PROCEEDINGS

ADEA Council of Hospitals and Advanced Education Programs Symposium on Advanced Dental Education Admissions

In conjunction with the 2013 ADEA Fall Meetings October 25-26, 2013

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Introduction

The Symposium on Advanced Dental Education Admissions was sponsored by the ADEA Council of Hospitals and Advanced Education Admissions (ADEA COHAEP) and offered in conjunction with the ADEA Council of Students, Residents, and Fellows (ADEA COSRF).

ADEA COHAEP's mission is to provide a common forum to discuss and move forward on issues related to the education of post-graduate dental students and residents. Its purpose is to provide representation of all advanced dental certificate, degree, or specialty programs with a goal to coordinate discussion and advise the Board of Directors regarding issues affecting the post-graduate education of dental students and residents.

The mission of the ADEA COSRF is to serve as the national voice and advocate for all students, residents, and fellows in the dental education community by addressing the issues that shape the present and future of dental education. It is the function of the COSRF to serve as the voice and advocate of all dental and allied dental students, residents, and fellows on a national level as well as provide a forum for them to communicate with other students, residents, fellows, faculty, and administrators. Additionally, the COSRF offers a chance for student leaders to develop their skills. All student members will learn more about dental education and careers in dental education.

The ADEA COHAEP Symposium focused on ways of improving the evaluation of applicants to advanced dental education programs as less objective data become available.

Thanks and Acknowledgements

ADEA thanks the ADEA COHAEP Administrative Board, presenters, dental specialty group representatives, and affiliated staff for their roles in making the meeting a success:

ADEA COHAEP Administrative Board

> Dr. Pamela J. Hughes, University of Minnesota School of Dentistry
>
> Dr. David Shafer, University of Connecticut School of Dental Medicine
>
> Dr. Martin Steed, Emory University
>
> Dr. Raymond Simmons, Monmouth Medical Center
>
> Dr. Heidi Crow, University of Buffalo School of Dental Medicine

Presenters

> Dr. Laureen Zubiaurre Bitzer, Columbia University College of Dental Medicine

Dr. Sang Park, Harvard School of Dental Medicine

Dr. David Paquette, Stony Brook University School of Dental Medicine

Dr. Michael Goupil, University of Connecticut School of Dental Medicine

Dr. William B. Carroll, Roseman University of Health Sciences College of Dental Medicine

Dr. R. Todd Watkins, East Carolina University School of Dental Medicine

Dr. Dorothy Perry, University of California, San Francisco, School of Dentistry

Annette McMurry, The Ohio State University College of Dentistry

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Dr. Joe Krayer, Medical University of South Carolina James B. Edwards College of Dental Medicine

Dr. John Agar, University of Connecticut School of Dental Medicine

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ADEA Staff

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Mrs. Emily Rhineberger, Senior Director for Application Services and ADEA COHAEP Liaison

Ms. Sonja Harrison, Director of Program Services for Access, Diversity and Inclusion and ADEA COSRF Liaison

Dr. Anne Wells, retired Senior Vice President

Opening Plenary: 730 Days from Now

The meeting began with an engaging presentation by Leonard Brody, a technology visionary who understands how technology, disruptive innovations, economic and environmental pressures, ongoing globalization and demographic shifts are shaping how people behave and organizations work. He discussed what is on the horizon that dental educators should know

more about, but are too busy to see and need an expert's perspective to better understand how ongoing changes in technology may impact dental education.

Joint Plenary: The Impact of Technology on Pedagogy and Student Learning

A higher education journalist facilitated a discussion with a higher education thought leader(s) and several dental educators who are actively engaged in incorporating educational technology in classroom and clinical instruction. Speakers engaged in a discussion with assigned topics such as opportunities for online courses in dental school with implications for school finances; what is being learned from flipped classrooms that could help faculty learn more about adaptive learning techniques; implications of credit-bearing massive open online courses (MOOCs) as part of the dental school application process; how other professions are using online courses; and the implications of MOOCs for professional schools.

Welcome and Announcements

Dr. Pamela J. Hughes is the Board Director for Hospitals and Advanced Education Programs. Dr. Hughes welcomed the group of advanced dental education stakeholders. Dr. Ryan T. Hajek, Board Director for Students, Residents and Fellows, also welcomed the attendees. Attendees were asked to consider nominating a colleague or themselves for the 2014 elections of the ADEA COHAEP Board Director and Member-at-Large and appointments for delegates.

Evaluating Applicants from Pass-Fail Schools

Advanced education program directors and admissions committees are challenged to evaluate the preparedness of candidates from dental schools that use pass-fail grading systems. Representatives from seven U.S. dental schools that use pass-fail grading in their predoctoral programs briefly addressed their schools' predoctoral curricula and how students are assessed at their dental schools, how applicants are portrayed in the ADEA PASS Institution Evaluation, and the success of their graduates in being accepted into advanced dental education programs.

Upon completion of this program, participants will be able to:

- Describe the predoctoral curriculum of each pass-fail dental school and how students are evaluated within that curriculum
- Define the context of comments provided in the ADEA PASS Institution Evaluation to more effectively evaluate candidates from pass-fail schools
- Justify the success of applicants from pass/fail schools in advanced dental education programs

Columbia University College of Dental Medicine

Laureen Zubiaurre Bitzer D.M.D., M.S.

Associate Dean of Admissions and Student Affairs

- Honors/Pass/Fail system: 10% of students receive Honors (predetermined). The new Dean has requested the college to review the h/p/f system again.
- First four semesters of coursework consist of clinical clerkships, behavioral science and introductory dental classes. The remaining semesters consist of dental courses, including oral pathology, local anesthesia and pain control, oral surgery and diagnosis and treatment planning.
- Advantages of pass/fail include reduced anxiety in first and second year students, greater conformity with the medical school, and students can spend less time worrying about a specific grade and more time doing research or community service. Disadvantages include more stress than medical students because of the honors designation, reduced effort by some students who believe that will not make Honor status, and lack of grades for those competing for postdoctoral positions.
- Requirements for graduation include passing grades in all courses, NBDE Part I and II and OSCE exam, completion of all comprehensive clinical requirements, review from class committees.
- Institution Evaluation Form process: use internal student evaluations, individual meetings with the Dean of Student Affairs, and number of honors. Students are ranked in thirds for highest recommendation/ highly recommended/ and recommend.
- 95% of students complete postdoctoral training.

Harvard School of Dental Medicine

Sang Park, D.M.D., M.M.Sc.

Assistant Dean for Dental Education

- Curriculum includes fundamentals of medicine and dentistry in the first two years and principle and advanced clinical dentistry in the second two years. It places a strong emphasis on small-group, problem-based learning.
- Courses taken during the first two years are graded Pass/Fail and courses taken during the clinical portion are graded Honors/Pass/Fail.
- The approaches to student learning are student-centered, integrated, emphasis on links to experiential learning, defined core, opportunities for choice, parallel emphasis on skills and communication, and progressive testing.
- High value is placed on team work and self/peer assessment.
- A new patient-case driven clinic model, case completion care (CCC), could improve both patient care and student learning to achieve a patient-based comprehensive care environment in the student teaching practice. Among others, the goals encourage students to perform comprehensive care, reduce the number of remakes, and help

students learn the importance of patient management. In the first year CCC was implemented in 2009, there were a significant decrease in the number of transfer patience and an increase in the number of complete cases.

- 98% of students enter specialty programs.
- Faculty mentor student all four years and are involved in the evaluation of the students.

Stony Brook University School of Dental Medicine

David Paquette, D.M.D., M.P.H., D.M.Sc.

Associate Dean for Education

- Class size remains small, around 40, and historically 100% of graduates pursue advanced dental education training. The mission of the school is providing the future dental workforce for New Year.
- Students participate in service learning activities such as outreach trips to Madagascar, Chile, and Pine Ridge, SD.
- The curriculum includes bio-medical instructions provided at the School of Medicine and early preclinical courses and experiences beginning in year one. Themes in the curriculum are evidence-based dentistry, patient and community-centered care, and ethics and professionalism.
- The school's policy dictates that no GPAs or ranks are calculated which fosters a collegial, noncompetitive and humanistic culture conducive to the small class size. Didactic and technique courses are graded superior/ good/ average/ and failure. Patient care courses and seminars are graded honors/ satisfactory/ and unsatisfactory.
- The Institution Evaluation includes feedback from faculty on the student beginning in year one and an individual meeting with the Dean. The 'highest recommendation' rating is given only to exceptional individuals.

University of Connecticut School of Dental Medicine

Michael Goupil, D.D.S., M.Ed., M.B.A.

Associate Dean for Students

- Students have 6,000 hours of instruction, including 2,000 hours of basic science throughout all four years. Each student will be assigned 50 comprehensive care patients and will complete approximately 900 patient visits.
- The school uses a rubric to determine evaluation on the Institution Evaluation Form. This rubric includes personality traits as determined by a committee, academic performance, clinical performance, and service. The top 30-35% of students then receive a 'highest recommendation' rating, the bottom 25% of students receive a 'recommend' rating, and the rest fall in the 'highly recommend' rating.

- A large number of graduates pursue advanced dental education training, with most completing a GPR or AEGD residency.

East Carolina University School of Dental Medicine

R. Todd Watkins, Jr., D.D.S.

Assistant Dean for Dental Education and Informatics

- Students are assessed used XComp (eXtensible COMpetencies Platform) which tracks student competency daily. The goal is to easily identify where a student needs help to become 'competent.' The competencies then provide automatic rankings for didactic performance, case-base performance, clinical performance, and overall performance. These ratings are used internally.
- Over the four years of the curriculum students will encounter 5,000- 7,000 basic multiple choice and true-false questions in didactic settings, representing roughly 20% of student competence. During clinical experiences, assessed outcomes represent roughly 60-65% of student competence.
- Problem solving and critical thinking is graded using Yammer, an online small group discussion forum.
- The goal is to provide ECU with a true picture of each student's strengths and weaknesses.

University of California, San Francisco, School of Dentistry

Dorothy A. Perry, PhD.

Professor and Associate Dean for Education and Student Affairs

- The curriculum is provided at 32 hours a week in four hour blocks. There are no D grades and first and second year students will have four to six finals each quarter.
- First and second year students can receive letters of commendation in their student files. Third and fourth year students can receive honors on their transcript. Only the top 10% receive commendations or recommendations.
- Leadership, community service, and research are considered defining contributions when the Dean is writing the Institution Evaluation Form. These recommendations range from very strong to weak.
- In the past two years, over 75% of applicants to residency programs have been accepted.

Discussion

Attendees were encouraged to answer questions in small groups and then report the major themes, suggestions, and comments to the full group. The following comments are the opinions of one or more attendees and do not reflect the opinion or policy of ADEA or ADEA COHAEP. The opinions have been summarized for clarity and length.

1. How can we use what we learned today to more effectively review and evaluate candidates for admission to our advanced dental education programs?

2. What advantages or disadvantages do students from pass/fail schools have who apply to advanced dental education programs?

> a. From a student perspective
>
> b. From a program director perspective
>
> c. From an academic dean/student affairs perspective

- There is some unfamiliarity with the value that pass/fail schools put on the Dean's Letter (IEF). The schools take extra measures to ensure the letter is personalized and accurate.
- All of the represented schools advised program directors to contact the Dean or Dean's representative to follow up on an applicant, if needed.
- The pass/fail system could potentially mask lower performing students or excellent students.
- The 'coding' used in the letters should be standardized to help programs decipher their meaning. It would be helpful to have the schools share their own IEF rankings (i.e. 20% of our students will receive "highest recommendation" this year).
- Students from graded schools are concerned that grades and rankings contribute to a less robust Dean's letter.
- Program directors request that schools compile portfolios that program directors can review.
- The strain of supplementing the information is put on students who feel they have to do more and more to stand out, especially from pass/fail schools.
- Some programs directors, frustrated with lack of objective data, are not reviewing applications from students who attended a pass/fail school.
- In the uncertainty of how an application will be reviewed, a program director suggested that students visit the programs they would like to pursue to demonstrate their commitment and skill set.
- The students requested ADEA provide a PowerPoint presentation explaining the ADEA PASS process that can be shared with first and second year students.
- Many called for another standardized test or for the NBDE to be recalibrated so it could be used for admissions.

ADEA Dental Student Virtual Fair

Taking place on February 22, 2014 from noon – 5pm ET, the ADEA Dental Student Virtual Fair is an online resource for current dental students. All program directors are encouraged to participate as representatives of their specialty or of advanced general dental education. The event is free to both exhibitors and attendees and provides dental students with access to the

dental specialties, ADEA PASS resources, and career opportunities such as the military and group practice. Program directors interested in participating in this event should email Emily Rhineberger, ADEA COHAEP Liaison, at rhinebergere@adea.org. Students interested in registering for the event should visit www.adea.org/dentalstudentvirtualfair.

Tools within the ADEA PASS Application

Participants will explore the ADEA PASS Institution Evaluation, Professional Evaluation (PEF), and the ETS Personal Potential Index (PPI). Participants will review the Institution Evaluation's effectiveness and offer recommendations on how to enhance it.

Learning Objectives

Upon completion of this program, participants will be able to:

- Identify how the evaluation tools in the ADEA PASS application are a critical part of the application process.
- Explain to evaluators how the use of honest responses and a detailed narrative in the evaluations contributes to the success of the application.
- Compare and contrast the PPI, PEF, and Institution Evaluation.

Institution Evaluation

Michael Goupil, D.D.S., M.Ed., M.B.A.

Associate Dean for Students, University of Connecticut School of Dental Medicine

- Along with Jason Landino, a dental student at UConn, the school surveyed dental school deans, OMFS residency programs, and all residency programs where a UConn dental student was placed in the last five years.
    - o 74% of deans thought the letter had value.
    - o The Dean or Academic Dean account for 73% of letter writers.
    - o AEGD/GPR and OMFS program directors felt the letter was more important for applicants from pass/fail schools.
    - o UConn had not previously explained that the rating of "does not meet expectations" was not used in the IEF, yet all respondents agreed that an explanation of this decision should be stated in the narrative.

PPI and PEF

Emily Rhineberger, M.A.

Senior Director of Application Services, American Dental Education Association

- The ETS Personal Potential Index was implemented in 2011 following a critical analysis of program director responses to the NBDE moving to a pass/fail schema. After the first cycle, program directors agreed that the PPI was a valuable tool but the PEF should remain in the application.
- The PPI measures six dimensions: knowledge and creativity, communication skills, teamwork, resilience, planning and organization, and ethics and integrity. Three to five individual evaluators are required.
- The Professional Evaluation Form (PEF) is a traditional letter that allows the writer to use the narrative in free-form. It requires the writer to assess applicant attributes as well. The PEF is an optional part of the application.

Discussion

- Faculty evaluators need to be more educated on how to write PPIs and PEFs. Comments in the PPI should be mandatory.
- Evaluators are asked to self-identify their grading style (hard/easy) but it is not reported in the final evaluation. Program directors would either like to have that rating in the final report or to calibrate evaluations by evaluator.
- ADEA PASS needs to include an upload where applicants can include their portfolio.
- A 360 evaluation which included a peer and self-evaluation would be beneficial.
- It would be helpful for the NBDE scores to be submitted directly to ADEA PASS rather than the programs.
- Applicants concerned about connecting with a particular program should consider visiting and demonstrating their skills in the clinic.

Interview Protocols: Dos and Don'ts and Legal Implications

Annette McMurry, J.D.

Director of Admissions, The Ohio State University

- Step 1: Create your roadmap. Determine what the interview process will look like. Will it be a small group or MMI? Will reviewers have access to the full file or part of the file? Will standardized questions be asked? Who will participate?
- Step 2: Provide "travelers" with the right tools. Create a comprehensive training that includes interview guidelines, topics to avoid, the role of the interviewer, sample questions, and calibration exercises, among others. Have interviewers sign a confidentiality agreement.
  - o Conduct a training to avoid potential legal implications and create an equitable interviewing process.

- o Structure the interview process to ensure all candidates receive the same treatment and interviewer subjectivity is reduced.
- Step 3: Watch out for roadblocks. Don't ask questions about religion, national origin, marital stats, age, and disability, among others.
- A recent survey shows that only 40% of interviewers (predoctoral and advanced dental educators) receive limited training and less than 15% sign a confidentiality agreement.

Final Comments and Next Steps

Proceedings of this meeting will be distributed in the next ADEA COHAEP newsletter.

ADEA COHAEP members are encouraged to nominate themselves or their colleagues for the open positions of Board Director and Member-at-Large.

Join the Council at the 2014 ADEA Annual Session & Exhibition March 15-18, 2014 in San Antonio, Texas.