# Organizing a VIRTUAL Chapter or District "I Have an ADEA" Event

## Goals

The "I Have an ADEA" event was developed as an opportunity for student teams to create innovative dental curricula. Students are tasked with tackling current issues facing dentistry and dental schools. They have the goal of developing a school that will prepare their students to be successful leaders in their profession. The competition can include detailing a school name, mission statement, curriculum (didactic, preclinical and clinical) but is not limited to these topics. Organizers are encouraged to create a task that allows students to best develop innovative and creative solutions to the challenges faced in dentistry. This can include public health, diversity and inclusion, interprofessional education, etc., with the goal of challenging students to think outside the box, leading to diverse ideas and presentations.

## Resources

We have included sample documents and major topics of discussion that our student districts have used in planning past "I Have and ADEA" events (here):

I. Sponsorship and Donation (i)

II. Developing the Model of "I Have an ADEA" - Launch of the ADEA CCI 2.0

III. Curriculum Presentation Criteria
   A. Name of all presenters and respective schools
   B. Area of concentration
      1. Groups can be assigned to design curriculum for one of the four elements of dental education. Each element can encompass a broad range of topics, so please allow enough time for teams to complete their curriculum design.
         a) Basic and Biomedical Sciences: Anatomical and Human Systems
         b) Preclinical Sciences: Simulation Courses, Foundations of Clinical Dentistry
         c) Clinical Sciences: Clinic, Rotations, Externships, Patient Care
         d) Health Care Delivery Sciences and Systems: Practice Management, Community Outreach, Behavioral Science
      2. Groups can also be assigned or freely choose topics that their curriculum will address. Sample topics are:
         a) Public Health and Community Service
         b) Diversity, Outreach and Inclusion
         c) Evidence-based Dentistry
         d) Research
         e) Dental Academia
         f) Health and Wellness
         g) Interprofessional Education
         h) Integrating Technology into Education

          i) Public Policy

          j) Specialty Programs

          k) Competency, Licensure and Board Exam

          l) Global Oral Health

IV. Presentation Grading Rubric Outlines (i)

    A. Clear mission statement and program goals

    B. Innovative, well-organized schematic outline of school's curriculum

    C. Appropriate strategies for assessing teaching and student performance

    D. Relevant methods for program evaluation

    E. Evidence-based designs

    F. Address individual needs of prospective students

    G. Identify curriculum challenges and limitations

## Committees

| Committees | Responsibilities | Considerations |
|---|---|---|
| Steering Committee | ➢ Determine the date and time of event.<br>➢ Create theme of event. | ➢ Consider time zone differences. |
| Agenda | ➢ Create event itinerary:<br>  ○ Welcome Address and Introductions<br>  ○ Instruction and Presentation Requirement<br>  ○ Breakout Discussions<br>  ○ Group Presentations<br>  ○ Judging<br>  ○ Awards and Final Words<br>➢ Coordinate Zoom breakout rooms and smaller discussions.<br>➢ Time and manage presentation slide decks. | ➢ A virtual event should be kept shorter to retain engagement.<br>➢ Have multiple Zoom hosts in case of faulty internet connection.<br>➢ Send out links where each group can add their presentation to streamline the process. |
| Funding | ➢ Apply for funding, donations and sponsorships.<br>➢ Buy prizes or package donated prizes.<br>➢ Create budget for different expenses.<br>➢ Reimburse expenses, if needed.<br>➢ Consider shipping cost if prizes need to be sent out or picked up from individual schools. | ➢ To encourage participation, raffle prizes for general participants, awards/prizes for winning team.<br>➢ Thank you gifts for judges |
| Public Relations | ➢ Design posters and create registration form.<br>➢ Advertise event through district social media.<br>➢ Designate lead contacts from each participating school to be in charge of chapter advertisement.<br>➢ Keep record of participant registration and communicate pre-event instructions and materials.<br>➢ Create teams from registered participants.<br>➢ Consider possible social/ice-breaker event. | ➢ Pre-event instructions should include event theme, goals, any literary journals and reading materials.<br>➢ Create teams with members from different schools and years, assign group advisor/mentor/captain (someone who has had experience at a Hackathon event), if possible. |

| Faculty/ Judges Recruitment | ➤ Send formal invitation to ADEA chapter student leaders and Dean of Academic Affairs.<br>➤ Have chapter lead contacts invite at least one faculty/dean per chapter to be judges.<br>➤ Prepare thank you gifts for judges. | ➤ Invitations should be sent one to two months in advance. |
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## Timeline

Pre-event preparation generally begins approximately six to seven months before the event. This timeline outlines a plan for an event in February and can be adapted based on the schedule your school or district plans to follow.

**August/September:**
- Reach out to past leaders or event attendees to obtain any available resources, get advice and learn more about hosting an "I Have an ADEA" event. If this is your school or district's first time planning "I Have an ADEA", we recommend reaching out to a group who has held one in the past to see if you can attend planning meetings.
- Form a school committee or district board. Recruit a variety of student leadership that includes students from multiple years, all the involved schools and those of varying levels of experience with ADEA.
- Leadership should reach out to third-party sponsors if funding is needed. Be sure to reference the conflict of interest policies of each school that may attend.
- Send meeting schedule to "I Have an ADEA" Liaisons:
  - Kathryn Forth (forth@uchc.edu)
  - Nhat-Thi Vo (nhat-thi.vo@ucsf.edu)
- Hold your first planning meeting, outline each person's roles and create a timeline. Designate a lead contact person from each school or year. Choose a date that works for all schools involved. The event is usually held on a Saturday or Sunday.
- Create a group chat (e.g., GroupMe or Slack) for event planners to communicate easily.
- From this point on, meet at least once a month with all event organizers.

**October:**
- Identify potential keynote speakers:
  - Past deans, interprofessional education faculty, ADEA Leadership, etc.
- Continue meeting at least once a month as a group to discuss details of the event. Subcommittees may meet more often. Important items to address can be found in the Committee section.
- Reach out to "I Have An ADEA" liaisons with any challenges that come up.

**November:**
- Continue to meet regularly.
- Finalize judges and speakers.

**December:**
- Continue to meet regularly.
- Send out a save-the-date with the times to all students, residents and faculty.

**January:**
- Designate leadership to roles that will help facilitate the virtual event and make sure all members are able to contact one another in a timely manner (outside from Zoom).
- Send out registration forms.
- Send out reminder emails.

**February:**
- Send details of the event to those who have registered. Continue to advertise the event.
- Send reminders and logistics/schedule to judges. Consider holding a "training" session to help judges and speakers understand the virtual system you will use.
- Close registration several days prior to event.
- Organize teams. (Optimize the mix of schools and class years.)
- Hold a practice "I Have an ADEA" session with your leadership to run through logistics of virtual platform.
- Have a team meeting the day before to review the plan and each person's role.

**Event Day:**
- Prior to event:
  - Team huddle.
  - Make sure teams are adjusted for any last-minute changes in attendance.
- Judge debrief:
  - Meet with the judges to discuss how the day will work and answer questions.
  - Designate a student to stay with the faculty as they move to breakout rooms to help facilitate and troubleshoot, if needed.
- Check attendance. Have students sign in 15 minutes prior to the event to make sure cameras and microphones are working.

## Event Agenda

Traditionally, the "I Have an ADEA" event has occurred across an entire day. We anticipate one of the greatest challenges in moving from an in-person to virtual event is keeping attendees engaged and making sure all students feel involved. We have created a more condensed event to prevent excessive screen time. Below, you will also find a list of ideas to help create a feeling of community and connection while hosting a virtual event.

Increasing engagement (with a budget):
- Event T-shirts, water bottles, voucher for food, etc.
- Prizes for participation or specific awards based on presentations

Increasing engagement (with no monetary resources):
- Zoom background contest
- Team introductions prior to event
- Lots of advertising
- Q&A with faculty judges about their perspectives

Agenda:
- Welcome and overview (10 minutes)
- Go over virtual platform (10 minutes)
- Keynote speaker (20 minutes)
- Team assignments (5 minutes)
- Team ice breaker and introductions breakout session (10 minutes)
- Regroup for topic assignments and introduction of judges (10 minutes)
- Working session (~1.5 hours; advise students to include a break in this time)
  - Allow judges to visit these sessions, if they wish.
- Presentations (10 minutes each; this includes 2 minutes for questions; total 1 hour)
- Judging (20 minutes)
  - Student networking during this time
  - Speaker
  - Raffle/game for small prizes
- Awards (10 minutes)
- Closing remarks (5 minutes)
- Send out post-event survey to gain feedback from attendees and thank participants for their efforts. (Include "screenshot" pictures from the day in email.)
- Fill out survey for "I Have an ADEA" leadership

Keep in mind that these times are only suggestions and can be altered to fit the unique characteristics of your event! We suggest keeping it to approximately 4 hours or a half-day sessions. If you wish to have a longer event, make sure to take into account breaks for meals, and ways to keep students engaged!

## Survey for "I Have an ADEA" Leadership
This survey is intended to be taken by any students involved in planning a "I Have an ADEA" event. It will be used to help guide improvement of resources for future events. Access survey here.

## Zoom Design
I. What to consider:
  - Time zone: If participants may be joining from a different time zone, please select a reasonable time for the majority of your participants.

- Enable setting to "mute all participants" as they enter the meeting to avoid interruptions.
- Create a common Zoom background for all leadership to use.
- All participants should be instructed to rename themselves to their full names.

II. Scheduling a Zoom event:
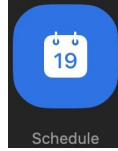


    A. Select "Schedule" on the Main Home page of Zoom.

    B. Give your event an appropriate name, date and time.

III. Hosting:

    A. Capacity: Different schools may have different contracts with Zoom that give different capacities for the size of a meeting. Verify this capacity and the main host should be an individual with the largest capacity limit.

    B. Number of hosts: Designate at least two to three hosts so the session will continue in the event that the main host becomes disconnected unexpectedly.

        1. Sign into Zoom Web Portal. Settings > In Meeting (Basic) > Enable Co-hosts

    C. Connectivity: As this is a large scale event, ensure the main host has a strong internet connection and sound/microphone connection to prevent interruptions.

    D. Waiting room:

        1. Allows all participants to start the meeting at the same time and allows monitoring of participants.

        2. If enabled, there should be an individual who is monitoring and admitting individuals while the main speaker is presenting or sharing a screen. Some participants may lose connection and try to re-enter the Zoom session. The leadership board can join earlier to have a huddle.

    E. Mute all active notifications (text/calls/news/other apps) on desktop when sharing your screen.

    F. Consider making the judges "hosts" so they can move around the breakout rooms.

IV. How to enable and create breakout rooms:

    A. Sign in to your Zoom web portal. Settings > In Meeting (Advanced) > Enable Breakout Room.
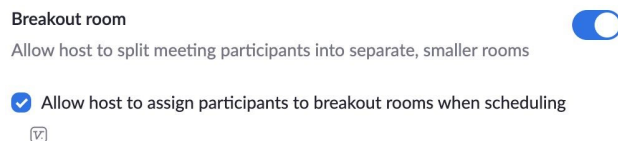


    B. To pre-assign participants to breakout rooms, select "Allow host to assign participants to breakout rooms when scheduling." This can be done once the participation list is complete and registration closes.

    C. Only the host has ability to assign participation to breakout rooms. Requisites:

- Windows: **3.5.31087.1102** or higher
- macOS: **3.5.31087.1102** or higher
- Linux: **2.0.81497.1116** or higher
- Chrome: **2.4.943.510** or higher

      D. Troubleshooting: Pre-assigned participants may not show up. Give some time to reassign the teams.

V. Screen-sharing and streamlining presentations:

      A. Option 1: All presentations are compiled in one folder, and one individual is in charge of screen-sharing and navigating through the slides while the teams present.

      B. Option 2: Each group has a designated person controlling the slides who will be sharing their screen.

            1. Settings > In Meeting (Basic) > Enable Screen Sharing for All Participants.

## Judging

Ideally, there will be a representative judge from each school involved in the event. These can be faculty from any discipline, deans, didactic or clinical. We encourage you to choose judges from *diverse backgrounds* to maximize the range of perspectives. Make sure judges are aware that this is a virtual event and are comfortable in engaging in this manner. We also suggest holding a training session prior to the event to help judges become familiar with the virtual platform and understand their role in the event.

Additionally, be sure to send a thank you letter to each judge after the event!

## Post-event Survey

Gathering feedback on your event from attendees is a great way to improve the event in the future. Consider having an incentive, such as entering student names into a raffle for completing the survey. The survey questions below are examples of information that may be useful for your team.

1. Class or residency year/school.
2. What worked well in the virtual "I Have an ADEA" event?
3. How did you feel the virtual platform worked in creating a feeling of community and teamwork?
4. Was the length of time appropriate for this type of virtual event?
5. Do you have any suggestions for improving future events?