WE WANT YOU!
Reviewing Annual Session & Exhibition Program Submissions
Today’s Speakers

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Associate Dean Academic, Lead for the Integrated Accreditation Unit
Professor
University of Manitoba Dr. Gerald Niznick College of Dentistry
Manitoba, Canada

Robert Spears, M.S., Ph.D.
Associate Dean for Student and Academic Affairs
Professor, Department of Diagnostic and Biomedical Sciences
University of Texas School of Dentistry at Houston
Disclosure

All speakers agree that neither they nor members of their immediate family have any financial relationships with commercial entities that may be relevant to their presentation.
Would you Accept or Reject this Proposal?

Beyond the Boundaries of Practice Management Courses in Dental Schools

Abstract:
Practice management courses (PMCs) share similar goals, objectives, content, assignments and resources. Moreover, are the patterns presented by PMCs effectively achieving the goals of preparing students as outlined by theories and models of practice management? To support the critical assessment of PMCs, results from 2005 of all dental schools' PMCs will be presented. Trends will be explored. A synthesis of findings, in conjunction with current literature on PM, will guide a discussion.

Learning Objectives:
• various useful components for delivering successful practice management courses.
• guiding principals based on theory and models from the literature for creating practice management courses.
• assessment tool that can be used to assess students in terms of the guiding principals.
ACCEPT
Why?

REJECT
Why?
Learning Objectives

• Identify key steps of the ADEA the program review process.

• Explain the importance of standardization among reviewers.

• Apply selection criteria to review a submission.
Submission and Review Timelines

March–June 1 (annually) Educational Abstracts
March–Sept. 1 (annually) Poster, Tech Expo and Corporate Submission Abstracts

June–July (annually) Blind Peer Review
Sept.–Oct. (annually) Poster, Tech Expo and Corporate Submission Reviews

August (annually) Educational Review
October (annually) Poster, Tech Expo and Corporate Submission Review Meetings

Notification of Proposal (non)Acceptance
Educational (Aug. annually)
Poster, Tech Expo and Corporate (Dec. annually)
Types of ADEA Sessions

External Reviewers
- New Ideas Session
- Educational Session
- Poster Session

Internal Reviewers
- Corporate Council
- Techexpo
- Business, Governance and Special Events
Importance of Calibration

- Judging the quality of conference proposals.
- Accountability of reviewers to reduce biases.
- Provides for a more “objective” assessment.
- ADEA can also test for reliability of the reviewing process to ensure that reviewers are aligned in terms of the reviewing process.
- Ensures that the proposal receives the best assessment possible.
## Reviewing Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4 = Excellent</th>
<th>3 = Good</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The proposal presents issues of immediate relevance and importance for dental education, with evidence based on current best practices or emerging pedagogy.</td>
<td>The proposal focuses on issues and evidence that are based on current best practices in dental education.</td>
<td>The proposal is related to dental education, but does not contain information that is relevant to best practices in dental education.</td>
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<tr>
<td><strong>Clarity</strong></td>
<td>The title, abstract and learning objectives clearly describe the session.</td>
<td>The title, abstract and learning objectives of the session are generally well described.</td>
<td>The title, abstract and learning objectives of the session are unclear.</td>
<td>The title, abstract and learning objectives of the session are incomplete and unclear.</td>
</tr>
<tr>
<td><strong>Format Seminar</strong></td>
<td>The proposal clearly addresses the Annual Session theme OR professional development goals of ADEA in a well-organized, provocative and interactive format.</td>
<td>The proposal addresses the Annual Session theme OR professional development goals of ADEA in a well-organized format.</td>
<td>The proposal does not clearly describe how it addresses the Annual Session theme OR professional development goals of ADEA or the format and organization of the session are unclear.</td>
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<tr>
<td><strong>Format Workshop</strong></td>
<td>The proposal demonstrates a high level of interactivity among participants in an active learning environment.</td>
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<tr>
<td><strong>Professional Writing</strong></td>
<td>The proposal is well written.</td>
<td>The proposal has minor errors and would require some editing.</td>
<td>The proposal has errors and would require significant editing.</td>
<td>The proposal requires complete rewriting to understand its meaning.</td>
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<td><strong>Contribution</strong></td>
<td>The proposal will make a significant contribution and should attract a large number of participants from areas within dental education.</td>
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Proposal: Beyond the Boundaries of Practice Management Courses in Dental Schools

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Practice management courses (PMCs) share similar goals, objectives, content, assignments and resources. Moreover, are the patterns presented by PMCs effectively achieving the goals of preparing students as outlined by theories and models of practice management? To support the critical assessment of PMCs, results from 2005 of all dental schools' PMCs will be presented. Trends will be explored. A synthesis of findings, in conjunction with current literature on PM, will guide a discussion.

**Learning Objectives:**
- various useful components for delivering successful practice management courses.
- guiding principals based on theory and models from the literature for creating practice management courses.
- assessment tool that can be used to assess students in terms of the guiding principals.
Your Turn: Assess the Proposal’s Content

Needs Extensive Improvement—The proposal does not clearly focus on issues of importance and relevance to best practices in dental education. 1

Fair—The proposal is related to dental education, but does not contain information that is relevant to best practices in dental education. 2

Good—The proposal focuses on issues and evidence that are based on current best practices in dental education. 3

Excellent—The proposal presents issues of immediate relevance and importance for dental education, with evidence based on current best practices or emerging pedagogy. 4
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Your Turn: Assess the Proposal’s Clarity

Needs Extensive Improvement—The title, abstract and learning objectives of the session are incomplete and unclear.

Fair—The title, abstract and learning objectives of the session are unclear.

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### Calibration Exercise Step 3: Format

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**Proposal: Beyond the Boundaries of Practice Management Courses in Dental Schools**

Participants will be introduced to practice management course philosophies and theories and then will get the results from the study which they might be able to share at their tables with partners.
Your Turn: Assess the Proposal’s Format

Needs Extensive Improvement—The proposal describes no interaction among participants. 1

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Calibration Exercise Step 5: Contribution

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Providing a Teachable Moment: Comments

New or Novice ADEA Proposal Writers:
- Require guidance and constructive feedback for learning how to improve their proposal writing for the future.
- Taking a few minutes to draft useful feedback can make the difference and generate hope for the proposal writer to resubmit for the next year’s conference.

Example: I would encourage you to make the following changes and either resubmit next year or make the changes and generate a poster for the Sept. deadline. Changes include:
- Appropriate title that is specific to your proposal.
- Attention to spelling errors.
- Current data.
- Provide more details to how you will be engaging the audience.
Proposal: “Mindset” Research and How it Applies to Dental Education

Abstract:
Research into a relatively simple but powerful concept, mindset, is changing the way educators think about intelligence. Mindsets are beliefs about yourself and your basic qualities. In a fixed mindset, individuals believe their basic intelligence or talent cannot be increased; in a growth mindset, individuals believe their intellectual and talent abilities can be developed through hard work and dedication. Participants will learn about the concept of fixed vs growth mindset; self-assess to identify if they have a fixed or growth mindset; identify ways in which this applies to dental education, and strategize on how to influence the mindset of students.

Learning Objectives: Participants will:
1. self-assess to identify if they have a fixed or growth mindset;
2. identify ways in which this applies to dental education, and
3. strategize on how to influence the mindset of students.

Participants will complete a self-assessment to determine their own personal mindset. Structured discussion on relevant questions will be integrated throughout. Workgroups will develop a list of ways to integrate concepts into dental educational settings.
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<td>Good—The title, abstract and learning objectives of the session are <strong>generally well</strong> described.</td>
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<td>Excellent—The <strong>title</strong>, <strong>abstract</strong> and learning objectives <strong>clearly</strong> describe the session.</td>
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## Calibration Exercise Step 3: Format

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Your Turn: Assess the Proposal’s Contribution:

Needs Extensive Improvement—The proposal will make **no** contribution and will attract **few** participants.

Fair—The proposal will make a **small** contribution and will be of interest to **few** participants.

Good—The proposal would make a **meaningful** contribution and should be of **interest** to at least one section or group of participants in dental education.

Excellent—The proposal will make a **significant** contribution and should **attract** a large number of participants from areas within dental education.
Common Errors

- Giving everyone a good grade.
- Not responding on time.
- Not using the rubric.
Summary

- Identify key steps of the ADEA the program review process.
- Explain the importance of standardization among reviewers.
- Apply selection criteria to review a submission.
Questions?
Contact any of the members of the ADEA ASPC committee listed on the ADEA website for more information.