

# Exploring a Career in Academic Dentistry

Aaema Athar, 2015-16 ADCFP Fellow  
University of Pittsburgh School of Dental Medicine  
DMD Candidate, Class of 2016

## Personal Objectives

- Desire to see the other side of the story: view education from a teacher's perspective
- Learn how a course is designed
- Consider teaching as a potential career choice

## ACT ARCO/ADCFP Coursework

Three components of Academic Career Track Area of Concentration (ACT ARCO) at Pitt Dental:

1. Education
  - Didactic
  - Clinical
2. Research
3. Leadership

Examples of courses:  
Didactic Teaching  
Methodology  
Clinical Teaching  
Practicum  
Academic Administration



My classmates and I collaborating at our training sessions



## Leadership Development

Related coursework: Introduction to Leadership and Career Development

- View a day in the life of various leaders at Pitt Dental, including Deans
- Understand the meaning of being a leader in academics
- Comparing managing and leading
- Appreciate the importance of a team in effective leadership

## Teaching Experiences

Pre-Clinical sessions with D1s

- Operative Dentistry Lab
  - Beginning cavity preparation and restoration with composite resin
- First Year Clinic (Introduction to clinic)
  - Conducting patient interviews
  - Performing an examination
- Dental Materials Lab
  - Taking diagnostic impressions in a clinical setting
  - Making diagnostic study models

"Mini-Teaching" Lecture Simulation Exercise

- Prepared a lecture on a topic of my choice
  - Presented it to my peers in ACT ARCO and received feedback
- Small Group Experience
- Standardized Patient session
    - Helped D3s practice Motivational Interviewing
  - Ethics small group discussion
    - Reviewed ethical dilemma scenarios with D1s
    - Clarified ethical and professional standards based on **ADA Code of Ethics**



D2 students in the Simulation Lab

## Faculty Mentoring

Ample opportunities to discuss academics with faculty.

Including:

- Interviews with professors with a didactic focus, pre-clinical/clinical focus and learned their perspectives
- Discussions with faculty with administrative appointments, such as the Dean of our dental school
- ADEAGies Academic Career Day

## Research

Related coursework: Survival Skills for a Career in Dental Research

Research project:

Non-invasive dental procedures as a trigger for recurrent herpes labialis, University of Pittsburgh School of Dental Medicine, 2014-15

Advisor: Dr. Alexandre Vieira, DDS, MS, PhD

Aim of project: investigate the possible correlation between dental prophylactic treatments and the outbreak of recurrent herpes labialis



Me presenting at the IADR Conference, 2015, in Boston, MA

Independent research project resulted in opportunities to present my work, travel to several conferences, meet dental students with similar ambitions and leaders in research and gain an appreciation for science in Dentistry

Participated in ADA Foundation Colgate Dental Students Research Conference, Fall 2015



My colleagues and I with Dr. R. Bowen at the ADA Foundation of Standards and Technology

## Reflections and Future Plans

- Greater understanding of the roles of an educator and the challenges of being a teacher
- Better knowledge of teaching styles and course design
- Future: hope to stay involved in education and research



# To Teach, To Learn, To Inspire, To Conquering Goals And Dreams

Mandana Shaya DMD, 2015-16 ADCFP Fellow  
Advanced Education In General Dentistry  
University of Pittsburgh School of Dental Medicine



### **Personal Objectives And Goals:**

My philosophy: As an educator I hope to serve as a mentor and encourage life long learning. I would hold students responsible and accountable of their education and hope to teach them to be good problem solvers and creative and bold thinkers. In my classroom, I would want students to be actively involved in their learning.

### **Research Project #1:**

Title: Prevalence of Periodontal Disease by Recording Indices Among Low Income Discount Dental School Patients

#### **OBJECTIVE:**

The purpose of this study was to evaluate the prevalence of periodontal disease among the patient population at the University of Pittsburgh who receive the Low Income Discount (LID) financial obligation reduction based on family income in relation to federal poverty guidelines.

#### **STUDY DESIGN:**

This was a retrospective study examining the Electronic Health Record at the University of Pittsburgh School of Dental Medicine (axiUm, Exan Group) from August 2008 to April 2013 (N = 7936). Records of the complete periodontal examination, income, age, gender, race, and other variables were collected and analyzed.

#### **RESULTS:**

Logistic regressions were performed, controlling for patients' age, ethnicity, smoking status, BMI, and diabetes. The odds of having periodontal disease for patients receiving the low income discount (LID) was higher (1.055), but the difference was not statistically significant (P = 0.35).

#### **SIGNIFICANCE:**

Patients receiving the low income discount did not have a higher prevalence of periodontal disease. Factors other than income appear to be more important to predict greater prevalence of periodontal disease, but this insight requires further investigation.

### **Teaching Practicum:**

#### **Introduction to Dental Anatomy Lab**

- 7 Sessions (40 students each session)
- 1<sup>st</sup> year dental students

#### **First year clinic**

- 7 Sessions (20 students each session)
- Obtain medical history of patients

#### **Standardized Patient Session Facilitator**

- 5 Students for the session
- Supervised students as they simulate initial appointment with patient and complete medical and dental history

#### **Didactic Teaching in Cariology**

- 80 Students (First Year students)
- Designed lecture and activities for a course on sealants

### **Research Project #2 :**

Using data collected previously by COHRA (Center for Oral Health Research in Appalachia) in a study directed by Dr. Weyant a research project was created using parts of this data to analyze how locus of control plays a role in caries rate in this population. Mothers locus of control was determined and correlated to corresponding child's (ages 1-6 years old) caries rate.

#### **Definitions:**

Internal Locus of Control - individual believes they are responsible for their on success

External Locus of Control - individual believe that an external force such as luck determines the outcome

*"You cannot teach a man anything, you can only help him find it within himself." — Galileo Galilei*

### **Faculty Interview:**

- To be successful, one must take time to understand and learn what ignites each individual person; to find their potential.
- Nothing in teaching can be established as a negative aspect, but rather just another learning opportunity

### **Reflections:**

In class we learn that effective teaching depends on a teachers ability to communicate well with students. Asking the right question and being able to explain ideas effectively are crucial in teaching. Can one address the question in a manner that allows the student to think and process the answer without the teacher directly telling the student the correct answer? The goal is to create an experience that will alter a student's attitude, behavior, or skill so that the he or she can retain a new understanding and perspective of the topic being taught. By gradually adding the new skills to this experience eventually the student will master the skills necessary.

### **Future Plans:**

I hope to practice General Dentistry for a couple year and gaining a more thorough understanding of the field prior to considering a career in clinical teaching.

### **Acknowledgment:**

I would like to thank the faculty that made this program possible: Dr. Horvath and Dr. Wankiiri-Hale. I would like to also acknowledge the School of Dental Medicine faculty and staff that make learning fun and full of adventures.



# The Curious Path Toward Teaching

## 2015-2016 Academic Dental Careers Fellowship Program (ADCFP)

David Cole; DMD Candidate

University of Pittsburgh School of Dental Medicine



### Personal Objectives

- Explore career options as a clinical instructor
- Work with pre-doctoral students in the pre-clinic in a formal setting
- Learn transferable skills that could be implemented in a private-practice setting.



### Research

- Comparing 3dMDface Digital Stereophotogrammetry & 2-D Facial Photography to Real Life Facial Form Analysis for Orthodontic Diagnosing and Treatment Planning



### Faculty Interviews

#### Insights:

- Academics vs private practice
- Full- time vs part-time
- Challenging vs fulfilling aspects of teaching
- Greatest successes and future goals



Dr. Ronald DeAngelis



Dr. Manjari Kulkarni

### Teaching Experiences

#### The Skull: Basic and Applied Anatomy (lab TA), Spring 2014

My role: to instruct predoctoral dental students in the anatomy of the skull to instill a clear and lasting understanding of the anatomical concepts and relationships essential for the practice of dentistry.

#### Principles of Operative Dentistry 1 Lab (clinical student teacher), Spring 2014

My role: to assist and guide the students to develop the psychomotor skills to prepare and restore cavities using amalgam on a mannequin

#### Fixed Partial Dentures 1 Lab (clinical student teacher), Fall 2015

My role: to instruct students in the necessary lab and clinical procedures in preparing teeth and fabricating single

#### Oral and Maxillofacial Pathology (peer tutor), Fall 2015

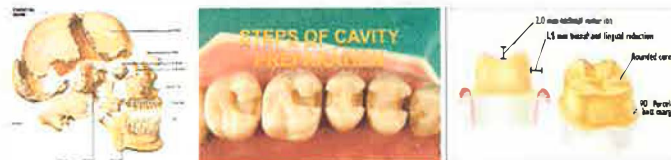
My role: to act as a tutor to students identified by the course director as those in need of additional instruction in study skills and the instruction of Oral and Maxillofacial Pathology.

#### Introduction to Behavioral Dentistry (Standardized Patient session facilitator), Spring 2015

My role: to facilitate Standardized Patient sessions involving the use of Motivational Interviewing skills

#### Orthodontic Diagnosis and Treatment Planning (guest lecturer), Spring 2015

My role: to present a lecture to the second year pre-doctoral students on the advances in technology in the field of Orthodontics



### Reflections

" The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires."

- William A. Ward

### Future Plans

#### Welcome to VCU Orthodontics Class of 2018!



### Acknowledgements

Sincere thank you to my advisors Dr. Horvath and Dr. Wankiiri-Hale, without whom none of this would have been possible



Dr. Zsuzsa Horvath



Dr. Christine Wankiiri-Hale

## Preparing Posters:

- Posters should fit to one side of the poster board. The dimensions of the usable work area of the board are **4 feet high by 8 feet wide**. Use these dimensions only.
- Prepare a label to affix at the top of the poster board. Indicate on the label:
  1. Title
  2. Author(s)
- Authors have complete freedom in displaying poster information in figures, tables, text, photographs, etc. The presentation must cover the same material as the abstract. Do not use staples or tape.
- Briefly describe procedures and materials. Define all trade names first, and then use generic names throughout. All compounds and drugs must be identified.
- Prepare all illustrations neatly and legibly beforehand, in a size sufficient to be read at a distance of up to 6 feet. A series of word-processed pages attached to the poster board is not an acceptable poster. **Electronic presentations are not permitted.**
- Authors must wear name badges so they can be identified as one of the authors.
- Push pins will be provided. Please make sure they do not fall on the floor; they can puncture shoes and the tires of scooters or wheelchairs. Do not use staples or tape.
- All poster boards will be numbered. Please check your email confirmation for your unique poster number.
- You may set up an hour before and remove your poster an hour after your poster time slot.

## Using Accessible Text:

### Is my font size legible from 3 to 6 feet?

- **Title:** Ideal font size is at least 72 for poster titles. Titles should be viewable from 6 feet away to catch the reader's attention.
- **Block or Body Text:** 36 point font is ideal. The minimum is 24 point.
- **Type of font:** Please use fonts that are non-decorative.
- **Font color:** Black text with a white background is ideal and proves to be much more legible. Other colors are acceptable. This is only a recommendation.
- Make sure that there aren't too many lines per text block.

### Sample title size:

# MBA

Sample Block Text/Body size:

# MBA

## Using graphics:

- Use captions or labels for images.
- Are the images appropriate?
- Don't avoid using images! Use them in a creative manner. This will draw the audience to your message.
- Use charts (pie charts, line graphs, etc.) appropriately, with a clear explanation of the data being used.
- Do not place images over text. This will distract the reader.
- Lastly, make sure all information is in logical order.

Example of a well-displayed poster:

