus for two programs developed and implemented by SAID to address challenges impacting the number of AI/AN individuals considering and following a path to dentistry.

Learning Objectives:

- Have an understanding of the state of oral health among American Indians and Alaska Natives.
- Be able to explain the history and mission of the Society of American Indian Dentists.
- Be able to list at least three challenges faced by American Indian/Alaska Native students pursuing a career in dentistry.
- Describe the strategies and collaborations engaged by the Society of American Indian Dentists to address these challenges.

Speaker(s):

- Jandra Korb, Society of American Indian Dentists
- Frances Kim, Society of American Indian Dentists
- Cristin Haase, Society of American Indian Dentists

Bridging Pathways and Advancing Learning with Immersive and Innovative Technology Tools

CE: 1 Credit(s)

Abstract: With a newer generation of digital-native students in dental education, engaging students has become increasingly challenging. These students are accustomed to immediate, interactive, engaging content. Passive learning environments are less effective in fostering deep learning, long-term retention and critical thinking. As educators, we must adapt to new teaching methodologies that promote active learning strategies, increase engagement and provide immediate feedback. An educational technology tool, Scenario Builder, was integrated into student teaching to enhance engagement through interactive learning experiences, bridging pathways for a more inclusive, diverse learning environment. Audience members will create an interactive exercise and explore implementation opportunities.

Please bring your laptop with you to this session.

Learning Objectives:

- Describe opportunities to implement immersive technology to promote active learning and provide immediate feedback.
- Demonstrate an educational technology tool, Scenario Builder, in a student teaching module.
- Design an interactive/immersive exercise utilizing an educational technology tool.

Speaker(s):

- Bina Surti, University of the Pacific, Arthur A. Dugoni School of Dentistry
- Sandy Ward, University of the Pacific, Arthur A. Dugoni School of Dentistry
- Elvira Fiorentino, University of the Pacific, Arthur A. Dugoni School of Dentistry
- Shika Gupta, University of the Pacific, Arthur A. Dugoni School of Dentistry

Bridging Knowledge, Advancing Access: Virtual Continuing Education for TMD & Orofacial Pain Disorders

CE: 1 Credit(s)

Abstract: There is an urgent need to improve temporomandibular disorders (TMD) and orofacial pain (OFP) management as current training is insufficient. Many areas in the United States lack trained clinicians, leading to inconsistent care and reliance on nonevidence-based, and even harmful, treatments. With a high patient-to-provider ratio of 175,000:1 in OFP, educational initiatives are crucial. The Commission on Dental Accreditation updated standard 2-24k to include TMD competency, but many dental programs lack the resources and patient volume for effective clinical training. This session explores improving educational gaps through virtual continuing education with trained faculty and enhancing resources and simulations using artificial intelligence.

Learning Objectives:

- Identify and articulate specific gaps in orofacial pain education and patient care.
- Explore and develop strategies to leverage AI for creating interactive and personalized clinical learning environments.
- Discuss challenges and opportunities related to integrating virtual educational frameworks for advancing orofacial pain education.

Speaker(s):

- Elizabeth Hatfield, University of Michigan School of Dentistry
- Alexandre DaSilva, University of Michigan School of Dentistry
- Ronald Kulich, Massachusetts General Hospital

Bridging Pathways Between Medicine and Dentistry: Interprofessional Education in Action – Short Talks

CE: 1 Credit(s)

Abstract: Interprofessional education (IPE) is a vital pathway for preparing dental and allied dental students to collaborate across disciplines and advance access to care. This engaging session features presenters from five institutions who share effective strategies for integrating IPE into dental curricula, including case-based learning, shared clinical experiences, simulations and faculty development. Presenters will highlight collaborative outcomes, such as enhanced communication, teamwork and patient-centered care. Participants will explore real-world examples and practical approaches they can apply within their own programs. Attendees will leave equipped to evaluate, adapt and expand IPE initiatives that strengthen connections between medicine and dentistry.

Learning Objectives:

- Identify effective strategies for integrating interprofessional education into dental and allied dental curricula.
- Evaluate collaborative outcomes from IPE models that enhance communication, teamwork and patient care.
- Apply practical approaches to implement or expand IPE initiatives that strengthen collaboration between dentistry, medicine and other health professions.

Speaker(s):

- Kimberly Lintag-Nguyen, Virginia Commonwealth University School of Dentistry
- Clarissa Souza Gomes da Fontoura, University of Michigan School of Dentistry
- Anahita Mortazavi, UTHealth Houston School of Dentistry
- Sobia Bilal, University of Illinois Chicago College of Dentistry
- Elizabeth Van Tubergen, University of Michigan School of Dentistry
- Marion Manski, Virginia Commonwealth University School of Dentistry

Self-Reflection - A Bridge Between Learning and Life-Long Learning

CE: 1 Credit(s)

Abstract: Self-assessment, a Commission on Dental Accreditation standard, is a critical component within dental education intended to foster self-reflection on knowledge and skills to facilitate independent learning and growth. When self-assessment is integrated within the curriculum, it helps build a temperament for lifelong learning and critical thinking, which are essential for successful clinical practice. Self-assessment rubrics are often integrated in clinical and preclinical curricula. However, the lines between self-assessment of work produced and self-assessment of learning become blurred during implementation. Using a novel hands-on art/painting activity, participants will explore the importance of the self-assessment process and its role in lifelong professional growth.

Learning Objectives:

- Define self-assessment while distinguishing between self-assessment of work from self-assessment of learning.
- Apply strategies to integrate self-assessment of learning in dental education.
- Demonstrate the ability to deliver constructive, student-centered feedback that promotes continuous improvement.

Speaker(s):

- Anita Joy-Thomas, UTHealth Houston School of Dentistry
- Priyanshi Ritwik, UTHealth Houston School of Dentistry
- Carolyn Huynh, UTHealth Houston School of Dentistry

Occlusion Without Borders: How Brazil Blends American and Scandanavian Viewpoints

CE: 1 Credit(s)

Abstract: Occlusion lies at the heart of everyday dentistry. Specialists, researchers, educators and practicing dentists hold diverse views on the subject. These views have evolved over time. As new tools arrive to view and evaluate occlusal data, such as intraoral scanning and digital jaw motion capture devices, thought leaders with an international perspective should be consulted to examine and process the data. This presentation focuses on the potential contributions to U.S. dental school thought from the Brazilian perspective, presented by a seasoned educator and author of a leading Portuguese textbook on occlusion.

Learning Objectives:

- Describe how American-born philosophy has influenced other dental schools across the globe.
- Articulate how Brazilian dental schools have blended American and Scandanavian occlusion philosophies.
- Discuss how an approach that relies on students' critical thinking deepens their understanding and can incorporate multiple philosophies.

Speaker(s):

- Leonardo Marchini, University of Iowa College of Dentistry and Dental Clinics

11:30 AM-12:00 PM**ADEA Leadership Institute Alumni Association Business Meeting****Speaker(s):**

- Eileen Hoskin, Morristown Medical Center

12:30 PM-1:00 PM**Council of Faculties Administrative Board Meeting (By Invitation Only)****1:00 PM-1:30 PM****Council of Faculties New Member Orientation Meeting****1:00 PM-2:00 PM****New Enamel Opacities Treatment Workflows (No CE Credit)**

Abstract: The purpose of this educational seminar is to provide information on a new enamel opacities treatment workflow for various enamel opacities (i.e. MIH, Trauma, Fluorosis, White Spot Lesions, etc.). This new workflow can benefit younger patients with these opacities who face bullying & improved their self-esteem. It includes a new validated teeth whitening treatment for MIH patients under the age of 18 years old. This new workflow also includes utilizing

transillumination to help support in diagnosing the lesion & enamel opacity and during the treatment protocol to help measure the level of progress.

Learning Objectives:

- Participants will be able to understand and better identify different types of enamel opacities (i.e. MIH, Trauma, Fluorosis, White Spot Lesions, etc.)
- Participants will learn a New Treatment Workflow for treating Enamel Opacities and how to utilize transillumination to help them.
- Participants will understand how to manage different protocols with different types of lesions/ opacities.

Speaker(s):

- John Scott, DMG-America

Advancing Access: Supporting Dental Faculty Through Self-Care and Institutional Initiatives - Short Talks

CE: 1 Credit(s)

Abstract: The demanding nature of dental education can take a toll on educators, leading to stress and burnout that impact both personal well-being and professional effectiveness. This session will explore the critical signs and symptoms of burnout, emphasizing the importance of recognizing early indicators. We will discuss self-care as an essential practice, focusing on its role in sustaining resilience and professional fulfillment. Attendees will gain insight into best practices implemented at various institutions to support dental educators, from mentorship programs to wellness initiatives. Join us to engage in meaningful discussions and take actionable steps toward a healthier academic environment.

Learning Objectives:

- Recognize signs and symptoms of stress and burnout and the importance of self-care
- Discuss best practices for supporting the mental health of dental educators.
- Evaluate opportunities to incorporate programs at their institution.

Speaker(s):

- Khairunisa Hashmani, UTHealth Houston School of Dentistry

- Kimberly Lintag-Nguyen, Virginia Commonwealth University School of Dentistry
- Suman Vij, University of Michigan School of Dentistry
- Ahmad Naraghi, UThealth Houston School of Dentistry
- Gargi Mukherji, University of Texas School of Dentistry at Houston

Introduction to Artificial Intelligence 101: Essentials for the Dental Educator

CE: 1 Credit(s)

Abstract: In this hands-on workshop, participants will explore how specific artificial intelligence (AI) tools can support their work in dental education. They'll leave with a clear understanding of what AI is (and isn't), its limitations, where to find reliable resources and how to use basic AI as a co-collaborator to save time, enhance teaching and learning. You'll also learn how to use AI to support research. No prior experience with AI is needed—just curiosity and a willingness to explore. By the end, you'll feel more confident when navigating the AI landscape and applying it meaningfully to your academic discipline. Please bring a laptop/tablet and the course outline/syllabus.

Learning Objectives:

- Identify appropriate sources for AI curriculum development.
- Create effective inquiries for optimal search results
- Apply search results to update their curriculum and summarize privacy and confidentiality issues

Speaker(s):

- Scott Pelok, Case Western Reserve University School of Dental Medicine
- T Roma Jasinevicius, Case Western Reserve University School of Dental Medicine
- Michael Rossman, Case Western Reserve University School of Dental Medicine

From Questions to Insights: Designing Impactful Surveys for Education Research

CE: 1 Credit(s)

Abstract: Surveys are a common research method used to answer questions and generate insight into pedagogical issues (e.g., student engagement).

However, they can be written hastily, which can result in poor or biased wording leading to surveys being viewed as an inferior reputation assessment tool. The purpose of this ADEA session will be to address myths regarding survey development and present evidence-based best practices that ensure rigor in survey design. Group activities will highlight and support the use of surveys in dental education to revive the status of surveys as an important tool in the educator/researcher toolkit.

Learning Objectives:

- Differentiate between facts and myths associated with survey development.
- Identify best practices for effective survey design.
- Apply strategies to increase response rates and engagement in educational surveys.

Speaker(s):

- Laura Dempster, University of Toronto Faculty of Dentistry

Medical/ Dental Homes for Adults with Disabilities: Collaborative or Interdisciplinary?

CE: 1 Credit(s)

Abstract: Integrated Medical and Dental Homes incorporate collaborative paradigms to achieve successful oral and overall health outcomes for geriatric patients and adults with intellectual disabilities. In this session, you will learn incremental behavioral strategies with families as partners, overcoming barriers with integrated medical/dental health homes. This session will also help participants develop skills in incremental learning models of care, and use a workshop strategic planning tool for productive patient visits and reimbursement. Finally, participants will also earn ADA Code of Ethics that ensure care standards for vulnerable patients, and how to grow an “Office Without Walls” with physicians and behavioral specialists through the American Academy of Developmental Medicine and Dentistry’s National Integrated Curriculum in Health Education.

Learning Objectives:

- Identify oral health and overall health links for vulnerable adult patients in a collaborative integrated health home.

- List the principles of Integrated Oral Health and Dementia Care in a collaborative health team.
- Describe Incremental oral health visits in medical and home settings for patients with IDD leading to normalized health visits in a dental/medical practice home.

Speaker(s):

- David Fray, UTHealth Houston School of Dentistry
- Richard Fleming, University of Massachusetts Boston, Chan Medical School and Department of Exercise and Health Science,
- Ben Warner, UTHealth Houston School of Dentistry, Department of General Practice and Dental Public Health

Improving Interprofessional Communication, Empathy and Opioid Awareness Through AI-Based Virtual Patient Simulation

CE: 1 Credit(s)

Abstract: Interprofessional education is essential in health care; effective communication and clinical empathy are core competencies. These skills are difficult to precisely define and assess, yet they are critical for ensuring continuity of care and better outcomes. This workshop presents the development of an AI-driven virtual patient scenario involving dental pain. It is designed to evaluate students' empathy, interprofessional communication and approaches to pain management. Integrating complex challenges such as substance use and a nuanced family medical history, this experience has been offered to both dental and nursing student cohorts, providing an engaging, collaborative learning environment enriched by AI-assisted clinical decision-making.

Learning Objectives:

- Identify the use of AI technology to better engage digital learners.
- Improve interprofessional education and communication among health care providers.
- Increase empathetic moments when treating a diverse population of patients with AI-driven feedback.

Speaker(s):

- Roberta Pileggi, University of Florida College of Dentistry
- Katherine Bratton, University of Florida College of Dentistry

- Alexandre Gomes de Siqueira, University of Florida College of Engineering

Bridging Dental Anxiety: Behavioral, Clinical, and Pharmacologic Strategies

CE: 1 Credit(s)

Abstract: Dental anxiety significantly impacts access to endodontic care, especially for patients who identify root canal treatment as their most feared procedure. This session unites experts from Behavioral Sciences, Endodontics and Pharmacology to examine data from a recent anxiety-focused clinical trial and explore how fear influences pain perception and treatment outcomes. Presenters will share evidence-based strategies for managing anxiety and pain, improving both patient experiences and treatment outcomes. Participants will learn how addressing dental anxiety through interdisciplinary approaches can enhance care delivery, reduce disparities and inform dental education, ultimately expanding access to compassionate, patient-centered treatment.

Learning Objectives:

- Recognize the impact of dental anxiety on access to care.
- Identify the relationship between anxiety and pain perception in endodontic treatment.
- Apply pharmacologic and behavioral strategies to manage anxious patients.

Speaker(s):

- Ane Poly, University of Florida College of Dentistry
- Eugene Dunne, Temple University The Maurice H. Kornberg School of Dentistry
- Ashley Harrison, Meharry Medical College School of Dentistry
- Jayne Reuben, Texas A&M University College of Dentistry
- Omer Sultan, A.T. Still University Missouri School of Dentistry & Oral Health
- Casey Wright, Pacific Northwest University of Health Sciences School of Dental Medicine

Building Bridges to Influence: Crafting your Brand through Values-Driven Leadership

CE: 1 Credit(s)

Abstract: In a time of challenges, academic leaders must lead with clarity, integrity and shared responsibility. This interactive workshop explores personal leadership branding as a tool to define your identity, values and contributions—grounded in ethics that promote collaboration, inclusion and collective growth. Through short presentations, reflective exercises and group discussions, you will craft authentic brand statements and explore how your leadership can build bridges, mentor others and elevate diverse voices. Emphasis will be placed on how a purpose-driven, ethical brand enhances visibility, credibility and influence, especially during transitions, institutional changes or advocacy and drives access and transformation in oral health education.

Learning Objectives:

- Define the concept of personal leadership branding within the context of academic dentistry and institutional transformation and identify their core values, strengths and contributions through guided reflection and group dialogue.
- Describe how personal branding can be grounded in ethics that promote inclusion, mentorship and collective growth.
- Design an authentic personal brand statement that aligns with their leadership purpose and presence, explaining how a strategic personal brand can enhance credibility and influence during change, transition or advocacy.

Speaker(s):

- Nathalia Garcia, Southern Illinois University School of Dental Medicine
- Ana Lopez, University of Puerto Rico School of Dental Medicine
- Herminio Perez, Rutgers School of Dental Medicine
- Karin Quick, University of Minnesota School of Dentistry

1:00 PM-3:00 PM

Council of Allied Dental Program Directors (CADPD) Business Meeting

Speaker(s):

- Carrie Hanson, Johnson County Community College

1:00 PM-4:00 PM

ADEA Council of Deans Business Meeting I (By Invitation Only)

Speaker(s):

- Marsha Pyle, ADEA

ADEA Council of Students, Residents, and Fellows Business Meeting and Elections

Speaker(s):

- Alexis Distefano, University of Pittsburgh School of Dental Medicine
- Antanious White, ADEA

1:30 PM-4:00 PM

ADEA Council of Sections Business Meeting (Required for all Section and SIG officers)

Speaker(s):

- Matthew Mara, Boston University Henry M. Goldman School of Dental Medicine

Council of Faculties Business Meeting

ADEA Council of Advanced Education Programs Business Meeting

Speaker(s):

- Robert Nadeau, University of Minnesota School of Dentistry

2:00 PM-4:00 PM

ADEA Corporate Council Business Meeting (By Invitation Only)

Speaker(s):

- Debora Bridges, Spectrum Solutions

2:30 PM-3:30 PM

The Innovation Effect, A New Era in Clinical Education

Abstract: Learn how immersive and AI-driven educational technologies are revolutionizing clinical education and redefining how future clinicians develop skills, confidence, and competence.

Learning Objectives:

- Examine how emerging technologies, including AI, XR/MR, AR/VR simulation, and gamified learning, are transforming clinical education and enhancing competency development.
- Identify practical applications of immersive and intelligent technologies that improve student engagement, assessment, and clinical decision-making.
- Evaluate opportunities and limitations associated with integrating simulation tools, mixed reality platforms, and AI-driven instructional design into preclinical and clinical curricula.
- Discuss strategies for implementing new technologies at scale, including faculty development, curriculum alignment, and institutional readiness.
- Assess evidence-based outcomes, early research findings, and real-world use cases demonstrating how technology-enhanced learning improves student performance and clinical preparedness.

Speaker(s):

- Chloe Barrett, Immersify
- Sompop Bencharit, Prosthodontist, Freelance and Private Practice
- Gulsun Gul, ADEA
- Speaker Enrique, ADEA
- Mini Suri, VELMENI AI
- Stephen van Heerden, Planmeca

4:30 PM-5:30 PM

ADEA House of Delegates Opening Session

Sunday, March 22, 2026

7:00 AM-8:00 AM

Invited Guest Breakfast (By Invitation Only)

ADEA Special Interest Group on CAD/CAM Technology Members' Forum

ADEA Section on Clinic Administration Members' Forum

ADEA Section on Evidence-Based Dentistry Members' Forum

ADEA Section on Clinical Simulation Members' Forum

ADEA Special Interest Group on Career Development for the New Educator Members' Forum

ADEA Section on Dental Informatics Members' Forum

ADEA Section on Educational Research, Development, and Curriculum Members' Forum

ADEA Section on Scholarship of Teaching and Learning Members' Forum

ADEA Section on Minority Affairs, Diversity and Inclusion Members' Forum

ADEA Section on Dental Hygiene Education Members' Forum

ADEA Section on Professional, Ethical, and Legal Issues in Dentistry Members' Forum

ADEA Section on Dental School Admissions Officers & Student Affairs and Financial Aid Members' Forum 1

ADEA Section on Periodontics Members' Forum

ADEA Section on Physiology, Pharmacology, and Therapeutics Members' Forum

8:30 AM-10:00 AM

**Opening Plenary Session: Leading in Challenging, Unprecedented Times—
Building Bridges & Helping Hope Make a Comeback, Sponsored by ADEA
Corporate Council**

CE: 1.5 Credit(s)

Abstract: In higher education, academic leaders are faced with the challenge of leading through unpreferred circumstances while maintaining optimism, fueling resiliency and

helping those we lead create a better workplace and world. In this session, Cy Wakeman will awaken leaders to the impactful role they play in this pursuit, helping them to modernize their approach by providing real time, practical strategies for leading amid challenging circumstances. Cy will offer her “No Ego” approach to “Making the Call to Greatness” so that leaders can quickly “love people up” and “call people up” to co-create a more ideal future. Modern leaders manage more than the work their team members produce; they manage their team’s energy , transcending learned helplessness and disillusionment to connect current realities to brighter futures.

Learning Objectives:

- Understand the “Call to Greatness” model, a practical set of tools to both validate the experiences of those they lead and inspire impactful action, even amid the challenging circumstances we face today.
- Apply techniques that use the power of self-reflection to fuel engagement and accountability.
- Develop practical techniques and tools leaders can use to align teams with organizational direction and shift energy from “why we can’t” to “how we could.”

Speaker(s):

- Cy Wakeman, TED Speaker and NY Times Bestselling Author

10:30 AM-11:30 AM

Short Talks: Advancing Clinical Competency Examinations in Predoctoral Dental Education

CE: 1 Credit(s)

Abstract: This session explores advancements in clinical competency examinations in predoctoral education by integrating innovative assessment methods and informatics technologies. We aim to enhance the evaluation of students’ knowledge, clinical skills and professional behavior for patient care across dental disciplines. Speakers from multiple institutions will present and share their experiences on implementing various approaches for clinical competency examinations in 7-minute presentations, highlighting their impact on student performance and assessment reliability. At the end of this session, participants will be informed about innovative assessment methods that provide more reliable and comprehensive evaluations, identifying strengths and areas for improvement.

Learning Objectives:

- Describe various innovative assessment methods employed in clinical competency examinations.
- Evaluate assessment methods with respect to their reliability.
- Identify strengths and areas for improvement in current clinical competency examination practices.

Speaker(s):

- Se-Lim Oh, University of Maryland School of Dentistry
- Wil Abshier, University of Louisville School of Dentistry
- Natalie Hohensee, Loma Linda University School of Dentistry
- Seung Kee Choi, University of Maryland School of Dentistry
- Wenlian Zhou, Texas Tech University Health Sciences Center El Paso Woody L. Hunt School of Dentistry
- Hanann Tomeh, A.T. Still University Arizona School of Dentistry & Oral Health

Selection and Implementation of a Comprehensive Academic Management Software Solution (No CE Credits)

Abstract: With the recent transition to integrated electronic health records, dental education programs have had to adopt independent academic management software, replacing features found in earlier comprehensive clinical software solutions. This software must offer comprehensive functionalities, including real-time clinical formative and summative tracking, robust curriculum management, and the capability to generate the numerous reports necessary for student management and Commission on Dental Accreditation accreditation. Three dental schools have recently undertaken this transition and have implemented Acuity Insights One45 academic management software. This session will provide an overview of each school's selection process and implementation and a discussion on the software's features.

Learning Objectives:

- Describe the process by which to evaluate and select academic management software.
- Identify the key implementation steps necessary when switching to a new academic management software solution.
- Describe the features present in the Accuity Insights One45 software package and how they provide a robust academic management system.

Speaker(s):

- Fotinos Panagakos, Pacific Northwest University of Health Sciences School of Dental Medicine
- Hubert Chan, Western University of Health Sciences College of Dental Medicine
- Gary Stafford, Oregon Health & Science University School of Dentistry
- Elizabeth Andrews, Western University of Health Sciences College of Dental Medicine

Bridging Access Through Partnerships: Advancing Oral Health with Indigenous Communities

CE: 1 Credit(s)

Abstract: Enhancing access to oral health care requires authentic community partnerships. These clinical experiences are also vital to oral health education. The Access for All initiative is an interprofessional mobile dental clinic developed in collaboration with the Otipemisiwak Métis Government of the Métis Nation within Alberta. Dentistry and dental hygiene students provide services within rural communities, gaining experience in socially accountable practices. Focusing on cultural humility and equity-centered learning, this initiative demonstrates how community partnerships can shape both health care delivery and education. This session will underscore key elements for successfully implementing and sustaining socially accountable clinical experiences within curricula.

Learning Objectives:

- Examine critical factors that supported successful community partnerships with Indigenous groups and fostered Access for All Dentistry delivered by undergraduate student learners.
- Explore opportunities for delivering dentistry and dental hygiene student clinical experiences using mobile clinics in rural communities.
- Adapt this community-based model to develop socially accountable, equity-driven learning experiences that align education with community-identified health priorities.
- Identify sustainable factors that support socially accountable initiatives in the curriculum.

Speaker(s):

- Anthea Senior, University of Alberta School of Dentistry
- Suzy Depledge, University of Alberta School of Dentistry
- Hollis Lai, University of Alberta School of Dentistry

- Presenter Reagan, Metis Nation of Alberta/University of Alberta School of Dentistry
- Nathaniel Le Chalifoux, Metis Nation of Alberta/ University of Alberta School of Dentistry Dentsitry
- Japji Randhawa, University of Alberta Faculty of Dentistry

The Quiet Bridge: Creative Advocacy in a Restrictive Time

CE: 1 Credit(s)

Abstract: This session highlights the vital role of community building in supporting the well-being of LGBTQIA+ individuals, especially in restrictive environments. Participants will explore current challenges, learn principles of subversive advocacy and be introduced to the new ADEA LGBTQ+ Advocacy Toolkit. Through collaborative discussion, faculty will share institutional strategies for fostering belonging and leave with practical approaches for promoting identity, dignity and expression within dental education.

Learning Objectives:

- Explain the utility of community building in sustaining well-being and outline current challenges faced by LGBTQIA+ individuals, particularly in restrictive environments.
- Use the new ADEA LGBTQ+ Advocacy Toolkit to guide community building.
- Use principles of subversive advocacy to formulate institutional strategies for fostering belonging.

Speaker(s):

- Carter Bruett, University of Utah School of Dentistry
- Colin Haley, University of Illinois Chicago College of Dentistry
- Sonia Rocha-Sanchez, Creighton University School of Dentistry

Bridging Pathways, Advancing Access

CE: 1 Credit(s)

Abstract: The rigorous nature of health professions training often leads to significant stress, affecting student well-being and performance. This session highlights an evidence-based interprofessional course developed at the University of Florida titled “The Happy Class,” and is designed to equip students

with tools for cultivating wellness. The six-week course includes emphasizing practices that support personal growth, meaningful relationships and contentment through discussions, experiential activities and independent learning. Topics include resilience, emotion regulation, boundary setting, effective communication and strategies for preventing burnout. Participants will engage in discussions and activities designed to inspire ideas for fostering wellness in health care education.

Learning Objectives:

- Describe the structure of a wellness course, including key topics, assessment methods and engagement strategies.
- Identify actionable takeaways to help students build resilience and manage stress effectively.
- Discuss examples of successful wellness programming in dental education programs.

Speaker(s):

- Patricia Xirau-Probert, University of Florida College of Dentistry

Journal of Dental Education: Navigating the Journey From Idea to Publication

CE: 1 Credit(s)

Abstract: You have a great idea for a research article—but how do you turn that idea into an article for publication? In this session, the JDE editorial team will discuss where great ideas come from, the importance of publishing your work, the JDE’s publishing process, and tips for getting started on writing. Next the team will walk participants through an example of a “big idea” and how to get from that idea to a focused research question using PICOT and FINER tools. Participants will then have the opportunity to apply the tools presented to their own big ideas. Finally, the JDE Editor will close the session by providing additional tips for writing and publishing a research article.

Learning Objectives:

- Describe the reasons why publishing research is important.
- Explain how to go from a “big idea” to a focused research question using the PICOT and FINER tools.
- Identify three ways to cultivate collaboration with colleagues on your manuscript.

Speaker(s):

- Michael Reddy, University of California, San Francisco School of Dentistry

Bridging Innovation and Care: AI's Role in Advancing Dental Access**CE:** 1 Credit(s)

Abstract: In this seminar, Dr. Karen North, an expert in digital and social media and psychology, will demonstrate how artificial intelligence (AI) actively connects students, providers and patients with access to knowledge, resources and services. Participants will explore AI's transformative impact on research, including personalized learning, simulations and accelerated knowledge discovery and learn how AI enhances practice through improved diagnostics, treatment planning and patient engagement. Participants will discover how AI uniquely bridges innovation with chairside application and grasp crucial ethical considerations. Risks related to excessive enthusiasm and trust of AI, AI's limitations and the potential of AI to revolutionize academic dentistry will also be discussed.

Learning Objectives:

- Articulate how contemporary AI platforms interlink students, providers and patients with knowledge, resources and services and describe the resulting shifts in educational delivery, research design and clinical workflows.
- Explore specific AI-driven tools that can enhance chairside decision-making, patient engagement and personalized learning within their own academic or clinical setting.
- Explore the limitations and pitfalls of naively overtrusting AI, especially when faced with unique or nuanced challenges.

Speaker(s):

- Karen North, USC Annenberg School for Communication and Journalism
- Nasrin Bahari, Herman Ostrow School of Dentistry of USC
- Arezou Shahbazi, Herman Ostrow School of Dentistry of USC
- Presenter Manuela, University of Detroit Mercy School of Dentistry

Oral Health in Palliative Care: Advancing Compassionate, Evidence-Based Education for Inclusive Access

CE: 1 Credit(s)

Abstract: This session empowers dental educators to teach inclusive, evidence-based oral care for patients in palliative and end-of-life settings. Participants explore clinical and communication strategies to manage conditions like mucositis and xerostomia, promote dignity and reduce disparities. Through interactive, case-based learning and interprofessional collaboration, attendees gain tools to integrate palliative content into dental curricula. Emphasis is placed on digital workflows and emerging technologies, including simulation, AI and VR, to prepare future graduates. The session advances inclusive education, strengthens communication in complex care settings and expands access to oral health for vulnerable populations, supporting ADEA's goals of equity, innovation and faculty development.

Learning Objectives:

- Describe the impact of oral health care on quality of life in palliative/end-of-life settings and its essential role within interprofessional care teams addressing health equity and patient dignity.
- Apply evidence-based clinical and communication strategies to manage common oral conditions (e.g., mucositis, xerostomia) that promote compassionate, coordinated care and align with best practices in inclusive, person-centered dentistry.
- Develop curricular innovations that incorporate interprofessional collaboration, digital workflows and emerging technologies (e.g., AI, VR, simulation) to prepare future graduates for delivering equitable palliative oral health care.

Speaker(s):

- Michael Wiseman, McGill University Faculty of Dentistry
- Leonardo Marchini, University of Iowa College of Dentistry and Dental Clinics
- Kadambari Rawal, Boston University Henry M. Goldman School of Dental Medicine
- Dayana Escobar, Boston University Henry M. Goldman School of Dental Medicine
- Debashree Saxena, Boston University Henry M. Goldman School of Dental Medicine
- Karin Arsenault, Tufts University School of Dental Medicine

- Kymia Mahjouri, McGill University Faculty of Dental Medicine and Oral Health Sciences

Integrating Obstructive Sleep Apnea Training into Dental Curricula

CE: 1 Credit(s)

Abstract: Obstructive sleep apnea (OSA) is often undiagnosed despite its serious systemic and oral health implications. As a dental educator, you are uniquely positioned to empower future providers in early OSA detection and referral. This workshop offers practical strategies from two dental hygiene programs that successfully integrated comprehensive OSA education and clinical training. You will explore implementation challenges and discover ways to enhance your own curriculum. By engaging in interactive discussions and collaborative planning, you will leave equipped to strengthen your students' knowledge and confidence in screening for OSA—ultimately improving patient outcomes through earlier intervention.

Learning Objectives:

- Describe the importance of training dental professionals to screen and refer patients for OSA diagnostics.
- Identify common challenges in integrating OSA education and clinical training into dental curricula.
- Design a proposal for incorporating OSA-related content into a new or existing educational curricula.

Speaker(s):

- Bridget Wright, The Ohio State University College of Dentistry

10:30 AM-12:00 PM

Navigating Around Government Policies impact on Academic Institutions (No CE Credit)

Abstract: The purpose of this program is to equip participants with the knowledge, skills, and tools necessary to collaboratively engage with their peers & colleagues to successfully navigate around current government policies as it relates to student enrollment-domestic & foreign, loans, research grants & non-U.S. faculty.

Learning Objectives:

- Develop an understanding of the impact of current government policies on academic institutions.
- Create collaborative approaches to mitigate challenges created by government policies.
- Discussion of specific solutions that have been implemented over the last year.

Speaker(s):

- Debora Bridges, Spectrum Solutions
- William Giannobile, Harvard School of Dental Medicine
- Frank Licari, Roseman University of Health Sciences College of Dental Medicine
- Chris Rorick, Polsinelli
- Emmanuel Guillory, American Council on Education

ADEA CHAIR OF THE BOARD OF DIRECTORS SYMPOSIUM: Advancing Access and Bridging Pathways of Hope

CE: 1.5 Credit(s)

Abstract: Advancing access is one of the ethical cornerstones of the health professions. Access includes access to oral health care services, educational opportunities, oral health education, healthy food, and community engagement, among other things that ultimately improve the quality of life and the wellbeing of a person. The purpose of this session is to discuss advancing access using a broad lens, aiming to bridge different perspectives to a shared objective: improving the quality of life for people and giving them tools in a way that improves their wellbeing and sense of belonging.

Learning Objectives:

- Advance access to build a sustainable community that is well and well able to achieve the best life.
- Bridge people to the resources they need makes this possible.
- Reflect and ask yourself where you fit in in advancing access and how you can help.

Speaker(s):

- Diego Ardenghi, University of Alabama at Birmingham School of Dentistry

- Erin Ealba Bumann, University of Missouri - Kansas City School of Dentistry
- Abbas Jessani, Western University of Health Sciences College of Dental Medicine
- Melanie Mayberry, University of Detroit Mercy School of Dentistry
- Briona Phillips, Morgan State University
- Patrick Smith, University of Illinois at Chicago College of Dentistry

Bridging Pathways to Relief: Patient Voices on Dentin Hypersensitivity, Sponsored by Haleon

CE: 1.5 Credit(s)

Abstract: Dentin Hypersensitivity (DH) is an underdiagnosed condition that can have a significant impact on people’s oral health-related quality of life. This symposium aims to raise awareness of the condition and share recent findings that can help to better diagnose and manage the condition. The symposium will provide direct scientific education on DH, explore dental healthcare professional and patient relationships on DH, and consensus opinions on the definition of the condition and management options, by way of presentations of the latest scientific insights and discussions with global experts in the field.

Learning Objectives:

- Discuss the prevalence and etiology of dentin hypersensitivity and the findings of a recent consensus study on the definition and management of DH.
- Describe the barriers for diagnosis, from a patient and dental healthcare perspective, and new ways to breakdown the barriers.
- Discuss the clinical evidence supporting current treatment options for dentin hypersensitivity.

Speaker(s):

- Charlie Parkinson, Haleon
- Koula Asimakopoulou, Oxford Brookes University
- Marion Manski, Virginia Commonwealth University School of Dentistry
- Moderator Kim, Haleon

11:00 AM-1:30 PM

ADEAGies Board of Trustees Meeting (By Invitation Only)

Speaker(s):

- Marsha Pyle, ADEA

12:00 PM-1:00 PM

ADEA-ADA Transitioning from Practice to Professor (By Invitation Only)

Speaker(s):

- Mert Aksu, University of Detroit Mercy School of Dentistry
- Sandra Andrieu, Louisiana State University Health New Orleans School of Dentistry
- Gwen Essex, University of the Pacific Arthur A. Dugoni School of Dentistry
- Sherin Tooks, ADEA

ADEA Advisory Committee on Access and Strategic Change (By Invitation Only)

Speaker(s):

- Nathalia Garcia, Southern Illinois University School of Dental Medicine
- Herminio Perez, Rutgers School of Dental Medicine
- Angelo Lee, ADEA

12:00 PM-2:00 PM

ADEA Special Interest Group on Dental Hygiene Clinical Coordinators Members' Forum Luncheon, Sponsored By PDT Dental

12:30 PM-12:50 PM

Uncharted Milestones: Reinventing Student Support for the Modern Learner

CE: 0.25 Credit(s)

Abstract: Step into a future where dental education adapts to each student's evolving story. This session explores a forward-thinking model that does more than track

academic milestone. It listens for unspoken challenges and celebrates every dimension of growth. Through coordinated early intervention, timely mentorship, and individualized and integrated feedback, educators become collaborators in every student's journey, ensuring readiness not just for exams, but for real-world professionalism. We'll delve into strategies that transform early struggles into strengths, inspiring resilience and ethical maturity. Join us to reimagine student support as a pathway for self-discovery and success that redefines what it means to lead in dentistry.

Learning Objectives:

- Recognize early signs of student challenges and select appropriate strategies for timely and effective support.
- Develop actionable plans to strengthen mentoring, feedback and resource networks for early intervention and sustained student growth.
- Evaluate the impact of early interventions on student outcomes within comprehensive support systems.

Speaker(s):

- Shelyn Yamakami, Harvard School of Dental Medicine
- Sang Park, Harvard School of Dental Medicine

1:00 PM-1:30 PM

Open Hearing on ADEA's Fiscal Year 2027 Budget

1:00 PM-2:30 PM

Advances in Global Oral Health Education

CE: 1.5 Credit(s)

Abstract: In 2021, the WHO approved its first ever resolution on oral health. Since then, strategy and targets for 2030 were advanced. In response to this opportunity to highlight oral health across all aspects of health, ADEA and ADEE joined together to bring global education partners together to develop supporting initiatives. This session will share the goals, strategy, and progress in bringing global partners together to improve global oral health. Through session discussion, participants will be inspired to join initiatives that are actionable locally, nationally and internationally to support this work.

Learning Objectives:

- Describe the scope of global projects developed for education associations' and partners to facilitate knowledge and actions congruent with the WHO's Oral Health Action Plan.
- Explain the value of a global approach to improving and enhancing world oral health.
- Apply strategies within their influence in communities and educational institutions to improve awareness of actions which support the WHO's Action Plan.

Speaker(s):

- Denis Murphy, Association for Dental Education In Europe (ADEE)
- Corrado Paganelli, Dental School - University of Brescia - Pza Spedali Civili
- Marsha Pyle, ADEA
- Karen West, ADEA

1:00 PM-3:30 PM

"I Have an ADEA" National Curriculum Event

CE: 2.5 Credit(s)

Speaker(s):

- Alexis Distefano, University of Pittsburgh School of Dental Medicine
- Antanious White, ADEA

1:10 PM-1:30 PM

Artificial Intelligence in Dental Education: From Concept to Curriculum Integration

CE: 0.25 Credit(s)

Abstract: Artificial Intelligence (AI) is reshaping health care and dentistry, prompting the need for its integration into dental education. This session explores current trends, challenges and strategies for incorporating AI into predoctoral and post-graduate curricula with a focus on oral radiology, diagnostics and clinical decision-making. Drawing from institutional examples and pilot programs, the presentation emphasizes faculty readiness, resource development and student engagement. Attendees will gain practical tools to initiate or enhance AI instruction and examine ethical, pedagogical and accreditation considerations. The session promotes discussion on preparing future dentists for AI-augmented practice through thoughtful, sustainable curriculum design.

Learning Objectives:

- Identify key AI technologies applicable to dental education and clinical practice.
- Develop strategies for integrating AI content into didactic and clinical curricula.
- Evaluate challenges related to faculty development, infrastructure and student preparedness.

Speaker(s):

- Mini Suri, VELMENI AI
- Sonali Rathore, James B Edwards College of Dental Medicine, MUSC

2:00 PM-2:20 PM**Pharmajeopardy to Enhance Student Engagement and Competency****CE:** 0.25 Credit(s)

Abstract: This session introduces “PharmaJeopardy,” a customizable game-based learning tool designed to enhance pharmacology education through interactive and engaging gameplay. Aligned with the theme “Bridging Pathways, Advancing Access,” PharmaJeopardy aims to make pharmacology content more accessible and enjoyable for students by incorporating elements from contemporary culture such as popular song titles as categories. Participants will learn how to create and customize their own Jeopardy-style games to promote active learning and retention of biomedical, behavioral or clinical concepts. The session will conclude with a live demonstration and a brief discussion about the benefits of gamification and game-based learning in dental education.

Learning Objectives:

- Describe the principles of game-based learning/gamification as well as their foundations in the learning sciences and their application in dental education.
- Create a customized Jeopardy-style game and assist their students in the creation of Jeopardy-style games for learning.
- Evaluate the effectiveness of game-based learning in enhancing student engagement and knowledge retention.

Speaker(s):

- Jayne Reuben, Texas A&M University College of Dentistry

2:00 PM-3:00 PM

Failing to Fail: A Critical Barrier in the Pathway to Competent Care

CE: 1 Credit(s)

Abstract: The “failure to fail” phenomenon refers to faculty reluctance to assign failing grades to students who do not meet required competencies (a concern in health care education). This session examines this practice in didactic, preclinical and clinical dental education. Presenters will share findings from a nationwide survey of dental faculty, examining the issue’s scope and underlying causes. This session will also identify factors that contribute to the fear of failure and propose strategies to mitigate it in dental education. Addressing this topic is crucial as it holds important implications for patient safety and the competence of graduating dental professionals.

Learning Objectives:

- Define the concept of “fear of failure.”
- Identify the key factors that contribute to failure to fail.
- Evaluate and apply effective strategies to prevent and address failure to fail in educational settings.

Speaker(s):

- Dharini van der Hoeven, University of Iowa College of Dentistry and Dental Clinics
- Vidya Ramaswamy, University of Michigan School of Dentistry
- Theodora Danciu, University of Michigan School of Dentistry

Bridging the Gap: Integrating Social Determinants of Health into Dental Hygiene Education

CE: 1 Credit(s)

Abstract: Teaching Social Determinants of Health (SDOH) in dental hygiene education is essential for bridging the gap between clinical care and real-world patient oral health outcomes. This session will provide a practical framework for integrating an SDOH project into dental hygiene community oral health courses. Participants will explore strategies to guide students in identifying and addressing health disparities within diverse populations. Attendees will be provided with actionable steps to implement an SDOH-focused project that enhances curriculum relevance and prepares students for equity-centered care.

Learning Objectives:

- Define social determinants of health and explain their relevance to dental hygiene education and patient care.
- Identify key components for designing and implementing an SDOH-focused project within their own curriculum.
- Develop an initial action plan to pilot an SDOH project in their community oral health courses.

Speaker(s):

- LaTasha McLee, Virginia Commonwealth University School of Dentistry

ADEA Reference Committee Association Policy Hearing**Update on Graduate Medical Education Payments and Reimbursements**

CE: 1 Credit(s)

Abstract: Since 1965, there has been federal financial support for the graduate-level training of the nation's physicians. Few people realize that two federal programs: Medicare and Medicaid, distribute an estimated \$12 to 14 billion each year to support teaching hospitals and other training sites that provide graduate medical education (GME). This session will summarize the current state of dental GME and federal proposals that may impact dental residency programs in nonhospital settings.

Learning Objectives:

- Identify relevant graduate medical education payment and reimbursement issues in oral health education.
- Upon completion of this session, participants will be able to describe federal rules and their impact on dental residency programs.
- Analyze the future of dental graduate medical education funding.

Speaker(s):

- Allison Cohen, Baker Donelson

ADEA Task Force on Envisioning and Transforming the Future of Oral Health and Education - Where We Are and Where We Are Going!

CE: 1 Credit(s)

Abstract: Attendees will learn about the charge of the ADEA Envisioning and Transforming the Future of Oral Health and Education (ETFOHE) Task Force and the current status of the group's work. Through a discussion format, attendees will get information on the process of addressing the charge, activities of the work group and programmatic outcomes. Participants will learn about recommendations for next steps and related activities.

Learning Objectives:

- Describe the charge presented to the Task Force and the approach used to address the work.
- Upon completion of this session, participants will be able to identify which key components of the charge to the Task Force were addressed and how these components will impact the future of oral health education.

Speaker(s):

- Nicole Kimmes, University of New England College of Dental Medicine

Building Bridges, Advancing Accessibility in Dental Education

CE: 1 Credit(s)

Abstract: This educational session aims to improve accessibility in dental education for faculty members. Its goal is to provide educators with important knowledge and practical tools to create inclusive learning environments. Participants will learn about key accessibility standards, such as using alt text for images, providing captions for videos and creating formats that are friendly for screen readers. Through roundtable discussions and polling, attendees will build bridges by sharing experiences and strategies for inclusive practices. Join this session to discover effective strategies that can help meet compliance requirements and enhance the learning experience for every student.

Learning Objectives:

- Distinguish the primary accessibility challenges present in dental education and demonstrate how the integration of accessibility measures fosters inclusive learning environments.
- Identify hidden disabilities that necessitate best practices for accessibility in dental curricula to ensure compliance with standards and promote student success.

- Develop strategies for integrating accessible course materials and digital platforms to enhance equitable student engagement.

Speaker(s):

- Lisa Moravec, University of Nebraska Medical Center College of Dentistry

Bridging Pathways, Advancing Access: AI Applications in Developing Trauma Curriculum for Dental and Allied Education

CE: 1 Credit(s)

Abstract: This session explores the innovative use of artificial intelligence (AI)—including generative, trained and multimodal AI to transform the dental trauma curriculum and enhance the transition from didactic or clinical education. Participants will engage with examples of how AI can personalize learning, simulate complex trauma scenarios, support clinical decision-making and improve treatment outcomes. This session empowers educators to integrate AI tools meaningfully into educational methodologies, trauma-informed dental practice and interprofessional collaborative care. The approaches discussed will be adaptable to both predoctoral and postdoctoral education, enabling the design of role-based, discipline-specific modules grounded in cultural competency and patient safety.

Learning Objectives:

- Identify the types and capabilities of AI technologies applicable to dental trauma education and care, including those supporting simulation, personalization and diagnostic training.
- Examine how trained AI can support learner-centered education, trauma simulation and clinical decision-making in both didactic and clinical settings.
- Integrate AI tools into trauma curriculum design, utilizing case-, role- and problem-based approaches that align with interprofessional care, cultural competency and patient safety in pre- and postdoctoral programs.

Speaker(s):

- Chaitanya Puranik, University of Colorado School of Dental Medicine
- Shahbaz Katebzadeh, University of Colorado School of Dental Medicine
- Paloma Reyes Nguyen, University of Colorado School of Dental Medicine

Integrating Systemic and Mental Health Screenings into Dental Curricula

CE: 1 Credit(s)

Abstract: This session explores the seamless integration of systemic and mental health screenings into the current dental curricula with focus on diabetes, obstructive sleep apnea, mental health and the application of motivational interviewing (MI) as a tool for behavior modification. Risk assessment of comorbidities in multiple course disciplines will empower future dentists to recognize and reduce systemic therapeutic impact on oral health outcomes. Early detection of health conditions and intervention via MI can improve patient outcomes, enhance overall well-being and promote comprehensive health care. The session will highlight practical strategies for curricular integration, course modifications and interprofessional collaboration.

Learning Objectives:

- Describe the roles of dental professionals in identifying and managing systemic and mental health conditions that impact oral health.
- Design curricular modifications that integrate systemic and mental health screenings into existing dental education frameworks.
- Understand the role of motivational interviewing techniques to support patient behavior changes and improve health outcomes.

Speaker(s):

- Se-Lim Oh, University of Maryland School of Dentistry
- Stephanie Dennison, University of Maryland School of Dentistry
- Oksana Mishler, University of Maryland School of Dentistry
- Mary Aichelmann-Reidy, University of Maryland School of Dentistry

Bridging the Emergency-Training Gap with Simulation: A blueprint to Advance Access to Safe Care

CE: 1 Credit(s)

Abstract: This seminar addresses a critical educational gap: dental students are often insufficiently prepared to manage real-world medical emergencies in practice. In line with ADEA's 2026 theme, our simulation-based training course bridges the gap between didactic instruction and clinical readiness, building competence in emergency management. By better preparing future dentists to respond to medical crises, the course advances access to care for vulnerable populations, including older adults and those with complex medical conditions to

ensure timely, appropriate care. We present the course blueprint and learners' feedback since the 2019 pilot, illustrating how simulation-based education strengthens emergency preparedness in dental practice.

Learning Objectives:

- List elements of a successful simulated-based course for preparing dental students to manage medical crises in practice.
- Describe the applications and advantages of simulation-based education and summarize learners' perspectives on these experiences.
- Identify curricular opportunities for simulation-based education and develop strategies to overcome potential barriers to implementation.

Speaker(s):

- Mahnaz Fatahzadeh, Rutgers School of Dental Medicine
- Jonathan Langowski, Rutgers School of Dental Medicine

Bridging Pathways: From Classroom Concepts to Chairside Nutrition

CE: 1 Credit(s)

Abstract: This session explores how a standardized patient nutrition simulation enhances dental hygiene education by bridging the gap between classroom learning and clinical practice. It addresses inconsistencies in nutrition instruction that leave students unprepared for real-world counseling. Participants will engage in case study reviews, role-playing and assessment of a mock student. Participants will observe how this experiential learning activity boosts student confidence, skill in motivational interviewing and evidence-based recommendations. This session will also demonstrate how this approach improves competence in dietary counseling and oral health education. Attendees will leave with practical strategies to strengthen student readiness for professional oral health care delivery.

Learning Objectives:

- Integrate motivational interviewing techniques into simulated patient encounters to enhance the quality and effectiveness of dietary counseling.
- Assess a mock student's performance in delivering evidence-based nutrition recommendations using a standardized rubric.
- Develop an action plan to integrate standardized patient nutrition simulations into dental hygiene curricula to enhance clinical readiness.

Speaker(s):

- Heather Tuthill, Virginia Commonwealth University School of Dentistry

Empowering Women in Academic Dentistry: Best Practices**CE:** 1 Credit(s)

Abstract: Building bridges and creating innovative practices empowers women in dental education. Empowering women is crucial to building a progressive health care system. As the dental profession evolves, the representation and leadership of women in academic dentistry plays a significant role in shaping future standards of care and innovation. By promoting mentorship, sponsorship, leadership development opportunities and by supporting educational advancement, institutions can create an environment where women thrive, contribute meaningfully and lead in all areas of dentistry. The session will showcase institutional best practices that produced significant impact and outcomes in the leadership development and well-being of women in dental education.

Learning Objectives:

- Articulate the importance of enhancing the role of women in leadership in dental education.
- Describe best practices and innovative initiatives that support and empower the wellness and leadership development of women.
- Identify well-being initiatives and the techniques and strategies needed to successfully implement impactful programs.

Speaker(s):

- Lisa Cain, UTHealth Houston School of Dentistry
- Elizabeth Van Tubergen, University of Michigan School of Dentistry
- Kathleen Cooper, University of Missouri - Kansas City School of Dentistry
- Nathalia Garcia, Southern Illinois University School of Dental Medicine
- Michelle Brady, A.T. Still University Arizona School of Dentistry & Oral Health
- Ana Lopez, University of Puerto Rico School of Dental Medicine
- Michelle Thompson, University of Texas School of Dentistry at Houston

Unlock Faculty Productivity: The Power of AI in Dental Education

CE: 1 Credit(s)

Abstract: Artificial Intelligence (AI) is revolutionizing health care education by streamlining curriculum design and saving educators time. While AI can generate learning objectives, clinical cases and assessments and human expertise is essential for ensuring educational quality and relevance. This workshop empowers participants with strategies for crafting effective prompts that enhance AI-generated content while maintaining academic rigor. Attendees will explore the vital connection between prompt quality and curriculum effectiveness, focusing on creating clinically relevant scenarios and critically evaluating AI outputs for accuracy and impact. By mastering thoughtful prompting, educators can harness AI as a powerful ally in developing meaningful, high-quality educational materials.

Learning Objectives:

- Identify the range of educational materials that AI-powered tools can generate for dental education.
- Construct high-quality and relevant learning objectives using AI-generated prompts.
- Develop effective MCQs and clinical cases with AI assistance.

Speaker(s):

- Peggy Hsieh, UTHealth Houston McGovern Medical School
- Shalizeh Patel, UTHealth Houston School of Dentistry
- Yonca Korkmaz Ceyhan, UTHealth Houston School of Dentistry

3:00 PM-4:00 PM

ADEA Reference Committee on Association Policy - Report Writing (Closed Session)

3:00 PM-5:00 PM

2025-26 ADEA Emerging Leaders Program Symposium

CE: 2 Credit(s)

Abstract: This session will showcase the efforts of participants from the 2025-26 ADEA Emerging Leaders Program. Each 15-minute presentation within the symposium represents collaborative research conducted by the participants during their time within

the year-long program. The overall goal of this session is to highlight emerging trends and initiatives within academic dentistry, the profession and at ADEA member institutions. Topics will address professional development, curriculum and leadership endeavors.

Speaker(s):

- Felicia Tucker-Lively, Academy for Advancing Leadership
- Sherin Tooks, ADEA

3:30 PM-4:30 PM

Challenges and Opportunities in International Dental Education: An ADEA CAAPID Conversation

Abstract: Program directors, faculty and admissions staff from advanced standing programs will be discuss relevant issues related to the admissions process and ADEA CAAPID®.

Speaker(s):

- Rachel Katkar, University of Minnesota School of Dentistry

4:00 PM-5:00 PM

Bridging Pathways to Specialty: Advancing Candidate Success Through Impactful Recommendations

CE: 1 Credit(s)

Abstract: In an era in which class rank is often unreported, the Integrated National Board Dental Examination is pass/fail and personal statements are generated using artificial intelligence, letters of recommendation become critical in evaluating dental specialty applicants. This session examines how program directors interpret these letters to assess readiness, professionalism and program fit. Attendees will explore how to produce meaningful evaluations that support informed interview selection decisions through presentation and group discussion. Specialty-specific breakout sessions will assist in identifying key traits for individual and group implementation. This workshop is for predoctoral and post-graduate directors to engage in open discussion regarding critical inclusions in letters of recommendation.

Learning Objectives:

- Identify key elements of impactful letters of recommendation in absence of tangible metrics.
- Recognize unintentional biases in letters and apply strategies to improve equity of evaluation.
- Draft specialty-specific content that aligns with what program directors value in applicants in an honest evaluation of the applicant's skill set.

Speaker(s):

- Kimberly Patterson, Stony Brook School of Dental Medicine
- Jacy Stauffer, Oregon Health & Science University School of Dentistry
- Thomas Tanbonliong, University of Washington School of Dentistry
- Alexandra Makara, Stony Brook School of Dental Medicine

Bridging to Practice Readiness: Learner Experience With Entrustable Professional Activities

CE: 1 Credit(s)

Abstract: In 2021, the University of North Carolina at Chapel Hill Adams School of Dentistry launched the Advocate Clinician Thinker curriculum using a longitudinal assessment framework centered on Entrustable Professional Activities. This approach focused on enhancing the validity and reliability of assessing clinical competency and readiness for practice. At this workshop, you will examine focus group and survey findings from the Class of 2025, highlighting strengths and implementation challenges. The Consolidated Framework for Implementation Research will be introduced as a tool that institutions can use to design, implement and evaluate a longitudinal assessment system.

Learning Objectives:

- Describe key features of a longitudinal assessment framework using Entrustable Professional Activities.
- Analyze learner feedback to identify implementation challenges using the Consolidated Framework for Implementation Research.
- Apply the Consolidated Framework for Implementation Research domains to plan implementation in your own context

Speaker(s):

- Jennifer Kallio, University of North Carolina at Chapel Hill Adams School of Dentistry

- Rocio Quinonez, University of North Carolina at Chapel Hill Adams School of Dentistry
- Janet Guthmiller, Dean, Adams School of Dentistry

Guidelines for Behavioral Sciences Curricula: Pathways toward Health for All

CE: 1 Credit(s)

Abstract: Predoctoral guidelines for social and behavioral sciences in dental education were first published in 1984 and last updated in 1993—until now. In a series of short talks, participants will learn about the multiyear study that produced an updated set of seven curricular guidelines for educating dental students in behavioral and social science concepts and strategies. We will share an updated definition of behavioral science, new guidelines, and recommendations regarding curriculum content, teaching approaches and assessment strategies. At the end of this session, participants will examine their school's behavioral science curriculum, resources and assessment strategies and identify pathways for growth.

Learning Objectives:

- Define behavioral science and articulate the need for consistently implementing updated guidelines to train predoctoral dental students.
- Describe the updated behavioral science curriculum guidelines.
- Access the behavioral sciences toolkit and use it to assess and revise an existing curriculum to better align with the new consensus guidelines.

Speaker(s):

- Casey Wright, Pacific Northwest University of Health Sciences School of Dental Medicine
- Dolores Cannella, Stony Brook School of Dental Medicine
- Jessica Hinz, Southern Illinois University School of Dental Medicine
- Daniel McNeil, University of Florida College of Dentistry
- Drashty Mody, Indiana University School of Dentistry
- Cameron Randall, University of Washington School of Dentistry
- Yun Saksena, University of Nebraska Medical Center College of Dentistry
- Stuart Schrader, Indiana University School of Dentistry
- Brendan Young, University of Iowa College of Dentistry and Dental Clinics

ADEA Council of Students, Residents, and Fellows Business Meeting (By Invitation Only)

Speaker(s):

- Alexis Distefano, University of Pittsburgh School of Dental Medicine
- Antanious White, ADEA

Exploring AI in Diagnosis and Dental Education

CE: 1 Credit(s)

Abstract: Artificial Intelligence (AI) is rapidly transforming radiographic diagnosis and educational strategies in dentistry. This session will explore how AI is currently being integrated into dental specialties and improving diagnostic accuracy, efficiency and student learning. Three expert speakers representing different dental specialties will share the ethical dilemma and case-based insights and discuss the role of AI in clinical and academic settings. Participants will gain a broader understanding of AI's impact and its educational implications. The session concludes with a discussion that encourages audience engagement, reflection and exchange of ideas about the ethical, pedagogical and practical aspects of incorporating AI into dental education.

Learning Objectives:

- Explain the ethical and pedagogical challenges of AI integration and describe current applications of AI in radiographic dental diagnosis across multiple specialties.
- Recognize the potential of AI in enhancing dental education and student engagement.
- Identify strategies for introducing AI literacy in dental curricula.

Speaker(s):

- Asma Almaidhan, NYU College of Dentistry
- Abeer AlHadidi, NYU College of Dentistry
- Alexander Schloss, NYU College of Dentistry

Developing Entrustable Professional Activities in Geriatric Dentistry: Differentiating Clinical Practices of a Specialist

CE: 1 Credit(s)

Abstract: This session will describe the effort of the American Society for Geriatric Dentistry (ASGD) to propose Entrustable Professional Activities (EPAs) in Geriatric Dentistry, disseminate information about the initiative and share other specialties' experience with creating EPAs. The speakers will educate participants about the components and intent of EPAs using multimedia content and present on specific stages of the project. Audience members will be engaged in discussion. The anticipated outcomes of the session include a brief introduction to the EPA framework, discussing the creation of EPAs in Geriatric Dentistry and networking around best practices for creating EPAs.

Learning Objectives:

- Define the framework of Entrustable Professional Activities (EPAs) and explain how EPAs are different from accreditation/training standards or clinical practice guidelines.
- Explain how creation of EPAs has occurred by the American Society for Geriatric Dentistry.
- Discuss the utility of EPAs for dental education and clinical practice that can be applied to multiple specialties.

Speaker(s):

- Kadambari Rawal, Boston University Henry M. Goldman School of Dental Medicine
- Lyubov Slashcheva, American Society for Geriatric Dentistry
- David Chvartzaid, University of Toronto Faculty of Dentistry
- Kadambari Rawal, Boston University Henry M. Goldman School of Dental Medicine
- Roberto Castrejon-Perez, Independent Consultant

The Uganda Experience: Lessons Learned on Oral Health and the Impact on Predoctoral Teaching

CE: 1 Credit(s)

Abstract: This educational session presents lessons from an NIH/NIDCR research grant in Uganda and their transformation into simulated learning for predoctoral dental students. The session features cultural competence, interprofessional collaboration and case-based simulation inspired by real-world challenges in low-resource settings. Using the CLEARH (Culturally Literate Engagement for Accessible and Respectful Healthcare) framework, faculty developed multilingual patient scenarios applied to interprofessional

collaboration, communication skills and ethical dilemmas to strengthen students' cultural humility, patient-centered care and problem-solving. Outcomes include improved student confidence, enhanced global awareness and readiness to deliver equitable care. This model supports integration of global insights into U.S. dental curricula.

Learning Objectives:

- Evaluate the development of critical thinking and problem-solving skills in predoctoral students through real-world oral health challenges encountered in low-resource settings.
- Integrate behavioral science principles into culturally responsive, patient-centered care models demonstrated during the Uganda oral health research grant.
- Demonstrate strategies for managing diverse patient populations and building effective communication in multicultural and multilingual environments.

Speaker(s):

- Steffany Chamut, Pacific Northwest University of Health Sciences School of Dental Medicine, Harvard T.H. Chan School of Public Health
- Cynthia P. Trajtenberg, The University of Tennessee Health Science Center College of Dentistry

Wisdom Rewired: Experienced Clinicians Teaching in the Age of Chatbots

CE: 1 Credit(s)

Abstract: As the dental education landscape changes, engaging experienced clinicians can be a great solution for enriching academic programs and addressing faculty shortages. While these educators bring valuable expertise, their teaching approach may differ from the expectations of our residents and students who thrive in learner-centered, technology-enhanced environments. This session explores strategies to support clinician educators in integrating clinical wisdom with modern pedagogy. We will explore strategies to foster an intergenerational collaborative culture - honoring experience while embracing innovations.

Learning Objectives:

- Identify key generational differences in teaching and learning within dental education.

- Describe the strength and challenges experienced clinicians bring to today's academic environment
- Design strategies to foster a collaborative, respectful and innovative educational culture

Speaker(s):

- Cynthia Wong, University of Rochester Medical Center Eastman Institute for Oral Health
- Maricelle Abayon, University of Rochester Medical Center Eastman Institute for Oral Health

4:00 PM-5:30 PM

International Global Oral Health Meeting (By Invitation Only)

4:30 PM-5:30 PM

ADEA Reference Committee on Administrative Affairs Hearing

ADEA CAAPID Advisory Group (By Invitation Only)

Speaker(s):

- Rachel Katkar, University of Minnesota School of Dentistry

5:00 PM-6:30 PM

2026 ADEA GoDental Advisory Group Meeting (By Invitation Only)

5:30 PM-6:30 PM

ADEA Reference Committee on Administrative Affairs - Report Writing (Closed Session)

Monday, March 23, 2026

7:00 AM-8:00 AM

ADEA Section on Oral Diagnosis and Oral Medicine Members' Forum

ADEA Section on Cariology Members' Forum

ADEA Special Interest Group on Lasers in Dentistry Members' Forum

ADEA Section on PRIDE, Promoting Respect for Identity Dignity and Expression Members' Forum

ADEA Section on Gerontology and Geriatrics Education Members' Forum

ADEA Special Interest Group on Internationally Educated Oral Health Professionals Members' Forum

ADEA Special Interest Group on Sustainability in Dentistry Members' Forum

ADEA Section on Dental Assisting Education Members' Forum

ADEA Section on Women in Leadership Members' Forum

ADEA Section on Advanced and Graduate Education Members' Forum

ADEA Section on Dental School Admissions Officers & Student Affairs and Financial Aid Members' Forum 2

ADEA Section on Anatomical Sciences Members' Forum

ADEA Section on Biochemistry, Nutrition, and Microbiology Members' Forum

ADEA Section on Dental Anatomy and Occlusion Members' Forum

Speaker(s):

- Seoung-Jin Hong, Kyung Hee University School of Dentistry
- Doo Hyeon Baek, Baek's Dental Clinic & WS Dental Hospital
- Dewey Duhyeong Lee, Professor, Department of Prosthodontics

ADEA Entrustable Professional Activities (EPAs) Information Forum

Speaker(s):

- Laura Romito, Indiana University School of Dentistry
- Phillip Marucha, Oregon Health & Science University School of Dentistry

8:30 AM-9:45 AM

Monday Plenary/Tapestry Table: Immortal Cells, Enduring Lessons: The Lacks Family, Ethics and Oral Health Innovation, Sponsored by Haleon

CE: 1.25 Credit(s)

Abstract: The story of Henrietta Lacks captivated the world through Rebecca Skloot's best-selling book, *The Immortal Life of Henrietta Lacks*, and the subsequent HBO film of the same name, which brought long overdue attention to the woman behind HeLa cells—arguably the most important human cell line in scientific history. Her story sparked a global discussion about the intersection of science, ethics and human dignity that remains urgently relevant to overall health today, including in the oral health education community.

In this interview-style plenary session, Veronica Lacks and David Lacks Jr.—great-granddaughter and grandson of Henrietta Lacks—join Dr. Sonya G. Smith, ADEA Chief Operating Officer and Chief [ME1.1]of Staff, for a moderated conversation that moves beyond the pages and the screen to connect the story of HeLa cells directly to modern oral health research. Harvested in 1951 without her knowledge or consent, Henrietta's cells became one of medicine's most vital research tools, fueling breakthroughs in oral cancer biology, HPV-related oropharyngeal disease, vaccine development and dental biomaterials. Yet for decades the Lacks family remained unaware of Henrietta's extraordinary contribution to science, receiving neither acknowledgment nor compensation while her cells transformed the landscape of modern medicine.

Through the Lacks family's firsthand perspective, this session confronts the human cost of research practices without proper safeguards or regard for patients' rights. Attendees are invited to reflect not only on the importance of Henrietta's contributions to bioethics but also their responsibility in cultivating transparency and patient trust as part of overall comprehensive person-centered care. The willingness of Henrietta's family to share her story serves as both a tribute to her legacy and a powerful reminder that behind every research breakthrough are real people and real communities who deserve to be seen, respected and protected. This session calls on oral health educators, students, clinicians and researchers to champion biotechnological innovation that is ethical, patient-centered and rooted in meaningful informed consent.

Learning Objectives:

- Analyze the impact of HeLa cells on oral health and how the circumstances of their collection reflect long-standing gaps in patient consent, ethics and related teaching practices.

- Discuss how the Lacks family’s willingness to share their story illuminates the human consequences of scientific research done without ethical safeguards or knowledge of the individuals at its center.
- Explore the ethical responsibilities within scientific research and how trust, transparency and informed consent shapes patient-centered oral health innovation.

10:30 AM-10:50 AM

Bridging Reflection and Practice: Faculty Self-Assessment in Dental Leadership Education

CE: 0.25 Credit(s)

Abstract: How do dental faculty see themselves as leaders, teachers and mentors? How does that view compare to the perspectives of their colleagues and institutional leaders? This pilot study analyzes self-perception vs. reality by analyzing multisource feedback from ADEA Leadership Institute cohorts. Discover how differences in academic rank and gender highlight hidden challenges and inspire fresh paths for development. We will delve into the research findings and present actionable strategies for using external feedback to close self-awareness gaps, boost your leadership impact, and create a culture of ongoing reflection and improvement in your dental education community.

Learning Objectives:

- Identify their own self-assessment habits and areas in which receiving feedback could drive positive change.
- Apply strategies that use external feedback to improve their leadership, teaching and mentoring effectiveness.
- Design a culture of ongoing reflection and constructive feedback within their institution.

Speaker(s):

- Hiroe Ohyama, Harvard School of Dental Medicine
- Shelyn Yamakami, Harvard School of Dental Medicine
- Felicia Tucker-Lively, Academy for Advancing Leadership

10:30 AM-11:30 AM

Expanding Oral Health Horizons: Teledentistry for Students, Educators, and Communities (No CE Credit)

Abstract: Teledentistry is transforming oral health education and outreach by extending learning and care beyond traditional settings. For students and educators, virtual platforms enable real-time case reviews, consultations, and exposure to diverse patient populations, enriching clinical decision-making and fostering collaboration. Integrated into curriculum, teledentistry prepares future providers for technology-driven models of care. Simultaneously, teledentistry networks reduce geographic and socioeconomic barriers, allowing faculty and students to engage in remote screenings, literacy initiatives, and community programs. Together, these advances strengthen dental training while promoting equitable, patient-centered care for underserved populations.

Learning Objectives:

- Describe how teledentistry platforms and networks enhance dental education through clinical exposure, case-based learning, interprofessional collaboration, and evaluation capabilities.
- Identify strategies for integrating teledentistry into dental school curriculum and community health initiatives, supporting outreach by reducing barriers to care in underserved communities.
- Evaluate the potential of teledentistry to prepare future providers for patient-centered, technology-enabled models of care delivery and career pathways.

Speaker(s):

- Jamie Collins, MouthWatch
- Brant Herman, MouthWatch

Bridging Pathways for Success Through the Women's Faculty Forum

CE: 1 Credit(s)

Abstract: Recognizing the unique challenges faced by women in dental academia, the Women's Faculty Forum (WFF) emerged from a faculty retreat survey that identified key areas of need. Through interdisciplinary engagement, WFF has fostered professional growth, wellness and community-building. In just two years, this initiative has catalyzed four research projects, strengthened faculty connections through networking, and promoted well-being via movement

therapy, meditation and creative outlets like singing and painting. This seminar will provide a practical toolkit for establishing similar forums, equipping institutions with strategies to support female faculty, enhance career advancement and cultivate a collaborative, inclusive academic environment.

Learning Objectives:

- Recognize the aspirations and barriers faced by women in academic dentistry.
- Develop strategies to foster career advancement and mentorship for female educators.
- Establish a framework for creating institutional forums to support women faculty.

Speaker(s):

- Priyanshi Ritwik, UTHealth Houston School of Dentistry
- Michelle Thompson, University of Texas School of Dentistry at Houston
- Lisa Cain, UTHealth Houston School of Dentistry
- Khairunisa Hashmani, UTHealth Houston School of Dentistry

Unlocking the ADEA Pathways To Smiles Pilot Year

Abstract: Join us as we share the journey of creating ADEA Pathways to Smiles, a new initiative aimed at addressing critical oral health workforce gaps and increasing the number of diverse oral health professionals with a pilot year goal of impacting 500 students, ages 14 to 18 years old. We will share the process of creating and launching the nine-part interactive curriculum as well as results and lessons learned from our 13 inaugural year host sites.

Speaker(s):

- Angelo Lee, ADEA
- Curtis Burrill, ADEA
- Kristen Wong, ADEA
- Elizabeth Johnson, ADEA

The One Big Beautiful Bill Act: Inside the Trump Administration's Higher Education and Medicaid Overhaul

CE: 1 Credit(s)

Abstract: Join us for a session exploring the Trump Administration’s One Big Beautiful Bill Act (OBBBA), a sweeping overhaul of federal higher education and Medicaid policy. This session will examine how the bill defines “graduate” versus “professional” degree programs, changes to student financial aid, and increased institutional accountability. We will also explain the bill’s implications for Medicaid, including new eligibility requirements, updated funding structures, and increased administrative oversight. Participants will gain a clear understanding of how these changes signal a broader policy shift under the current administration and how they will impact students and institutions.

Learning Objectives:

- Describe key provisions of the One Big Beautiful Bill Act as they relate to higher education and Medicaid policy.
- Explain the differences between current regulations and new regulations established by the One Big Beautiful Bill.
- Identify potential implications of the One Big Beautiful Bill for institutions of higher education and students.

Speaker(s):

- Emmanuel Guillory, American Council on Education
- Melissa Burroughs, CareQuest, Institute for Oral Health

ADEA Domains of Competence for the New General Dentist

CE: 1 Credit(s)

Abstract: Competency-based education forms the foundation of academic instruction and assessment in dentistry and other health professions, ensuring the health workforce is aligned with population needs and priorities. In 2008, the ADEA House of Delegates approved a framework that defined the essential competencies required for entry into the dental profession as a general dentist. This framework has guided curriculum development, performance assessment, interprofessional collaboration, and improvements in health care outcomes. In 2023, the ADEA Council of Faculties established a workgroup to update this competency framework as a current and comprehensive resource for dental education programs. In this session, members of the workgroup will present the final draft of the revised domains of competence, which has been accepted by the ADEA Board of Directors a resolution at the 2026 ADEA House of Delegates.

Learning Objectives:

- Describe the process by which the workgroup revised domains of competence and competencies for dental education.
- Compare the 2008 domains of competence with the updated domains and supporting competencies to determine overlaps and evolving professional priorities.
- Demonstrate strategies for effectively implementing the updated competency framework.

Speaker(s):

- Theodora Danciu, University of Michigan School of Dentistry
- Kelli Christensen, Northwestern University College of Dental Medicine-Illinois
- Afsheen Lakhani, Boston University Henry M. Goldman School of Dental Medicine

Bridging Interprofessional Pathways: Developing AI Chatbots to Improve Dental Communication

CE: 1 Credit(s)

Abstract: AI is no longer the future—it is now. In dental education, we must find ways to bridge AI’s utility and creativity to how we instruct students. Custom AI chatbots can allow students to interact with patients from diverse backgrounds before those patients ever step foot in the clinic. This allows students to learn firsthand ways to improve communication about whole-person care, strengthening interprofessional collaboration and addressing health access—ultimately learning how to build bridges of trust with communities. Participants will learn how to train custom chatbots to support teaching person-centered care, ways to incorporate chatbots in the curriculum of their home institutions to enhance learner training, and evaluation strategies.

Learning Objectives:

- Describe the role of custom AI chatbots in supporting the development of person-centered care skills in dental education.
- Identify key design features that make chatbot-based learning experiences effective for teaching empathy, communication, interprofessional collaboration and behavioral health concepts.
- Demonstrate how to create and customize a chatbot that simulates realistic patient interactions for use in classroom or clinical skills training relevant to their home institution.

Speaker(s):

- Heidi McNeilly, University of North Carolina at Chapel Hill Adams School of Dentistry
- Kimberly Sanders, University of North Carolina at Chapel Hill Adams School of Dentistry

Reimagining Healthcare Communication Across Dental Education for Bridging Pathways, and Advancing Access**CE:** 1 Credit(s)

Abstract: This session presents scalable strategies to integrate health care communication into pre- and postdoctoral dental curricula across disciplines. Attendees will engage with the Patient Engagement and Communication Evaluation (PEACE) rubric to assess communication competence. Interactive role-play, peer feedback and case discussions will support teaching empathy, listening, adaptability and cultural sensitivity. The session emphasizes communication as essential to patient-centered, collaborative care and reducing access barriers. A case study of successful curricular integration will be shared, along with actionable tools for embedding communication training through competency-based assessment, measurable learning outcomes and alignment with interprofessional education initiatives.

Learning Objectives:

- Describe the importance of health care communication training across all dental specialties and educational levels.
- Apply the PEACE rubric to assess communication competence in dental learners.
- Design and facilitate interactive learning activities, including team-, case- and service-based learning to teach communication and cultural humility across clinical and didactic settings.

Speaker(s):

- Chaitanya Puranik, University of Colorado School of Dental Medicine
- Shahbaz Katebzadeh, University of Colorado School of Dental Medicine
- Paloma Reyes Nguyen, University of Colorado School of Dental Medicine

Bridging Social Media Use in the Professional Environment

CE: 1 Credit(s)

Abstract: In today's interconnected world, social media plays a significant role in shaping personal and professional identities. For students in dental professions, transitioning to a health care provider in the clinic, as well as online, can be challenging. This presentation explores the opportunities and challenges of social media use for dental professions students, emphasizing the importance of professionalism, privacy and ethics. Two students will present their own journeys with social media and their transition to dental school. Additionally, an administrator will discuss the policy and educational aspects of student social media use.

Learning Objectives:

- Describe the ethical, professional and institutional considerations for social media use for students.
- Analyze case examples of student experiences with social media to identify best practices and common challenges in maintaining a professional online presence.
- Restate policy and educational components of digital professionalism.

Speaker(s):

- Rachel Kearney, The Ohio State University College of Dentistry
- Hope Baxter, The Ohio State University College of Dentistry
- Emily Powell, The Ohio State University College of Dentistry

Global Collaboration in Curriculum Reform: Shared Insights for Collective Impact

CE: 1 Credit(s)

Abstract: Learning communities serve as collaborative environments that increase access to ideas and processes. This session highlights the evolution and impact of an international community of practice focused on curriculum reform. We will explore how our collaborative approach strengthened change management processes, enhanced curriculum redesign efforts and integrated emerging technologies with educational traditions. Participants will engage in interactive activities to share insights on effective reform strategies. Synthesizing our collective learning and experiences, we aim to share one community's approach to curriculum innovation to bridge advancements in dental education

globally. Join us in reinforcing our network and shaping the future of dental education.

Learning Objectives:

- Reinforce our community's change management process: Define the value of a collaborative approach to curriculum reform, emphasizing effective change management strategies within our international community of practice.
- Coordinate collective learning for curriculum innovation: Participants will collect shared insights on curriculum development and change management, including strategies for meeting accreditation standards across diverse global contexts.
- Advance our community's impact on dental education: Participants will be able to formulate plans to leverage our collective expertise in driving curriculum redesign that bridges historical ideals with emerging technologies.

Speaker(s):

- Clare McNally, University of Melbourne Melbourne Dental School
- Rocio Quinonez, University of North Carolina at Chapel Hill Adams School of Dentistry
- Anthea Senior, University of Alberta School of Dentistry
- Joanne Bowles, University of Liverpool School of Dentistry
- Colleen Starchuk, University of Alberta School of Dentistry
- Samantha Byrne, University of Melbourne Melbourne Dental School

Bridging the Gap: Making Clinical Research Accessible to Dental Education and Practice

CE: 1 Credit(s)

Abstract: This interactive session will address a pressing challenge in dental education and practice: integrating clinical research into active care settings. The high cost, time burden and rigor of dental curriculum and practice present barriers for providers to develop and implement clinical research in routine dental care. Attendees will work in small groups to develop a model clinical study that focuses on data collection strategies, collaborative team structures and practice-based research networks, and resources. The goal is to empower faculty and clinicians in both academic and nonacademic settings to pursue meaningful research with minimal disruption to patient care and clinical schedules.

Learning Objectives:

- Describe essential components of a well- designed clinical study and recognize elements that make a study strong or weak within the dental practice environment.
- Identify ways to streamline data collection with minimal disruption to clinical workflows by combining realistic practices with well-trained collaborative teams.
- Identify opportunities to access or participate in current clinical research opportunities.

Speaker(s):

- Kopal Mathur, University of Chicago, Biological Sciences Division, Center for Health and the Social Sciences (CHeSS)
- Preetha Kanjirath, Midwestern University College of Dental Medicine- Illinois
- Gina Agostini-Walesch, Midwestern University College of Dental Medicine- Arizona

10:30 AM-12:00 PM**ADEA PASS Advisory Group Meeting (By Invitation Only)****Speaker(s):**

- Yolanda Jones, ADEA

ADEA CHAIR OF THE BOARD OF DIRECTORS SYMPOSIUM: Stories of Belonging: A Tapestry of Connection and Hope**CE:** 1.5 Credit(s)

Abstract: To encourage a conversation on belongingness and its impact on well-being. This symposium brings together a group of psychologists from the ADEA community of dental educators to explore the critical connection between well-being and belonging through stories. Storytelling is a powerful tool that transcends cultures and generations, serving as a bridge between the past, present, and future. It is an ancient art form that not only entertains but also educates, inspires, and unites people by sharing experiences and perspectives. Participants will gain a deeper understanding of how cultural identity, social support systems, and personal growth shape overall well-being.

Learning Objectives:

- Explore how belonging is expressed through cultural identity, values, and social interactions within diverse communities.
- Explain the impact of belonging on mental, emotional, and physical health.
- Provide actionable steps to support self-care, build resilience, and improve emotional wellbeing.

Speaker(s):

- Myrna Lashley, McGill University Division of Social and Transcultural Psychiatry
- Herminio Perez, Rutgers School of Dental Medicine
- Vidya Ramaswamy, University of Michigan School of Dentistry
- Cameron Randall, University of Washington School of Dentistry
- Xirau-Probert, University of Florida College of Dentistry

11:00 AM-12:00 PM

Turning Educational Innovation into Funded Scholarship

CE: 1 Credit(s)

Abstract: Join the Dr. Jeffery Hicks, DDS and ADEA Faculty Engagement Team for a practical session on transforming educational innovations into competitive grant proposals. Participants will explore core strategies drawn from the new ADEA Academic Impact Lab—focusing on scoping project ideas, aligning with funders, and structuring strong proposal components. A hands-on mini-workshop guides attendees in drafting a project concept statement and receiving brief peer feedback. Faculty will leave with actionable tools, a clear starting point for proposal development, and next steps for strengthening their scholarly trajectory in dental and allied dental education.

Learning Objectives:

- Draft a concise project concept statement that articulates a clear problem, purpose, and expected outcomes.
- Identify appropriate funding sources by aligning project ideas with common sponsor priorities.
- Apply a basic planning framework to organize proposal development tasks and early writing milestones.

Speaker(s):

- Sara Bendoraitis, ADEA
- Jeffery Hicks, UT Health San Antonio School of Dentistry

- Precious Ettah, ADEA

12:00 PM-1:30 PM

ACICEPH Advisory Committee Meeting (By Invitation Only)

Speaker(s):

- Gulsun Gul, ADEA

12:30 PM-12:50 PM

Introducing the Dual-Cap Crown Preparation Simulation Tool for Dental Education (No CE Credit)

Abstract: This session will introduce a novel Dual-cap Crown Preparation Simulation Tool designed to enhance precision and reproducibility in dental education. Participants will explore how this tool addresses common challenges in crown preparation, promotes psychomotor skill development and provides standardized practice opportunities. The session will highlight the tool's design, intended applications and preliminary feedback from student users.

Learning Objectives:

- List and describe the key steps in the dual-cap crown preparation technique.
- Demonstrate the use of the dual-cap simulation tool in a preclinical setting.
- Evaluate the potential impact of this tool on preclinical dental education.

Speaker(s):

- Sahar Kazmi, Midwestern University College of Dental Medicine - Arizona

12:45 PM-2:45 PM

ADEA Legislative Advisory Committee Meeting

Speaker(s):

- Hilary Malawar, ADEA

1:30 PM-1:50 PM

Saliva Speaks: Revolutionizing Dentistry Through Predictive Biomarkers and Proactive Care

CE: 0.25 Credit(s)

Abstract: Saliva is an underutilized biological fluid with immense potential to revolutionize dentistry through noninvasive, real-time diagnostics. This presentation explores how salivary biomarkers can not only aid dentists in early detection of oral diseases but also bridge the communication gap between dentists and physicians to provide more comprehensive care.

Learning Objectives:

- Identify saliva biomarkers and list biomarkers associated with oral and systemic health conditions.
- Describe a clinical scenario in which saliva-based diagnostics could support early detection or referral to a medical provider.
- Discuss strategies for integrating saliva diagnostics into dental education, patient care or interdisciplinary communication.

Speaker(s):

- Ney Neshan, UTHealth Houston School of Dentistry
- Ben Warner, UTHealth Houston School of Dentistry

1:30 PM-2:15 PM

Bridging Clinical to Simulated Competency Exams: Patient Assessment and Treatment Planning (10 attendees only)

CE: 0.75 Credit(s)

Abstract: CODA Standard 2-24 states, "... graduates must be competent in ... patient assessment, diagnosis, comprehensive treatment planning, prognosis and informed consent." Assessment of these tasks is difficult as direct, one-on-one supervision of the student/patient interaction is needed. Ensuring that each student has a similar experience due to patient variability is difficult.

Using simulated patients in AxiUm, a more standardized evaluation is possible. The exam is in two parts. Part 1: assessment of all documentation in the patient chart and creation of treatment plan options. Part 2: one-on-one treatment plan presentation to a calibrated faculty role playing the patient.

Learning Objectives:

- Create simulated cases for competency exams.
- Strategize implementation of simulated competency exams.
- Identify where simulated cases can be used in competency assessment.

Speaker(s):

- Ethelyn Thomason, University of Colorado School of Dental Medicine

1:30 PM-2:30 PM

Bridging Pathways to Empower Future Advocates: Advancing Dental Education

CE: 1 Credit(s)

Abstract: Advocacy is an essential skill for enabling oral health professionals to champion their patients, communities and the profession. While the American Dental Association and American Dental Hygienists' Association Codes of Ethics underscore advocacy's importance, the lack of Commission on Dental Accreditation standards addressing this area means the topic is not universally required in dental curricula. This session will introduce two examples from dental schools on how they successfully integrated policy and advocacy training into dental education programs. Attendees will leave with practical tools to implement similar initiatives at their institutions, helping prepare future oral health professionals to lead with purpose and impact.

Learning Objectives:

- Explain the role of policy and advocacy in dental education to build future oral health professionals as clinicians, leaders and advocates.
- Analyze two institutional models for integrating policy and advocacy training into dental education programs.
- Identify practical strategies to implement or enhance policy and advocacy training within dental education programs.

Speaker(s):

- Meghan Wendland, University of Missouri - Kansas City School of Dentistry
- Salma Elwazeer, Texas Tech University Health Sciences Center El Paso
Woody L. Hunt School of Dentistry

ADEA Data Portal: A New ADEA Member-Only Tool for Insights into Dental Education

CE: 1 Credit(s)

Abstract: Join us to explore the ADEA Research Data Portal, the latest ADEA member benefit. Together with members, the American Dental Education Association (ADEA) developed the Research Data Portal, a series of interactive dashboards that allow ADEA members to access insights into benchmarks and trends in U.S. and Canadian dental education programs, from specifics of programs (allied, predoc and advanced), predoctoral applicants and dental school faculty to preparedness to practice of predoctoral and allied graduating dental students. This session will include a demonstration of the portal, explain the variety of dashboards and describe how members can use the dashboards in their work.

Learning Objectives:

- Describe the capabilities of the ADEA Research Data Portal.
- Upon completion of this session, participants will be able to explain the data, charts, tables and benchmarks available to ADEA members for analysis.
- Describe how different groups of ADEA members (faculty, advanced program directors, allied program directors, admission officers and others) could use the portal to inform education, training and institutional decision-making.

Speaker(s):

- Emilia Istrate, ADEA

From Pathways to Access: ADEA COS Impact

CE: 1 Credit(s)

Abstract: This session highlights how the ADEA Council of Sections (COS) Program and Research Funds support innovation, collaboration, and scholarly impact in dental and allied dental education. Participants will gain a clear overview of each fund's purpose, application timeline, and required documentation and reporting. Recent fund awardees will share practical insights, lessons learned, and recommendations for developing strong proposals and managing funded projects. The session concludes with an interactive workshop that facilitates idea exchange and collaboration across Sections, SIGs, and

Councils, helping participants identify future project opportunities aligned with COS priorities.

Learning Objectives:

- Differentiate between the ADEA COS Program Fund and Research Fund, including their goals, application processes, timelines, and reporting requirements.
- Apply insights from recent fund awardees to strengthen proposal development, project planning, and outcome documentation.
- Identify potential collaborators and project ideas aligned with COS funding priorities through structured peer engagement and discussion.

Speaker(s):

- Sara Bendoraitis, ADEA
- Anita Joy-Thomas, UTHealth Houston School of Dentistry
- Theodora Danciu, University of Michigan School of Dentistry
- Daria Vasilyeva, Columbia University College of Dental Medicine
- Jeffery Hicks, UT Health San Antonio School of Dentistry

Moving Toward the Future – Where is Dental Licensure Going?

CE: 1 Credit(s)

Abstract: Dental licensure accessibility continues to be a barrier to improving access to care. The Dentist and Dental Hygienist Compact is providing an innovative way to reduce these barriers and create license portability for practitioners across the country. In support of the Compact, the Coalition for Modernizing Dental Licensure (CMDL) is advocating for the Compact and educators to join the Coalition to represent the movement. CMDL currently has 124 organization partners; 50 partners are dental and dental hygiene schools. Join this session to learn how to empower new and existing practitioners to improve licensure portability and overall access to care.

Learning Objectives:

- Describe the futuristic work of the Coalition for Modernizing Dental Licensure related to improving licensure portability.
- Explain the benefits to acceptance of all initial licensure pathways and explain the benefits of the Dentist and Dental Hygienist Compact and its role in improving access to care.

- Explain the established Dental and Dental Hygienist Compact Commission and explain the resources available for continued advocacy and empowerment through the Coalition.

Speaker(s):

- Sarah Ostrander, American Dental Association
- JoAnn Gurenlian, American Dental Hygienists' Association
- Presenter Monty MacNeil, University of Connecticut School of Dental Medicine

Integrating Digital Tools in Dental Education: From Fundamentals to Clinical Excellence

CE: 1 Credit(s)

Abstract: The integration of digital tools in dental education is essential for preparing students from foundational knowledge to clinical expertise. This short talk session features diverse examples from six presenters across disciplines, demonstrating how virtual simulations, CAD/CAM, 3D imaging and digital radiography are being used in didactic, preclinical and clinical settings. Presenters will share practical applications that improve student engagement, skill development and clinical readiness. The session is designed to spark dialogue and equip attendees with strategies adaptable to their own curricula, regardless of where their students are in their educational journey.

Learning Objectives:

- Recognize the role of digital tools in supporting learning from basic sciences to clinical decision-making in dental education.
- Describe how virtual simulations, 3D imaging, CAD/CAM and digital radiography can be used across didactic, preclinical and clinical settings.
- Assess the impact of digital integration on engagement and clinical preparedness and formulate strategies to incorporate these tools into their teaching.

Speaker(s):

- Aline Castilho, Indiana University School of Dentistry
- Hakan Turkkahraman, Indiana University School of Dentistry
- Scott Douglas Papineau, Clinical Assistant Professor
- Presenter Sabrina, University at Buffalo School of Dental Medicine
- Vinicius Dutra, Indiana University School of Dentistry
- Adaias Oliveira Matos, University at Buffalo School of Dental Medicine

- Marinele Campos, University of Detroit Mercy School of Dentistry
- Kallyane Goncalves Navarrete de Andrade, University at Buffalo School of Dental Medicine
- Vinicius Rizzo Marques, University at Buffalo School of Dental Medicine
- Luana Dutra de Carvalho, University of British Columbia Faculty of Dentistry

From Fillings to Feelings: Cultivating Interpersonal Skills in Dental Education

CE: 1 Credit(s)

Abstract: The dental curriculum largely focuses on biomedical sciences and technical skills, which are essential but insufficient, for holistic patient care. Research underscores the importance of patient-centered care, which relies heavily on interpersonal skills like empathy, communication and active listening. These competencies are often overlooked in traditional dental education. With technological advancements enhancing global connectivity, effective interpersonal skills have become more critical than ever. Health care systems that integrate structured communication training show improved patient outcomes. Thus, embedding interpersonal skill development in dental programs is vital. This session presents insights from educators on implementing such training and examines the challenges encountered in the process.

Learning Objectives:

- Describe the relevance and importance of teaching interpersonal and communication skills in dental education.
- Identify effective, evidence-based communication techniques for use in dental clinical settings
- Apply enhanced communication skills training at their institutions.

Speaker(s):

- Supattriya Chutinan, Harvard School of Dental Medicine
- Christine Riedy, Harvard School of Dental Medicine
- Tien Jiang, Harvard School of Dental Medicine
- Cameron Randall, University of Washington School of Dentistry
- Mechelle Sanders, University of Rochester Medical Center Eastman Institute for Oral Health
- Thomas Nguyen, McGill University Faculty of Dental Medicine and Oral Health Sciences

- Brian Novy, Virginia Commonwealth University, University of Pikeville, Harvard School of Dental Medicine

Enriching Learning Pathways to Advance Patient Safety

CE: 1 Credit(s)

Abstract: Patients deserve safe dental care. Improving safety requires more than guidelines and rules. In dental education, we mostly focus on how to perform procedures rather than teaching how to prevent doing them improperly, creating safety by educating students on how to avoid clinical errors is not the most important job of a clinical educator. This session explores safety, errors, systems in dentistry and a modern approach to patient safety (i.e., learning) through real-world case studies. Educators will acquire concepts to transform their school's safety culture by constructing a patient safety bridge that benefits both the students managing patients and the individuals receiving care.

Learning Objectives:

- Explain the importance of comprehending why errors and failures occur as well as the organization's response to them.
- Appreciate the benefit of students and educators learning from mishaps and successes.
- Describe the shortfalls of a safety philosophy that focuses on compliance and errors and shape the patient safety culture at their institution.

Speaker(s):

- Daniel Sarasin, University of Alabama Birmingham Advanced Safety Engineering and Management Department
- Richard D'Innocenzo, Boston University Henry M. Goldman School of Dental Medicine
- Brandon Key, UTHealth Houston School of Dentistry
- Manish Bhagania, Boston University Henry M. Goldman School of Dental Medicine

Innovating Dental Externship Education: Bridging Clinical Education with Access to Care

CE: 1 Credit(s)

Abstract: Externship rotation programs connect dental schools to their greater communities and can act as a bridge to increase access to care. A review of the different models of externship education will be presented and analyzed for their effectiveness in increasing access to care, enhancing student learning, sustainability and ease of implementation. Participants will be presented with a toolkit of actionable strategies to redesign or enhance externship rotations to meet today's educational, financial and social demands.

Learning Objectives:

- Compare diverse externship education models used across dental institutions based on findings from a national survey.
- Evaluate the effectiveness of externship rotations in expanding access to care and enriching student learning.
- Apply evidence-based strategies to redesign or enhance externship programs that address educational, financial and community needs.

Speaker(s):

- Rachel Greene, University of Washington School of Dentistry
- Le'erin Voss, Marquette University School of Dentistry

Bridging Technology and Clinical Education: Implementing AI-Driven OSCEs in Dentistry

CE: 1 Credit(s)

Abstract: Artificial intelligence (AI) is revolutionizing dental education by enhancing clinical training and advancing ADEA's goals for a future-ready workforce. This session introduces AI-driven Objective Structured Clinical Examinations (OSCEs), simulating patient scenarios, standardizing clinical exposure and providing immediate personalized feedback to all learners, regardless of their prior clinical experience. AI-OSCEs facilitate cost-effective, accessible, customizable practice, preparing consistent competency assessment across diverse educational settings. Attendees will explore the implementation process, review pilot outcomes from predoctoral and postdoctoral programs, and collaboratively discuss strategies for integrating AI-OSCEs into dental curricula to enhance clinical readiness and promote educational excellence.

Learning Objectives:

- Evaluate the role of AI-enhanced OSCEs in promoting equitable, competency-based clinical assessment across diverse dental education environments.
- Analyze AI-driven OSCE case scenarios to identify strengths, barriers and practical integration opportunities into existing dental curricula.
- Design actionable strategies for implementing and calibrating AI-OSCE tools, thereby supporting assessment practices and robust learner development.

Speaker(s):

- Noorpreet Kaur, UT Health San Antonio School of Dentistry
- Annetty Soto, University of Colorado School of Dental Medicine
- Kadambari Rawal, Clinical Associate Professor

Students as Partners: Building a Pathway for a Successful Dental Program

CE: 1 Credit(s)

Abstract: Traditional program development often overlooks the most valuable stakeholders: students themselves. Programs often seek to innovate through creative, high-tech solutions that often leave the end stakeholders out of the process. Student-centered approaches can bridge gaps between institutional vision and learner needs, improving satisfaction, learning outcomes and their sense of belonging. Participants will learn about a collaborative development framework, analyze real student feedback that shaped program modifications, and understand practical tools that can be readily implemented for meaningful student engagement. The session will demonstrate how student partnership advances access by ensuring programs serve diverse learner populations while creating sustainable improvement pathways.

Learning Objectives:

- Implement a framework for meaningful student partnership in program development.
- Analyze student feedback to identify actionable program improvements.
- Develop strategies for ongoing student engagement in educational innovation.

Speaker(s):

- Patrick Pansoy, University of the Pacific, Arthur A. Dugoni School of Dentistry

- Mark Booth, University of the Pacific, Arthur A. Dugoni School of Dentistry
- Kim Benton, University of the Pacific, Arthur A. Dugoni School of Dentistry, PHCC
- Ankit Sidana, University of the Pacific, Arthur A. Dugoni School of Dentistry
- Anjali Raheja, University of the Pacific, Arthur A. Dugoni School of Dentistry

What's Too Much? Navigating Professional Boundaries in Dental Education

CE: 1 Credit(s)

Abstract: Dental and dental hygiene programs frequently encounter dilemmas involving impaired patients, faculty noncompliance with institutional protocols, and inappropriate student social media posts. This session presents three realistic cases: treating intoxicated or high patients, faculty using unauthorized materials or techniques, and students sharing patient images or information. Through polling and facilitated discussion, participants will explore ethical and legal dimensions of each scenario. Small groups will develop draft policies, faculty or student code of conduct statements, or clinical and social media guidelines. Strategies for education and professional accountability will be shared, helping participants bring practical solutions back to their institutions.

Learning Objectives:

- Analyze legal and ethical principles relevant to each scenario.
- Evaluate appropriate professional responses within academic and clinical settings.
- Develop draft policies or guidelines that address faculty and student conduct.

Speaker(s):

- Pamela Zarkowski, University of Detroit Mercy School of Dentistry
- Breacya D. Washington, University of Louisville School of Dentistry
- Andrea Pobocik, University of Michigan School of Dentistry
- Asra Ali, Midwestern University College of Dental Medicine-Illinois
- Pamela Zarkowski, University of Detroit Mercy School of Dentistry

1:30 PM-3:00 PM

ADEA CHAIR OF THE BOARD OF DIRECTORS SYMPOSIUM: Advancing Interprofessionalism and Research for Community Impact and Hope

CE: 1.5 Credit(s)

Abstract: The current economic, political and social climates present challenges to the expansion of research, interdisciplinary collaboration and diverse viewpoints. This session will instill hope by presenting real-world examples of how research in general, research in the DEI space, interprofessional science and interprofessional practice are continuing to make a difference in communities.

Learning Objectives:

- Explore approaches that leverage creativity to overcome barriers to advancing science in the current socio-political and economic climate.
- Describe real-world examples of how creativity and collaboration can be utilized to thrive in research and practice despite current obstacles.
- Articulate a personal or institutional commitment to fostering a research culture grounded in creativity, resilience, and innovation.

Speaker(s):

- Ananya Banerjee, McGill University School of Population and Global Health
- Dan Burch III, St. Christopher's Hospital for Children, and Drexel University College of Medicine
- April Joy Damian, Weitzman Institute
- Vesa Kaartinen, University of Michigan School of Dentistry
- Romesh Nalliah, University of Michigan School of Dentistry
- Felicia Tucker-Lively, Academy for Advancing Leadership
- Jennifer Webster-Cyriaque, National Institutes of Health

2:00 PM-3:00 PM

Admissions on the Move: Navigating Change with ADEA AADSAS, CAAPID, DHCAS, and PASS

Abstract: As the pace of change in higher education accelerates, the work in admissions must evolve. This session brings together enrollment management faculty and staff across dental education to discuss ways to navigate change, discuss trends, and uncover innovative opportunities for admissions officers and dental education institutions.

Speaker(s):

- Emily Rhineberger, ADEA

3:00 PM-4:00 PM**ADEA Board of Directors - Session II (By Invitation Only)****3:30 PM-4:30 PM****Future Direction of Dental Therapy Educational Programs****CE:** 1 Credit(s)

Abstract: Dental Therapists provide oral health care within their scope of practice in collaboration with supervising dentists. The Dental Therapist program in Alaska demonstrated this approach to be successful in bringing care to remote populations in that state. Fourteen states have now passed legislation to permit the practice of dental therapy. However, there are only three approved dental therapy training programs available to provide a sufficient dental therapy workforce in dental shortage areas. This seminar will present the current models of dental therapy education in dental schools, stand-alone dental therapy programs, and in conjunction with dental hygiene programs. The discussion will include how to establish new programs.

Learning Objectives:

- Explain how dental therapists work in dental shortage areas, how they collaborate with dentists and findings on the quality of their care.
- Describe different settings for dental therapy programs and the benefits of dental schools and/or existing allied health programs as settings for dental therapy programs.
- Describe the opportunities for and barriers to establishing dental therapy educational programs.

Speaker(s):

- Colleen Brickle, Normandale Community College
- Allan Formicola, Columbia University College of Dental Medicine

Best Practices for Submitting and Reviewing Submissions for the ADEA Annual Session, Presented By the ADEA ASPC

Abstract: In this session, ADEA Annual Session Program Committee members and ADEA staff will outline best practices for submitting an education session proposal and participating as a peer reviewer for the Annual Session.

Speaker(s):

- Afsheen Lakhani, Boston University Henry M. Goldman School of Dental Medicine
- Carlos Smith, Virginia Commonwealth University School of Dentistry
- Laura Vannucci, ADEA

From Numbers to Narratives: Unveiling Applicant Profiles with the ADEA CAS Report

CE: 1 Credit(s)

Learning Objectives:

- Identify key trends highlighted in the latest ADEA CAS Report preview.
- Discuss how these trends may be reflected in their own institutions and applicant pools.

Speaker(s):

- Chonte James, ADEA
- Yolanda Jones, ADEA
- Emily Rhineberger, ADEA
- Lu Wang, ADEA

Teaching and Learning with Emerging Technologies and Informatics: Short Talks

CE: 1 Credit(s)

Abstract: The Teaching and Learning with Emerging Technologies and Informatics: Short Talks continue the innovative approach for the Annual Session, which succinctly updates members of the dental community with exciting developments and emerging issues, and fosters collaboration through a series of 5 minute presentations. Previous topics have included new and emerging technologies, how we teach and learn, assessment of teaching methodologies,

how do we prepare for future technologies, and many many more topics. We expect to have 8 presentations during this 60 minute session.

The topics include:

The Pragmatism of Timelapse Bridge

Evaluating Video-Based Small Group Case Activities as an Innovative Approach to Enhancing Engagement and Learning in Human Systems Courses

Letting Learners Take the Lead: Building Autonomy-Supportive Learning Environments

Developing Evidence-Based Guidelines For Responsible Use For Generative Artificial Intelligence In Dental Education

Personalized Dental Education: AI-Assisted Exam Review System

Utilizing Generative AI to Setup Your Promotion and Tenure Success

Learning Objectives:

- Describe the status of emerging technology and informatics related programs and projects occurring at different dental schools and organizations.
- Identify innovations that may be useful to implement locally.
- Describe best practices in teaching, assessing, and delivering ideas and knowledge with emerging technologies.

Speaker(s):

- Gitta Radjaeipour, University of the Pacific Arthur A. Dugoni School of Dentistry
- Bernadette Alvear Fa, University of the Pacific Arthur A. Dugoni School of Dentistry
- Dalia Seleem, Assistant Dean for Biomedical Sciences, Associate Professor
- Presenter Barbara, NYU College of Dentistry
- Joanne Tzanis, NYU Langone Hospitals
- Debra Woo, University of the Pacific Arthur A. Dugoni School of Dentistry
- Mustafa Radif, University of the Pacific Arthur A. Dugoni School of Dentistry
- Luciano Andrada, Virginia Commonwealth University School of Dentistry
- Brent Idleman, Virginia Commonwealth University School of Dentistry

- Alexander Lee, Western University of Health Sciences College of Dental Medicine

Bridging Equity and Belonging Through Inclusive Course Design

CE: 1 Credit(s)

Abstract: Universal design for learning (UDL) offers a powerful framework for creating equitable, accessible educational environments that foster belonging and empower all learners. Rooted in neuroscience and educational theory, UDL emphasizes flexible pathways for engagement, representation and expression. Applying UDL principles in dental education helps dismantle systemic barriers to learning, promote student agency and advance access for historically underserved populations. Participants will explore the foundations of equitable course design, reflect on their current practices and develop strategies to intentionally redesign learning experiences that support authenticity, resourcefulness and purposeful action among diverse student populations.

Learning Objectives:

- Discuss the foundations of inclusive and equitable course design.
- Reimagine course structures to create belonging and empower all students.
- Apply UDL principles to promote student agency and authentic engagement.

Speaker(s):

- Crystal Paredes, Oregon Health & Science University School of Dentistry

Facilitating Student Engagement Through an Equity-Driven Pedagogical Framework

CE: 1 Credit(s)

Abstract: This interactive session introduces a structured reflection and assessment tool that was developed to promote engagement and instructional effectiveness in dental education and can be used as a practical self-assessment framework. Educators will explore how these behaviors can be implemented across settings and use real-world teaching vignettes to consider how the behaviors manifest in teaching practice. Attendees will receive the tool and a scenario worksheet for ongoing use with faculty or teaching teams. The session

concludes with a structured opportunity for each participant to identify one teaching behavior they will strengthen through an actionable next step.

Learning Objectives:

- Describe equity and engagement-focused teaching behaviors across didactic, preclinical and clinical contexts.
- Use an assessment tool to reflect on their current teaching practices.
- Apply practical strategies to enhance student engagement.

Speaker(s):

- Sriya Neelam, University of Pennsylvania School of Dental Medicine
- Daria Vasilyeva, Columbia University College of Dental Medicine
- Vidya Ramaswamy, University of Michigan School of Dentistry

General Practice Residency Programs- a bridging pathway for medically complex patients

CE: 1 Credit(s)

Abstract: Medically complex patients and patients with special needs experience challenges to health care access, especially in receiving timely oral care. The delivery of such care demands interdisciplinary partnerships and a comprehensive understanding of their unique needs in order to meet even routine dental care.

This educational session showcases the front-line role played by school- and hospital-based general practice residency (GPR) programs for delivering such care and in preparing the health care leaders of tomorrow. GPR programs inherently facilitate the confluence of advanced dental education and interdisciplinary care platforms in providing improved access to high quality dental care for this challenging population of patients.

Learning Objectives:

- Describe Commission on Dental Accreditation-prescribed goals of the GPR program and explain how these goals help augment care for the medically complex dental patient.
- Explain why and how medically complex patients with dental needs are ideally managed in the interdisciplinary environment accessible through the GPR platform.

- Recognize GPR training as a bridging pathway for improved access to care for patients with special needs / medically complex dental patients and participants can advocate to their students for the same as dental educators.

Speaker(s):

- Gayathri Subramanian, Rutgers School of Dental Medicine
- Samuel Y. P. Quek, Rutgers School of Dental Medicine

Bridging Evidence-Based Communication Pathways: From Classroom Foundations to Clinical Competence

CE: 1 Credit(s)

Abstract: Conflicting lay literature leaves patients uncertain, requiring dentists to clear the confusion through appraising and effectively communicating scientific evidence, a competency outlined in Commission on Dental Accreditation Standard 2-22. This session introduces an integrated didactic, experiential and clinical model to address this competency. Attendees will engage with a longitudinal, integrated framework, beginning with setting the foundations through formative learning activities, building toward an integrated, summative, authentic assessment that combines critical appraisal and communication role-play. This will culminate in evaluating these skills in clinical settings. Participants will gain practical tools and strategies to design and implement similar models in their institutions, promoting evidence-based patient care.

Learning Objectives:

- Describe an educational model that integrates biomedical, behavioral, clinical and evidence-based content to develop clinical communication competence to support patient-centered care.
- Analyze a case-based authentic assessment model that combines critical appraisal with communication of scientific and lay literature.
- Identify actionable strategies to implement integrated teaching and assessment frameworks across preclinical and clinical settings to enhance patient communication and evidence-based care.

Speaker(s):

- Salma Elwazeer, Texas Tech University Health Sciences Center El Paso Woody L. Hunt School of Dentistry

- Marcos Ortega, Texas Tech University Health Sciences Center El Paso
Woody L. Hunt School of Dentistry
- Todd Parco, Texas Tech University Health Sciences Center El Paso
Woody L. Hunt School of Dentistry

Bridging Success: Early Interventions to Support Student Success and Wellness.

CE: 1 Credit(s)

Abstract: Dental school presents academic and wellness challenges for new students. Supporting the next generation of dental professionals is a critical part of bridging that future. This interactive session explores how early identification of student needs can lead to timely, personalized support that promotes success for all learners. Participants will learn how early assessments of foundational knowledge and hand skills are used to identify students who need resources such as tutoring, counselling for wellness, help with study skills and resources for time/stress management. Participants will discuss their own strategies and identify new areas in which they can intervene to advance student success.

Learning Objectives:

- Identify key struggles faced by new dental students.
- Identify support resources available to students and discuss their limitations.
- Develop new or enhanced approaches to early intervention for supporting student success.

Speaker(s):

- Philip Patston, University of Illinois Chicago College of Dentistry
- Colin Haley, University of Illinois Chicago College of Dentistry
- Adriana Semprum-Clavier, University of Illinois Chicago College of Dentistry

Short Talks: Faculty Development Marketplace: A Forum for Collaboration

CE: 1 Credit(s)

Abstract: This exploration of faculty development provides each speaker five minutes to summarize the role and purpose of faculty development at their institution; what programs are offered and how they are assessed. Over a

decade, the marketplace has provided an important venue for disseminating early faculty development efforts across North America. These short presentations will enable participants to: explore various faculty development pathways, identify emerging new needs, share ideas, provide updates about exciting initiatives, establish and foster collaboration and trigger joined projects among institutions.

Learning Objectives:

- Examine the role and the purpose of faculty development.
- Identify collaboration partners among other faculty developers.
- Distinguish how institutions evaluate effectiveness of faculty development initiatives.

Speaker(s):

- Laura Dempster, University of Toronto Faculty of Dentistry
- Zsuzsa Horvath, University of North Carolina at Chapel Hill Adams School of Dentistry
- Sujay Mehta, Manipal College of Dental Sciences, Manipal Academy of Higher Education, Johns Hopkins University Bloomberg School of Public Health
- Lisa Lang, Indiana University School of Dentistry
- Kelton Stewart, Indiana University School of Dentistry
- Cyndee Stull, University of Minnesota School of Dentistry
- Kacie Woodis, University of Minnesota School of Dentistry
- Meixun Zheng, University of the Pacific, Arthur A. Dugoni School of Dentistry
- Cassio Luiz Coutinho Almeida da Silva, University of the Pacific, Arthur A. Dugoni School of Dentistry
- Angelica Amatangelo, University of the Pacific, Arthur A. Dugoni School of Dentistry

Tuesday, March 24, 2026

7:00 AM-8:00 AM

ADEA Section on Behavioral Sciences Members' Forum

ADEA Section on Implant Dentistry Members' Forum

ADEA Special Interest Group on Forensic Odontology and Forensic Science Members' Forum

ADEA Section on Comprehensive Care and General Dentistry Members' Forum

ADEA Special Interest Group on Teaching and Learning with Emerging Technology Members' Forum

ADEA Section on Addiction Education Members' Forum

ADEA Special Interest Group on Graduate Dental Hygiene Education Program Directors Members' Forum

ADEA Section on Continuing Education Members' Forum

ADEA Section on Endodontics Members' Forum

ADEA Section on Oral and Maxillofacial Radiology Members' Forum

ADEA Section on Oral and Maxillofacial Surgery, Anesthesiology, and Hospital Administration Members' Forum

ADEA Section on Pediatric Dentistry Members' Forum

8:30 AM-9:30 AM

Breaking Barriers to Transparent Assessments

CE: 1 Credit(s)

Abstract: Subjectivity can creep in anytime we assess student progression toward competence in the absence of clear standards for evaluation. Utilization of rubrics enhances the transparency of the assessment process, creates calibrated expectations for faculty and allows students to identify clearly defined requirements for higher-level thinking. Concise rubrics provide an opportunity to self-evaluate and receive targeted feedback for maximum success. In this series of short talks, you will learn about different types of rubrics and their

implementation in dental education to ensure more effective and transparent assessments.

Learning Objectives:

- Identify standard verbiage to evaluate various levels of performance.
- Distinguish clear and focused criteria for student evaluation.
- Demonstrate the application of rubrics in different dental education settings.

Speaker(s):

- Naama Sleiman, University of Detroit Mercy School of Dentistry
- Sibel Dincer, Herman Ostrow School of Dentistry of USC
- Cristine Smoczer, University of Detroit Mercy School of Dentistry
- Presenter Nasrin, Herman Ostrow School of Dentistry of USC
- Bernadette Alvear Fa, University of the Pacific Arthur A. Dugoni School of Dentistry
- Matthew Mara, Boston University Henry M. Goldman School of Dental Medicine
- Afsheen Lakhani, Boston University Henry M. Goldman School of Dental Medicine
- Hanann Tomeh, A.T. Still University Arizona School of Dentistry & Oral Health
- David Fischer, University of Detroit Mercy School of Dentistry
- Salwa Mekled, Temple University The Maurice H. Kornberg School of Dentistry

Bridging New Programs from Concept to Rapid Development and Implementation

CE: 1 Credit(s)

Abstract: An ADEA Council of Deans Fellowship Capstone project created an opportunity to catalyze a 14-month concept-to-cohort program. A timeline was built to rapidly move the concept through structured discovery, curriculum planning, faculty buy-in, budget formulation, submission and approval by the university and accrediting bodies for program launch. Our experience, buttressed by insights from other similar dental school-based programs, demonstrated that speed and quality are not mutually exclusive when leadership and governance are agile, and expertise is amplified through a dual-coach model. Participants will

learn a unique perspective on ideation to move rapidly from concept to program implementation.

Learning Objectives:

- Design a unique strategy for moving a concept from interest to implementation at institutional warp speed.
- Evaluate assessment methods with respect to their reliability.
- Describe how to use crowdsourcing and expedite timelines.

Speaker(s):

- Maria Loza, Ponce Health Sciences University School of Dental Medicine
- John Williams, Indiana University School of Dentistry
- John Valenza, UTHealth Houston School of Dentistry

Championing Health Access through Successful Externship Programs and Pathway Opportunities

CE: 1 Credit(s)

Abstract: With the shortfall of dental practitioners employed in Dental Health Professional Shortage Areas (DHPSA), one key component in addressing access is through building successful externship programs. Through strong partnerships, externship programs can lead to employment opportunities in DHPSA as well as academicians in public health. Participants will learn from a dual perspective: from a dental institution and a Federally Qualified Health Center. The perspectives will include how to develop a high-impact externship rotation program sustained over the past 12-years; how to identify platforms for experiential and daily assessments; challenges and resolutions in sustaining externship rotations; and effective approaches for employment opportunities with externship partners.

Learning Objectives:

- Design a framework for community partnerships to establish sustainable externship programs and long-term health impact.
- Identify key values and components in a mutualistic community partnership to build effective externship and pathway systems.
- Describe strategic priorities for integrating a pathway opportunity as part of externship programs to advance health care access.

Speaker(s):

- Marisa Watanabe, Western University of Health Sciences College of Dental Medicine
- Jason Diep, Western University of Health Sciences College of Dental Medicine
- Krystle Rapisura, Western University of Health Sciences College of Dental Medicine

Strong Minds, Strong Smiles: Bridging Mental Wellness and Dental Professionals

CE: 1 Credit(s)

Abstract: Mental health is a state of mental well-being that enables people to cope with the stresses of life, feel self-assured with their abilities, learn and work competently, and contribute to their communities. Participants will learn to (1) recognize the signs and symptoms of mental health disorders; (2) acknowledge the importance of normalizing conversations about mental health to diminish stigma; (3) explore effective strategies for promoting self-care and resilience; (4) foster a supportive work and teaching environment; and (5) maintain a healthy work-life balance. Activities will focus on accessing mental health assessments and exploring strategies/resources for improving one's mental well-being.

Learning Objectives:

- Recognize their own mental health awareness and its relevance to the dental profession.
- Recognize the signs and symptoms of stress, burnout, anxiety and depression among dental professionals.
- Acquire knowledge of available resources, support networks and mental health services for dental professionals.

Speaker(s):

- Sandra D'Amato-Palumbo, University of New Haven
- Jennifer Pieren, Youngstown State University (YSU), University of New Haven

Training in HPV Counseling: Bridging a Pathway to Vaccine Access

CE: 1 Credit(s)

Abstract: Oropharyngeal cancer rates are rising globally, and the human papilloma virus (HPV) is a primary reason. The HPV vaccine significantly reduces the risk of developing oropharyngeal cancer, yet vaccination rates remain far below public health goals. In this session, you will gain an understanding of the HPV vaccine: which cancers it prevents, which clinicians can counsel and/or vaccinate, and which barriers hinder vaccine access and acceptance among both oral health workers and their patients. You will then learn to train dental students and interprofessional health care teams to overcome those barriers using the Educate-Recommend-Refer materials and counseling strategies.

This session was produced and organized by the Section on Behavioral Sciences.

Learning Objectives:

- Explain the prevalence and risk factors for oropharyngeal cancer, and explain how and for whom the HPV vaccine reduces those risks.
- Identify and recruit an interprofessional HPV counseling team that exemplifies the Interprofessional Education Collaborative's four core competency domains: values/ethics, roles/responsibilities, interprofessional communication, and teams and teamwork.
- Use the Educate-Recommend-Refer materials and strategies to train dental students and other health professionals in recommending the HPV vaccination to their patients.

Speaker(s):

- Brendan Young, University of Iowa College of Dentistry and Dental Clinics
- Jennifer Sukalski, University of Iowa College of Dentistry and Dental Clinics
- Amy Greenwood, University of Iowa College of Dentistry and Dental Clinics

Cultivating Resilience and Independence: Supporting Gen Z Learners in Dental Education

CE: 1 Credit(s)

Abstract: Educators are observing shifts in how trainees approach learning, problem-solving, and emotional regulation, which can influence performance in both classroom and clinical settings. Drawing from the published works of Jonathan Haidt, this session considers how parenting styles, digital media habits,

and changing social environments may contribute to different learning needs and coping approaches. Participants will examine evidence-informed, practical strategies to nurture autonomy, persistence, and emotional resilience, with the goal of helping students succeed academically and become competent, confident professionals.

Learning Objectives:

- Describe the impact of evolving social environments and digital integration on the developmental milestones of contemporary dental students.
- Recognize behavioral and cognitive trends influencing student engagement and performance in clinical and academic settings.
- Identify evidence-based strategies that cultivate self-efficacy, autonomy, and emotional resilience in learners.
- Evaluate the effectiveness of current institutional support systems in addressing the specific needs of today's dental learners.
- Collaborate with colleagues to co-create innovative mentorship and teaching models that enhance professional readiness and competence.

Speaker(s):

- Tarianne Wachtel, Midwestern University College of Dental Medicine - Arizona
- Rita Patterson, Oregon Health & Science University School of Dentistry
- Marija Sasek, University of Louisville School of Dentistry

Faculty Members and Students with Disabilities: Legal, Ethical and Educational Considerations

CE: 1 Credit(s)

Abstract: In 2022, ADEA conducted the first ever Cultural Climate Study in dental schools and allied dental programs in the U.S. and Canada. One question asked "Do you have a cognitive/emotional and or/or physical diverse ability or disability?" In this workshop, we will discuss the results of the climate study and explore faculty members' legal and ethical responsibilities when educating students with diverse abilities, and discuss challenges, encountered and best practices used to overcome these challenges, such as providing accommodations in health care education settings. Evidence-based practices for creating an inclusive, supportive, and equitable learning environment for all students will be discussed.

Learning Objectives:

- Describe the range of students' diverse abilities encountered in dental education settings.
- Discuss legal and ethical considerations concerning educating students with diverse abilities.
- Describe challenges encountered when educating students with diverse abilities and best practices used to manage these challenges productively.

Speaker(s):

- Marita Inglehart, University of Michigan School of Dentistry
- Andrea Pobocik, University of Michigan School of Dentistry
- Breacya D. Washington, University of Louisville School of Dentistry
- Pamela Zarkowski, University of Detroit Mercy School of Dentistry
- Asra Ali, Midwestern University College of Dental Medicine-Illinois

Short Talk: Bridging the Gaps between Simulation and Practice via Enhanced Learning

CE: 1 Credit(s)

Abstract: Preclinical courses are highly focused on psychomotor skills development, but cognitive and affective learning must also occur to bridge gaps between simulation and practice. Development of self-assessment skills in preclinic is needed to prepare students to work as professionals. Educators need to be innovative and strategic as they reshape their preclinical courses. Learning processes and outcomes achieved by speakers from multiple institutions will be shared in five-minute presentations. Participants will gain insights into how they may consider reshaping their preclinical courses to increase students' ability to translate skills to the clinical setting to optimize patient care.

Learning Objectives:

- Implement educational tactics to develop self-assessment skills in preclinic for clinical applications.
- Describe innovative approaches to develop psychomotor, cognitive and affective skills.
- Discuss solutions to teaching challenges such as increased class size, reduced curriculum time and limited qualified instructors.

Speaker(s):

- Cecilia Dong, Western University Schulich School of Medicine & Dentistry
- Seung Kee Choi, University of Maryland School of Dentistry
- Adaias Oliveira Matos, University at Buffalo School of Dental Medicine
- Hwan Hee Park, University of Maryland School of Dentistry
- Supattriya Chutinan, Harvard School of Dental Medicine
- Hiroe Ohyama, Harvard School of Dental Medicine
- Georgia Nikoloudaki, Western University Schulich School of Medicine & Dentistry
- Ane Poly, University of Florida College of Dentistry
- Leticia Guajardo-Morales, UTHealth Houston School of Dentistry

Character, Culture, and Cause: A Portfolio Model for Developing Tomorrow's Leaders

CE: 1 Credit(s)

Abstract: How can dental schools prepare future leaders to lead with character, to collaborate across cultures, and to advocate for the causes of health equity and social justice? This seminar presents a portfolio-based model for student leadership development built around three core elements: character, culture and cause. Faculty presenters will showcase three integrated programs in the Leadership Portfolio and demonstrate how these experiences complement each other to develop tomorrow's oral health leaders. Participants will explore how to replicate or adapt this model within their institutions through student video, interactive dialogue and an assessment tool.

Learning Objectives:

- Describe a portfolio-based dental student leadership development model that integrates character-based leadership, global cultural competency and advocacy for health equity and social justice.
- Identify key program design elements and educational strategies that support inclusive, equity-centered leadership development across diverse student experiences.
- Apply a practical tool based on the portfolio framework to inform student leadership initiatives at participants' home institutions.

Speaker(s):

- Karl Haden, Academy for Advancing Leadership
- Barbara Vartanian, NYU College of Dentistry

- Naomi Kaplan, NYU College of Dentistry

10:00 AM-11:15 AM

Tuesday Plenary: Radical Recovery: How Great Leaders Prepare for and Come Back From Tough Times

CE: 1.25 Credit(s)

Abstract: Prepared teams with the right tools can do more than survive a crisis—they can thrive in uncertainty. But without a strong crisis leadership strategy, even the best teams may falter. In a poll of 2,000+ executives, many couldn't identify their biggest crisis preparedness gap, and half were unsure if their teams could even respond effectively. The cost of unpreparedness? Lost revenue, market share, employee trust and more. Anton Gunn understands this firsthand.

Over two decades ago, in a time of national crisis and personal challenge, he chose to lead forward despite the uncertainty. That choice propelled him to advising a U.S. president and transforming organizations nationwide. Today, with 20+ years of leadership development experience, Mr. Gunn equips organizations with the skills to navigate crises, strengthen culture and lead with confidence. He teaches that any team can excel in adversity by applying the core principles of high-impact leadership.

Learning Objectives:

- Identify and describe disruptive environments.
- Recognize and employ the right mindset during uncertain times.
- Build resilient teams that are prepared for adversity.
- Respond to the impact of the crisis (i.e., do not react to the circumstances).

Speaker(s):

- Anton Gunn, National Leadership Expert & Former Advisor to President Barack Obama

11:30 AM-1:00 PM

ADEA Council of Deans Business Meeting II (By Invitation Only)

Speaker(s):

- Marsha Pyle, ADEA

11:30 AM-12:30 PM

ADEA Council of Sections Members Caucus (Required for all Section and SIG officers)

Speaker(s):

- Matthew Mara, Boston University Henry M. Goldman School of Dental Medicine

ADEA Council of Advanced Education Programs Caucus

Speaker(s):

- Robert Nadeau, University of Minnesota School of Dentistry

11:45 AM-12:45 PM

Connecting the Patient to the Mouth

CE: 1 Credit(s)

Abstract: Despite reproducible and consistent associations between the social determinants of health and health outcomes, dental curriculum continues to be driven by the medical model of health. Many students may have only one lecture or workshop on the topic. In this session, you will learn about the University at Buffalo's efforts to begin infusing the biopsychosocial model into their curriculum through required virtual orientations and courses. Presenters will share outcomes from this work and future steps toward teaching holistic health care. Participants will also learn from one another via peer-to-peer sharing of innovative curriculum within dental institutions.

Learning Objectives:

- Design innovative models to incorporate into the study of social determinants of health and health outcomes throughout the curriculum.
- Upon completion of this session, participants will be able to evaluate their own institution's curricular models.
- Strategize innovative opportunities to continue to integrate SDOH (Social Determinants of Health) into dental school curriculum

Speaker(s):

- Jessica Scates, University at Buffalo School of Dental Medicine

- Simone Duarte, University at Buffalo School of Dental Medicine

ADEA-LED SESSION: Exploring Effective Communication Strategies Around Community Water Fluoridation

CE: 1 Credit(s)

Abstract: Community water fluoridation (CWF) continues to be a topic of discussion and debate at state, national, local, and global levels. While many public health and other organizations support CWF as a preventive health measure, differing perspectives have emerged regarding its implementation and impact. In this evolving landscape, it is essential for educators, students/residents, health professionals, policymakers, and advocates to understand how to develop messaging and communicate about CWF that is responsive to public concerns and also effectively communicates the preponderance of evidence-based scientific research. Additionally, this requires structuring and developing messaging strategies that are not only based on a wealth of substantiated scientific and public health findings but also communicating in ways that are clear to support decision-making at all levels. This session will explore recent research on communication strategies that can help convey the primacy of CWF evidenced-based information to various audiences, including policymakers and the general public. Panelists (speakers) will examine how messaging can influence understanding, decision-making, and trust. Insights are further shared to assist leaders in navigating this complex topic and to support the development of constituents' messaging that is understandable, informative, and which effectively conveys the prevailing body of CWF scientific and public health research findings.

Learning Objectives:

- Summarize the prevailing CWF scientific and public health research regarding the impact of community water fluoridation on communities and related removal consequences to develop messaging for a variety of audiences.
- Examine current public perceptions and attitudes toward community water fluoridation nationally and globally to inform messaging strategies.
- Assess communication approaches and best practices that effectively convey to policymakers and the public the health care and scientific communities' board consensus on CWF research.

Speaker(s):

- Matthew Steele, CareQuest, Institute for Oral Health

Bridging Pathways and Advancing Access: An Introduction to ADEA for New Dental Educators

CE: 1 Credit(s)

Abstract: What is ADEA and how can ADEA support my professional growth to bridge pathways while advancing my access? What does it mean to be a dental educator? How can I develop into a leadership role? How can I contribute to the future of dental education through ADEA? Members of the Council of Faculties Administrative Board will address these questions and more. Featured topics will include ADEA's organizational structure, professional development programs, faculty awards and scholarships, networking opportunities and opportunities to share and learn from colleagues through ADEA. This session is recommended for new faculty and/or first-time ADEA Annual Session attendees.

Learning Objectives:

- Describe the organizational structure of ADEA and how it supports members' engagement and professional growth.
- Identify teaching resources, scholarships, and professional development programs available through ADEA.
- Discuss ADEA's collaborations with other organizations for professional development training and how this embodies ADEA's philosophy on diversity, equity, inclusion and belonging.

Speaker(s):

- Erin Gross, The Ohio State University College of Dentistry
- Theodora Danciu, University of Michigan School of Dentistry
- Eric Bernstein, University of Connecticut School of Dental Medicine
- Ethelyn Thomason, University of Colorado School of Dental Medicine
- Roopali Kulkarni, American Student Dental Association
- McKayla Theisen, ADEA

Teaching Smarter: Bridging AI Imaging and Language Tools in Dentistry

CE: 1 Credit(s)

Abstract: Artificial Intelligence (AI) is transforming dental education and clinical practice. This session explores two innovative applications of AI: (1) imaging and

language tools for diagnostics and (2) documentation and prompt engineering to enhance clinical reasoning. Presenters will discuss how convolutional neural networks and computer vision tools support decision-making and automated documentation. Secondly, the presentation describes prompt engineering as a tool for guiding large language models to simulate clinical scenarios, improve diagnostic reasoning and deliver personalized feedback. Through interactive activities, participants will gain practical strategies for integrating AI into dental curricula and promoting deeper learning and equitable educational experiences for students.

Learning Objectives:

- Identify practical applications of AI tools for radiographic interpretation and clinical decision support.
- Explain how language-based AI models can enhance clinical reasoning and documentation through prompt engineering.
- Assess the opportunities and challenges of incorporating AI into dental education and practice to support equitable learning outcomes.

Speaker(s):

- Nazila Ameli, University of Alberta School of Dentistry
- Tahereh Firoozi, University of Alberta School of Dentistry

Real Talk: Mastering Feedback and Tough Conversations with Gen Z Learners

CE: 1 Credit(s)

Abstract: Effective feedback is the backbone of clinical education, but delivering it well, especially to Gen Z learners, requires intentional strategies. This interactive session will explore how to give feedback that supports learning, builds trust and fosters growth in today's clinical environment. You will gain tools to navigate challenging conversations in a clinical setting, identify common feedback pitfalls and foster open, growth-oriented dialogue. Expect actionable takeaways you can immediately implement to enhance your teaching and student engagement.

Learning Objectives:

- Describe key characteristics of Gen Z learners that influence feedback reception.
- Apply evidence-based feedback strategies in a clinical setting.

- Identify communication pitfalls that hinder productive feedback conversations.

Speaker(s):

- Marija Sasek, University of Louisville School of Dentistry
- Rita Patterson, Oregon Health & Science University School of Dentistry
- Tarianne Wachtel, Midwestern University College of Dental Medicine - Arizona

Advancing Care for Patients with Special Needs: The Value of Standardized Patients

CE: 1 Credit(s)

Abstract: Evidence supports that limited training among general dentists creates barriers to care for patients with special health care needs transitioning from pediatric to adult dental services. To help bridge this gap, the University of North Carolina at Chapel Hill Adams School of Dentistry developed a standardized patient encounter to train learners in leading efficient care transitions and assessing necessary accommodations. In this workshop, participants will hear from a student's perspective and engage in practical steps to design and implement standardized patient encounters, focusing on bridging educational gaps and improving access to care for patients in their own context.

Learning Objectives:

- Discuss the process of transitioning patients with special health care needs from pediatric to adult dental care, including common challenges, barriers, opportunities and existing care models.
- Apply insights from a student's perspective to identify key educational steps that build clinical confidence in treating patients with special health care needs.
- Identify additional gaps in dental education where standardized patient encounters could enhance learner preparedness and patient care.

Speaker(s):

- Jennifer Kallio, University of North Carolina at Chapel Hill Adams School of Dentistry
- Riggan Ayscue, University of North Carolina at Chapel Hill Adams School of Dentistry

- Miguel Simancas-Pallares, University of North Carolina at Chapel Hill
Adams School of Dentistry

Generations in Transition: Bridging the Workforce Gap in Dental Education

CE: 1 Credit(s)

Abstract: The oral health education field is undergoing a major generational shift as baby boomers retire and millennials and Gen Z enter with new values, tech skills and expectations. This session explores evidence-based strategies to recruit and retain emerging professionals while honoring the legacy of experienced educators. Through a lens of health equity, social justice and innovation, participants will examine intergenerational communication, adaptive leadership, mentorship and technology's role in workforce development. Attendees will engage in reflection and problem-solving to identify institutional barriers and leave with actionable tools to build a resilient, inclusive and future-ready oral health workforce.

Learning Objectives:

- Identify generational trends and their impact on workforce dynamics in oral health education.
- Develop actionable approaches to intergenerational collaboration that support inclusive and equitable academic environments.
- Analyze how technology and social values influence workforce expectations and institutional culture.

Speaker(s):

- Courtney Routh, University of Texas School of Dentistry at Houston
- Leanna Rubio, University of Texas School of Dentistry at Houston

12:30 PM-2:30 PM

Council of Faculties Caucus Meeting

ADEA Council of Sections Second Administrative Board Meeting (By Invitation Only)

Speaker(s):

- Matthew Mara, Boston University Henry M. Goldman School of Dental Medicine

2:30 PM-3:30 PM

ADEA Board of Directors - Session III (By Invitation Only)

3:30 PM-4:30 PM

ADEA House of Delegates Closing Session

4:45 PM-5:45 PM

ADEA Board of Directors - Session IV (Invitation Only)