2013 ADEA Annual Session & Exhibition
March 16-19, 2013, Seattle, Washington

In conjunction with the Association of Canadian Faculties of Dentistry/L’Association des facultés dentaires du Canada
While Attending the 2013 ADEA Annual Session & Exhibition, Visit Us Online!

Check out the 2013 ADEA Annual Session & Exhibition website at www.adea.org/adea13. It’s your one-stop shop to evaluate educational sessions, learn about CE credits, and access other electronic resources.

Download the 2013 ADEA Annual Session Mobile App to have everything you need in the palm of your hand, including the interactive show schedule, exhibitor listings and product searches, an interactive floor map, session and event schedules, show alerts, and social media. Accept “push notifications” when prompted to ensure the most up-to-date information appears on your mobile app.

Access the Online Program Planner to browse the schedule or find presentations and sessions by subject, title, name, date, or time.

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Find out more about next year’s ADEA Annual Session & Exhibition, scheduled for March 15-18, at www.adea.org/2014.
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Dear ADEA Members, Colleagues, and Friends:

On behalf of the American Dental Education Association (ADEA) Board of Directors, welcome to Seattle, Washington for the 2013 ADEA Annual Session & Exhibition. We are thrilled you are joining us for this premier education and networking event for the dental education community.

Each year, the ADEA Annual Session & Exhibition offers members, friends, and exhibitors the opportunity to collectively share their knowledge and learn from one another. Our theme this year, “Landscape of Learning,” encompasses key issues and future-oriented concepts in dental education. In an increasingly complex and rapidly changing world, the dental education community has an obligation to embrace life-long learning and plant the seeds that will encourage their students to do the same. Effective growth through life-long learning requires insightful reflection, openness to change and innovative ideas, and a capacity to understand how those changes and ideas impact the entire dental education landscape, including curriculum and pedagogy.

We challenge you to assess and reflect on your needs as a life-long learner. Over the years, I have come to realize that education is far from finite—it simply does not end after one course of study or after completing dental school. The knowledge explosion in dentistry is growing exponentially, thus making life-long learning essential. We must have our fingers on the pulse of all aspects of dental education, the latest research and best evidence, and the political climate of health care in order to grapple effectively with the issues we will be facing.

Throughout the course of these next few days, the array of educational programs offered will energize us, providing new avenues of thought and approaches to education and research, and opening up opportunities to network and share ideas. We will also honor significant achievements among our colleagues during various awards presentations and at the William J. Gies Awards for Vision, Innovation, and Achievement.

As we convene for our 90th annual gathering and celebrate this important anniversary for ADEA, we will not only challenge ourselves and each other, but also continue to raise the quality and consistency of our profession by recognizing excellence and instilling life-long learning into ourselves and our students.
Dear ADEA Members and Friends:

On behalf of the ADEA Annual Session Program Committee, I am honored to join ADEA President Jerry Glickman in welcoming you to the 2013 ADEA Annual Session & Exhibition here in Seattle.

With this year’s theme focused on the Landscape of Learning, the pages that follow will give you a sense of the wonderful scope and variety of this year’s ADEA educational programming. While it is always difficult to choose among the vast selection of programs, events, forums, and speakers, we hope our Annual Session & Exhibition will make 2013 very engaging and enjoyable. As was done last year, the programming is divided into six learning focuses: Admissions and Operations; Advocacy and Public Policy; Leadership and Career Development; Teaching, Learning, and Curriculum Development; Research and Trends; and Technological Innovations. The presentations are 45, 60, or 90 minutes long to help make maximum use of your valuable time. Our programming shares immediate relevance to dental education and research, health professions, and patient care while challenging us to engage in our profession both during the meeting and after we return to our work settings.

We’ve also made some changes to this year’s overall schedule in response to ADEA member requests for shorter, more economical meetings. The Annual Session & Exhibition will end with the closing of the ADEA House of Delegates at 4:30 p.m. on Tuesday, March 19. In addition, Exhibit Hall dates have been moved to Sunday and Monday, March 17-18, with dedicated and extended hours on both days. We have also limited programming during that time so you can take advantage of enhanced Exhibit Hall offerings and scheduled networking opportunities, including the Connect & Collaborate Lounge, a dedicated coffee break, and lunches for attendees. Please be sure to stop by the Exhibit Hall and visit the nearly 95 exhibitor booths (including the new One ADEA Showcase booth), the ADEA TechExpo, and poster presentations by both faculty and students.

We know you will be very engaged here in Seattle, and the ADEA Annual Session Program Committee looks forward to welcoming you and assisting you throughout the meeting. We also encourage you to find the time to attend governance activities such as the meetings of ADEA’s seven councils and the ADEA House of Delegates. We hope that this year’s ADEA Annual Session & Exhibition will enrich your journey of life-long learning!
Greetings:

On behalf of the people and City of Seattle, I want to welcome you to the 2013 American Dental Education Association Annual Session & Exhibition at the Sheraton Seattle Hotel and the Washington State Convention Center. ADEA has dedicated itself to making oral health a national priority, and I am pleased that Seattle was chosen as the site for the important work that you will accomplish together this week.

Seattle is a beautiful city with an enormous range of arts, culture, and food within an easy walk of both the Sheraton and Convention Center. I hope you will find time within your busy schedule to take a stroll down to the waterfront or explore a few of our beautiful neighborhoods—I promise you we have plenty of places to relax after long days of learning.

I wish you a successful and valuable conference, and encourage you to come back and visit anytime. On behalf of the people of Seattle, we are very glad you’re here!

Sincerely,

Michael McGinn
Mayor of Seattle
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Acknowledgements

The American Dental Education Association deeply appreciates the tremendous work and leadership of the ADEA Annual Session Program Committee (ASPC) and thanks the committee members for their service. The 2013 ADEA ASPC consists of the following members:

Dr. Ronald Botto, Chair, University of Kentucky; Dr. Denice Stewart, Oregon Health & Science University; Dr. Gerald N. Glickman, Texas A&M University; Dr. Brian C. Lourie, University of North Carolina; Dr. Michael A. Landers, Case Western Reserve University; Dr. Randy Mazurat, University of Manitoba; Dr. Cheryl Westphal Theile, New York University; Dr. Wendy Sue Woodall, University of Nevada, Las Vegas.

ADEA thanks the many individuals who contributed to planning and supporting the activities of the 2013 ADEA Annual Session & Exhibition. We would like to acknowledge Professor Gail Childs, University of Florida, coordinator of the poster presentation abstract review process, and Dr. Muhammad Walji, The University of Texas School of Dentistry at Houston, coordinator of the ADEA TechExpo.

The ASPC also thanks the following people who assisted in peer review for submissions for the 2013 ADEA Annual Session & Exhibition. We thank them for their effort to create educational programming that meets the needs of ADEA members and the dental education community. Those reviewers included:

Dr. Amit Acharya, Marshfield Clinic Research Foundation; Ms. Mary Baechle, Virginia Commonwealth University; Ms. Christine M. Blue, University of Minnesota; Dr. Philip Buchanan, University of Pacific Arthur A. Dugoni School of Dentistry; Dr. Arthur A. Dugoni School of Dentistry; Dr. Gregory Calip, Fred Hutchinson Cancer Research Center; Prof. Wanda Cloet, Central Community College; Dr. Risha De Leon, Harvard School of Dental Medicine; Dr. Janice DeWald, Texas A&M University Baylor College of Dentistry; Dr. Evelyn Donate-Barfield, Marquette University; Dr. Jane Gillespie, Southern Illinois University; Dr. Aimaldo J. Guzman, University of Puerto Rico; Edmond Hewlett, University of California, Los Angeles; Dr. Ronald Hunt, Midwestern University - Arizona; Dr. Jimmy Kayastha, Marshfield Clinic Research Foundation; Dr. John Killip, University of Missouri - Kansas City; Dr. Leslie Koberna, Texas Woman’s University; Prof. Lisa Lee, The University of Colorado; Ms. Eva M. Lupovici, New York University; Dr. Frederick G. More, New York University; Dr. Marnie Oakley, University of Pittsburgh; Dr. Romer A. Ocampo, Nova Southeastern University; Dr. Archontia Palaiologou, Louisiana State University; Dr. Scott Phillips, University of Mississippi; Dr. Isabel M. Rambob, University of Maryland; Dr. Nagashree S. Ravindranath, Vokkaliagara Sangha Dental College and Hospital; Public Health Dentistry; Dr. Leslie Roeder, The University of Texas School of Dentistry at Houston; Dr. Musarrat A. Shah, Virginia Commonwealth University; Dr. Alexander Sheppard, University of Alberta; Dr. Heiko Spallek, University of Pittsburgh; Dr. Robert Spears, Texas A&M University Baylor College of Dentistry; Prof. Lisa Stefanou, New York University; Ms. Tammy Swecker, Virginia Commonwealth University; Dr. Aditya Tadinada, University of Connecticut; Dr. Randall Vaught, University of Louisville; Dr. Michelle Wheeler, University of Detroit Mercy; Dr. Austin Willcox, Midwestern University - Arizona; Prof. Duane R. Winden, Roseman University of Health Sciences; Dr. Ying Wong, New York University.

The ASPC thanks the following people who assisted in the review of submissions to the ADEA Poster Presentations and the ADEA TechExpo for the 2013 ADEA Annual Session & Exhibition:

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Thanks also to:
2013 ADEA SoTLfest Planning Committee
ADEA Council of Faculties Administrative Board: Dr. Michael A. Siegel, Nova Southeastern University; Dr. Valeria A. Murrah, University of North Carolina at Chapel Hill; Dr. Neryeda P. Clark, University of Florida College of Dentistry; Dr. R. Todd Watkins, East Carolina University; Dr. Lisa M. Mrz, University at Buffalo.

ADEA Scholarship of Teaching and Learning Special Interest Group: Dr. John W. Killip, University of Missouri - Kansas City; Dr. Paula N. O’Neil, The University of Texas School of Dentistry at Houston; Dr. Ted D. Pate, The University of Texas School of Dentistry at Houston; Dr. Cindy C. Amyot, University of Missouri - Kansas City; Dr. Sharon K. Lanning, Virginia Commonwealth University; Dr. Ivy D. Peltz, New York University; Ms. Michelle McGregor, Virginia Commonwealth University; Dr. N. Karl Haden, AAL; Dr. Yun Saksena, Tufts University.

ADEA Leadership Institute Alumni Association

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Sunday, March 17

1:00-1:30 p.m.

Dr. Michael A. Siegel, Head, Neck and Oral Cancer Examination
Building an Oral Health Curriculum in Medicine
Nova Southeastern University College of Dental Medicine

Dr. Rose Geist, Prevention, Detection, Evaluation, and Treatment of Dental Decay in patients with Diabetes Mellitus
Building an Oral Health Curriculum in Medicine
University of Detroit Mercy School of Dentistry

Dr. Nereyda Clark, Comprehensive Oral Cancer Examination of the Extra-oral and Intra-oral Regions of the Head and Neck
University of Florida College of Dentistry - Restorative Dental Sciences

Dr. Joseph D’Ambrosio, Tobacco Cessation Counseling
University of Connecticut School of Dental Medicine

1:45-2:15 p.m.

Dr. Louise Veselicky, Fighting Dry Mouth: An Interprofessional Opportunity
Building an Oral Health Curriculum in Medicine
West Virginia University School of Dentistry

Dr. Ranier Adarve, Gallery of Prosthodontic Procedural Technique Videos
University of Minnesota School of Dentistry

Ms. Jennifer Cai and Mr. Peter Colley
Improving Interdisciplinary Collaboration in First-year Health Professional Students through a Learner-Developed and Learner-Driven IPE Curriculum
University of California San Francisco, School of Dentistry

Dr. Laura Romito, The Oral Effects of Tobacco Use - Recognition and Patient Management
Building an Oral Health Curriculum in Medicine
Indiana University School of Dentistry

2:30-3:00 p.m.

Dr. Yuan Yepes, Management of the Orally Compromised Medical Patient
Building an Oral Health Curriculum in Medicine
University of Kentucky College of Dentistry

Dr. Donna Warren Morris, Oral Health and the Stroke Survivor
Building an Oral Health Curriculum in Medicine
The University of Texas School of Dentistry at Houston

Dr. Penny Klinkhachorn, Angiographic Anatomy of the Upper and Lower Extremities
West Virginia University School of Medicine

11:00-11:30 a.m.

Dr. Denice Stewart, Quality Improvement Across Dental Institutions
iCollaborative
Oregon Health & Science University School of Dentistry

Dr. Heiko Spallek, Preparing Dental Students for Medical History Interviews: Development, Use, and Evaluation of An Interactive, Video-based E-learning Module
iCollaborative
University of Pittsburgh School of Dental Medicine

Dr. Carly Timmons McKenzie, Special Needs and Communication in Dentistry Case: Cerebral Palsy (Daniel)
University of Alabama - Birmingham School of Dentistry

Dr. Ahmed Kocht, The Periodontal Examination
The Maurice H. Kornberg School of Dentistry, Temple University

11:45 a.m.-12:15 p.m.

Dr. Rosalia Rey, Complete Denture Video
University of Florida College of Dentistry

Dr. Edward DeSchepper, Dental Anatomy for the Medical Practitioner
Roseman University of Health Sciences

Dr. Terry Hoover, A Mentored Critical Thinking and Writing Exercise in a Dental School Curriculum
University of the Pacific Arthur A. Dugoni School of Dentistry

Dr. Fred Fendler, A Case-Based and Evidence-Based Seminar Series for Senior Dental Students
University of the Pacific Arthur A. Dugoni School of Dentistry

12:30 -1:00 p.m.

Dr. Meir Kozlovsky, Tooth # 19 Full Cast Crown Preparation Chamfer
New York University College of Dentistry

Dr. Elsalanty Mohammed, Early Tooth Development
Georgia Regents University College of Dental Medicine

Dr. Steve Wrightson and Dr. Pamela S. Stein, Smiles for Life National Oral Health Curriculum: Module 8. Geriatric Oral Health
Building an Oral Health Curriculum in Medicine
Bluegrass Community Health Center

Ms. Amy Coplen, Dentistry Case: Down Syndrome (Thomas)
Pacific University, School of Dental Health Science
John Medina, Ph.D., is the author of Brain Rules. He is a developmental molecular biologist and research consultant and an Affiliate Professor of Bioengineering at the University of Washington School of Medicine. Dr. Medina also is the Director of the Brain Center for Applied Learning Research at Seattle Pacific University. His presentation will focus on how students really learn and how best to engage them. Copies of Dr. Medina’s book will be available for purchase after the plenary session. March 17, 8:30 – 10:00 a.m., WSCC/Ballroom 6A-B. See page 33.

Eve J. Higginbotham, M.D., a well-established clinician, scientist, medical educator, and administrator, is currently a Visiting Scholar in Health Equity at the Association of American Medical Colleges. During her academic career, Dr. Higginbotham has held notable leadership positions at various institutions. Upon her appointment in 1994 as Chair of the Ophthalmology and Visual Sciences Department at the University of Maryland School of Medicine in Baltimore, Dr. Higginbotham became the first woman to head a university-based ophthalmology department in the United States. She was the Dean and Senior Vice President for Academic Affairs at the Morehouse School of Medicine and Professor of Ophthalmology at the Emory Eye Center from 2006 to 2009. March 17, 8:00 – 10:00 p.m., SH/Metropolitan Ballroom. See page 56.

Tucker Carlson is an American political news correspondent and libertarian conservative commentator for the Fox News Channel. He is co-founder and Editor-in-Chief of The Daily Caller. He is a senior fellow of the Cato Institute and formerly co-hosted CNN’s “Crossfire” and MSNBC’s “Tucker.” Mr. Carlson will address the aftermath of the Presidential and Congressional elections. March 18, 8:30 – 9:45 a.m., WSCC/Ballroom 6A-B. See page 57.

Rahaf Harfoush, a digital innovation and foresight strategist, helps audiences better understand what is happening in the hyperconnected world of young people. Her presentation is titled “Education Revolution.” Ms. Harfoush is co-founder of Red Thread Inc., a consulting agency that provides clients with out-of-the-box thinking to tackle strategic challenges. Formerly, she was the Associate Director of the Technology Pioneer Programme at the World Economic Forum in Geneva. Her first book, Yes We Did: An Insider’s Look at How Social Media Built the Obama Brand, was published in 2008. She is currently working on her second book, ArchiTechs: How to Live, Work & Govern in a HyperConnected World. March 19, 10:00 – 11:15 a.m., WSCC/Ballroom 6A-B. See page 81.
With schedules and budgets tight, it can be hard to find the resources to enhance your teaching skills and advance your career. *Education Scholar* was designed with the busy health professions instructor in mind, offering a comprehensive, interactive, online curriculum that will expand your knowledge and skills.

Not only will the advanced concepts and techniques included in the Education Scholar Program make you a better instructor, participation will establish your reputation as a scholar of teaching and learning. Plus, the program is entirely self-paced, so you can schedule the learning around your schedule, when it is convenient for you.

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1. **Develop a Personal Philosophy to Guide Teaching and Learning** is designed to provide health professions faculty the opportunity to identify beliefs, values, and biases about the educational process that will help them address challenges in their teaching environment.

2. **Designing and Facilitating Learning for the Health Professions** is designed to provide health professions educators with the knowledge and experiences that will help them successfully plan and implement learner centered, classroom-based instruction.

3. **Active Learning: Ways to Engage Students and Improve Learning Outcomes** introduces strategies that faculty can use to engage learners more actively in the teaching and learning process. In addition to demonstrating selected techniques, the course explores the impact of these strategies on student learning and faculty roles.

4. **Distance Learning** introduces health professions faculty to the scope, direction, and challenges of distance education. Participants will learn how to prepare students for distance learning, and how to successfully develop and facilitate online instruction.

4. **Case-based and Team-based Learning** introduces health professions educators to the concept of PBL and its use in clinical and non-clinical education. The course provides guidelines for implementing PBL and demonstrates relevant facilitation techniques.

4. **Learning in the Experiential Setting** focuses on the role of the preceptor, and introduces the skills needed to be an effective preceptor-educator in the practice environment. The course also presents a model for planning, facilitating and assessing learning outcomes in the experiential setting.

5. **Assessment of Instructional Effectiveness** is designed to introduce health professions faculty to the scope and purpose of student outcome assessment and its contribution to continuous educational quality improvement.

6. **Promoting Teaching and Learning Excellence** will prepare faculty members to serve as change agents within the context of their own institutions, professions, and programs. Primary emphasis is on the development of skills in developing an integrated, scholarly approach to leadership, innovation, and change in the higher education setting.

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Agora! ADEA Presidential Symposium

Point/Counterpoint New Dental Workforce Models: What are the Responsibilities of Dental Education?

Monday, March 18, 1:30 – 2:45 p.m. • Washington State Convention Center 6A–B

New dental workforce models are being discussed by legislators, philanthropists, and educators as a solution to access to care issues. What is the dental education community’s responsibility to educate about these new models? What is dental education’s responsibility to teach current dental practitioners how to provide care in team-based models with a variety of type of dental professionals including these emerging work force models? The 2013 ADEA Presidential Symposium will provide an opportunity for an informative and lively point/counterpoint discussion on the dental education community’s diverse perspectives on educating new types of dental professionals. Presenters will exchange their ideas through a series of questions in a point/counterpoint structure facilitated by a moderator. During the 45 minute facilitated discussion, the audience will be able to provide written questions, which the moderator will ask the panelists during a 10 minute period of time. During the final 20 minutes, three responders who have been listening in the audience, will join the moderator and panelists to react to what they heard and answer questions from the moderator.

Moderator: Susan Dentzer, Editor-in-Chief of Health Affairs.


Susan Dentzer is the editor-in-chief of Health Affairs, the nation’s leading peer-reviewed journal focused on the intersection of health, health care, and health policy in the United States and internationally. One of the nation’s most respected health and health policy journalists, she is an on-air analyst on health issues with the “PBS NewsHour,” and a frequent guest and commentator on such National Public Radio shows as “This American Life” and “The Diane Rehm Show.” Ms. Dentzer was also an on-air health correspondent at the “PBS NewsHour” before joining Health Affairs in 2008. She led the show’s unit providing in-depth coverage of health care and health policy. Formerly, Ms. Dentzer served on the Board of Directors of the Global Health Council and was its Chair from 2008 to 2010. A graduate of Dartmouth and holder of an honorary Master of Arts from that institution, Ms. Dentzer is a Dartmouth trustee emerita and chaired the Dartmouth Board of Trustees from 2001 to 2004. She serves on the Board of Overseers of Dartmouth Medical School.

Phyllis L. Beemsterboer, RDH, M.S., Ed.D., is Professor and Associate Dean for Academic Affairs at the Oregon Health & Science University (OHSU). She is an Associate Director in the Center for Ethics in Health Care at OHSU and co-chairs the interprofessional ethics education program. Her research interest is in bioethics, especially academic integrity and the use of cases in the teaching of ethics in dentistry. She is also the Past President of the American Society for Dental Ethics. Dr. Beemsterboer has written a number of textbooks, including a text about ethics and law that is used in dental hygiene education programs. She is also an Editorial Advisory Board member of Dimensions of Dental Hygiene.

Louis W. Sullivan, M.D., is Chair of the Board of the National Health Museum in Atlanta, Georgia, whose goal is to improve the health of Americans by enhancing health literacy and advancing healthy behaviors. He also is Chair of the Washington, D.C.-based Sullivan Alliance to Transform America’s Health Professions. He served as Chair of the President’s Commission on Historically Black Colleges and Universities from 2002-09, was Co-chair of the President’s Commission on HIV and AIDS from 2001-06, and is the Founding Dean of the Morehouse School of Medicine.

With the exception of his tenure as Secretary of the U.S. Department of Health and Human Services (HHS) from 1989 to 1993, Dr. Sullivan was President of Morehouse School of Medicine for more than two decades. On July 1, 2002, he retired and was appointed President Emeritus. Dr. Sullivan is the recipient of more than 60 honorary degrees, including an honorary doctor of medicine degree from the University of Pretoria in South Africa.

Tyrone Rodriguez, D.D.S., is a pediatric dentist in private practice in Moses Lake, Washington, and he is President-elect of the Hispanic Dental Association (HDA). Dr. Rodriguez is a Board Certified pediatric dentist and served as the Pediatric Dental Director for the Advanced Education in General Dentistry Northwest Residency for almost three years. Currently, he continues to work with Cleft Lip and Palate newborns, and provides laser dental care for special needs children from Central Washington. Dr. Rodriguez was a past recipient of the Texas Dental Association Senior of the Year and a national Academy of Pediatric Dentistry, Samuel Harris Fellow. Dr. Rodriguez was one of 10 dentists from around the country selected for the American Dental Association Diversity Leadership Institute for 2009-2010 and was recently named 2012 Who’s Who Oral Health Professional of the Year for his contributions to organized dentistry and volunteer mission work in three continents. He has served on multiple committees for the HDA including Legislative Chair, Strategic Planning, Annual Meeting, Governance, Membership and Recruitment and Student Committees.

Bob Russell, D.D.S., M.P.H., serves as Public Health Dental Director of the Iowa Department of Public Health. His accomplishments include publishing a dental training manual for federally qualified health center and developing a statewide care coordination and promotions campaign in preparing dental hygienists to increase access to oral health care and prevention for Medicaid and uninsured children.

Dr. Russell received his dental education at Loyola University Chicago School of Dentistry and public health training at the University of Michigan School of Public Health. He serves on the Board of Directors for the Association of State and Territorial Dental Directors, the National Network for Oral Health Access, the Delta Dental of Iowa Foundation, the HHS Advisory Committee on Training in Primary Care Medicine and Dentistry.

Ken Randall, D.M.D., is a resident in the General Practice Residency at the University of Alabama at Birmingham. He graduated in May 2012 from the University of Kentucky College of Dentistry. While in school, Dr. Randall served as the national Vice President of the American Student Dental Association. His research endeavors with oral cancer patients earned him second place nationally in the American Association for Dental Research National Student Research Group Competition as a 3rd year student. Dr. Randall also held numerous other leadership roles locally with the Commission on Dental Accreditation Site Visit Steering Committee, Curriculum Committee, and Student Research Group. He has spoken nationally on topics including student debt, association membership, leadership, and continuing education.

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Convention Center Information

The 2013 ADEA Annual Session & Exhibition is being held at the Washington State Convention Center:

800 Convention Place
Seattle, WA 98101
206-694-5030

The Washington State Convention Center is located in the heart of downtown Seattle, just 20-25 minutes or 15 miles from the Seattle Sea-Tac International Airport (SEA), with easy access to Interstate 5 and all that Seattle has to offer.

Transportation for the University of Washington Center for Pediatric Dentistry Tour

Complimentary transportation for the tour of the University of Washington Center for Pediatric Dentistry will be provided. Transportation will depart promptly on Saturday, March 16 at 10:00 a.m. from Convention Place on Level 1 of the Washington State Convention Center.

Transportation will depart from the University of Washington School of Dentistry at noon returning to the Convention Center at 12:30 p.m.

Wireless Internet Access

Complimentary Internet access is available at the Sheraton Seattle Hotel for attendees who are booked in the ADEA group room block. Within the hotel, an area designated as Link@Sheraton in the lobby and the Fountain Wine Bar and Lounge have complimentary Internet access. High-speed Internet is also complimentary for those guests enrolled in Sheraton Club. Internet access is available in guest rooms for $10.95 per day.

At the Washington State Convention Center, ADEA will provide Wi-Fi access to Annual Session & Exhibition meeting attendees in the Exhibit Hall from Saturday, March 16 through Tuesday, March 19. The Connect & Collaborate Lounges in the Exhibit Hall (4 A-B) and East Lobby offer Internet kiosks.

Complimentary basic Wi-Fi is offered throughout the Washington State Convention Center in the North, East, and West lobbies, lounge areas, and pre-function spaces, as well as on Levels 1–4 of the Convention Center’s Galleria.

Complementary Educational Session Resources

Attendees will be able to download many educational session presentation materials at www.adea.org.

Education Session Evaluations and Continuing Education (CE) Credits

The American Dental Education Association (ADEA) is an ADA CERP Recognized Provider. ADA CERP is a service of the American Dental Association to assist professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry. ADEA designates individual educational sessions for various continuing education credits. Please refer to individual education session descriptions for detailed information.

Continuing education (CE) credits are earned by attending educational sessions in their entirety and by completing the evaluation process for those sessions. To evaluate an attended educational session and obtain a CE Verification Form, ADEA Annual Session & Exhibition registered attendees may visit www.adea.org/atadea13 and complete the online process. The deadline to complete the evaluation process and print a PDF of your CE Verification Form is Tuesday, April 30, 2013. CE Verification Forms cannot be reproduced by ADEA after the deadline.

Questions concerning completing the evaluation process or printing and saving a CE Verification Form may be directed to the ADEA Registrar at adearegistration@jspargo.com or 703-449-6418 from 8:30 a.m. to 5:00 p.m. Eastern Time, Monday through Friday.

The evaluation process is electronic only.

Exhibit Hall

Join the 70 commercial and educational exhibitors in this year’s Exhibit Hall, located on the fourth level of the Washington State Convention Center in Hall 4 A-B. New for 2013, Exhibit Hall dates have moved to Sunday and Monday, March 17-18, with dedicated and extended hours on both days.

Take advantage of enhanced Exhibit Hall offerings and scheduled networking opportunities, including the Connect & Collaborate Lounge, a dedicated coffee break, and complimentary lunches.

The daily Exhibit Hall Raffle boasts a variety of great prizes generously donated by exhibitors and sponsors. The Raffle takes place at 1:30 p.m. on Sunday and at 1:00 p.m. on Monday. (Winners must be present to claim prize.)

Be sure to stop by the One ADEA Showcase to explore some of the unique faculty development and student enrichment resources provided by ADEA. Demonstrations, videos, tutorials, and how-to sessions will be available during the Exhibit Hall hours, and will include the following displays:

- ADEA Membership and Publications
- ADEA Curriculum Resource Center (CRC)
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MAKES YOUR PRACTICE PERFECT
Special Events

Unless otherwise indicated, these special events are open for all attendees.

ADEA Leadership Institute Class of 2013 Reception and Commencement Dinner (by invitation only)
Friday, March 15
6:00 – 9:30 p.m.
SH/Cirrus Room

ADEA Signature Series: The Leadership Landscape—Financial Management and Fundraising for Leaders
Saturday, March 16
8:00 a.m. – noon
WSCC/4C-1&2 (F, 0-3 years) (Ticketed Event)


This workshop will provide participants with an understanding of the financial aspects of leading in a dental school and introduce methods and tools to enhance their financial leadership skills. Presenters will review the essential skills that leaders must develop to be successful with philanthropy and fundraising, capital projects, innovation funding, and operating budgets. Participants will work in table groups to analyze cases and apply the concepts learned to real-life dental school scenarios.

Learning Objectives:
• Identify financial skills necessary for leaders to develop
• Learn how to build on the strengths of campus-wide alliances to support the institution
• Find new ways to create a campus climate of success for diverse groups

CE Credits: 3.5, 4 Hour Workshop, Leadership & Career Development

Content Keywords: Communication and Interpersonal Skills, Institutional/Organizational Development

ADEA GoDental Workshop and Recruitment Fair for Predental Students and Advisors
I-037
11:00 a.m. – 4:00 p.m.
WSCC/Ballroom 6E

ADEA Welcome Reception
Saturday, March 16
5:30 – 6:30 p.m.
WSCC/Ballroom 6C

Download the ADEA13 mobile app www.adea.org/mobile
2013 William J. Gies Awards for Vision, Innovation, and Achievement Gala
Monday, March 18
6:00 – 9:00 p.m.
SH/Grand Ballroom

The William J. Gies Awards for Vision, Innovation, and Achievement (The Gies Awards) are the preeminent recognition of exceptional contributions to and support of dental education. The Gies Awards are an annual program of the ADEAGies Foundation. Tickets for the event are available at registration.

A DEA Leadership Institute Class of 2014 Reception
(Sponsored by Colgate-Palmolive Co. By invitation only.)
Sunday, March 17
6:30 – 8:00 p.m.
WSCC/4D Skybridge

Opening Session of the ADEA House of Delegates
Saturday, March 16
4:30 – 5:30 p.m.
WSCC/Ballroom 6A-B

A DEA Reference Committee Hearing on Administrative Affairs
Sunday, March 17
1:30 – 2:30 p.m.
WSCC/4C-1

A DEA Reference Committee Hearing on Association Policy
Sunday, March 17
3:30 – 4:30 p.m.
WSCC/4C-1

Closing Session of the ADEA House of Delegates
Tuesday, March 19
3:30 – 4:30 p.m.
WSCC/Ballroom 6A-B
MedEdPORTAL® is a free, cross-indexed suite of services provided by the Association of American Medical Colleges in partnership with the American Dental Education Association. Through Publications, iCollaborative, and the CE Directory, MedEdPORTAL aims to equip healthcare professionals across the continuum with effective and efficient educational tools to improve patient care.

www.mededportal.org/adea
ADEA AADSAS℠
ADEA Associated American Dental Schools Application Service

Information for Dental School Applicants for the 2014 Entering Class

ADEA AADSAS℠
The mission of the American Dental Education Association (ADEA) is to lead the dental education community and to address contemporary issues influencing education, research, and the delivery of oral health care for the public.

ADEA AADSAS℠ (Associated American Dental Schools Application Service) is a centralized application service for individuals applying to dental school. ADEA AADSAS simplifies the application process for both applicants and schools by allowing applicants to complete one application form.

Why Consider a Career in Dentistry?
• Dentistry was ranked #1 in the U.S. News & World Report’s 100 Best Jobs of 2013.
• The dental profession offers a wide range of clinical, research, and academic opportunities.
• Students have the option to enter practice immediately following graduation or to pursue residency training in general dentistry or one of nine recognized dental specialties.
• Dentists improve lives by bettering the oral and general health of individuals.
• Dentists are respected professionals and leaders within the health care community.
• Dentists are among the top wage earners in the U.S.

Resources for Applicants

ADEA Official Guide to Dental Schools
Access the most authoritative information available about admissions requirements for all U.S. and Canadian dental schools in this handy guide. It contains information for preparing for dental school, applying to dental school, and financing a dental education. The ADEA Official Guide to Dental Schools is available in print and electronic formats. Visit www.adea.org/publications.

NEW! ADEA AADSAS Mobile Portal
The ADEA AADSAS mobile portal is available for all applicants. The mobile portal enables applicants to view parts of their application such as DAT scores and receipt dates of transcripts and letters of evaluation on their smartphones. Access the mobile portal at https://portal.aadsasweb.org/sessions/new.

GoDental® is a networking website for students interested in dentistry. The site provides an interactive experience for networking, creating community, and encouraging dialogue. Thousands of students continue to visit the website for advice on how best to pursue a dental career. For more information, visit www.godental.org.
**Tips for a Successful Application**

- Research dental schools with your pre-health advisor to discuss which schools are best for you.
- Gain leadership experience in the profession by shadowing a dentist and working in other volunteer positions.
- Take advantage of other resources on your campus, such as the predental society, to help you prepare to apply.
- Write a strong personal statement on why you wish to pursue a dental education.
- Register for the Dental Admissions Test (DAT), administered by the American Dental Association (www.ada.org).
- Be honest and truthful throughout the application process.
- Apply early, as the application process can take up to 6 weeks.
- Submit all supplemental materials to designated dental schools in addition to submitting the ADEA AADSAS application.

ADEA AADSAS®
**Submitting Your 2014 Application**

ADEA AADSAS opens June 3, 2013.

Applicants must:

- Complete the online ADEA AADSAS application and designate dental schools.
- Send all official college transcripts to ADEA AADSAS.
- Indicate who is writing your letters of evaluation.
- Schedule to take the Dental Admissions Test (DAT).

ADEA AADSAS receives these materials, and:

- Verifies all documents
- Imports DAT scores from the ADA when available
- Processes the final application
- Distributes application to designated dental schools

Dental schools receive the ADEA AADSAS electronically, and:

- Review complete applications
- Match to supplemental material
- Schedule interviews

ADEA AADSAS closes February 3, 2014.

Schools offer candidates admission beginning December 2, 2013 and continue to interview and notify applicants until the spring.

www.adeaoadsas.org
aadsasinfo@adea.org
617-612-2045
Complete 2013 ADEA Annual Session & Exhibition Schedule by Day and Time

Programs are listed chronologically by day. ADEA Governance and Affiliated Organizations meetings are not included; these are listed separately beginning on pages 90 and 120, respectively. For full session information, please visit www.adea.org/adea13.

**SOTLfest**

Scholarship of Teaching and Learning (SoTL). The SoTLfest at the ADEA Annual Session & Exhibition gathers a community of scholars, teachers, and learners who want to discuss ideas, share knowledge, and stimulate thinking.

**ADEA CCI**

ADEA Commission on Change and Innovation in Dental Education (ADEA CCI). Each ADEA CCI program addresses one of the following eight core principles: critical thinking, life-long and self-directed learning, humanistic environment, scientific discovery and the integration of knowledge, evidence-based oral health care, assessment, faculty development, or the health care team.

**ADEA LIAA**

ADEA Leadership Institute Alumni Association (ADEA LIAA). Educational sessions delivered by ADEA Leadership Institute Fellows are endorsed by the Alumni Association. All ADEA LIAA endorsed sessions help to further the leadership and personal development of future leaders in dental and higher education.

**ADEA FDW**

ADEA Faculty Development Workshops (ADEA FDW). In these active learning environments, participants learn more effective assessment tools, enhance the scholarship of teaching and learning, investigate new strategies for professional development, explore change and innovation, develop new curricular strategies, or develop collaborative research models.

### Learning Focus Descriptions

#### Admissions & Operations

Sessions related to the business processes of academic institutions. Among the topics addressed are student recruitment and enrollment, financial aid, clinical facility operations, and shared online services.

#### Advocacy & Public Policy

Sessions related to the relationships among dental education, state and national politics, and the legislative process.

#### Leadership & Career Development

Sessions focused on communication techniques, coaching and team-building strategies, leading change, and personal effectiveness. In addition, grant-writing, promotion and tenure issues, professional development benefits, and mentor/mentee programs are included.

#### Research & Trends

Sessions offering insight on timely findings related to dental and allied dental education and health sciences.

#### Teaching, Learning & Curriculum Development

Sessions related to, but not limited to, principles of pedagogy and adult learning, as well as effectively planning, guiding, and assessing learning; creating stimulating and interactive lessons; and course design.

#### Technological Innovations

Sessions addressing both use of technology as a teaching/learning tool and technology as a topic, including dental informatics and remarkable technological advances in dentistry and dental education.

### Meeting Locations

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I-014 Gender Issues in the Dental Curriculum (A)
Presenter(s): Paula K. Friedman, D.D.S., M.S.D., M.P.H., Boston University; Jeanne Sinkford, D.D.S., Ph.D., ADEA; Marilyn Woolfork, D.D.S, M.P.H., University of Michigan; Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy

Appreciating the imperative that women’s health issues must be fully integrated into the dental school curriculum, ADEA revisited the survey on Women’s Health in U.S. and Canadian Dental School Curriculums in 2011. Selective topics concerning health and oral health within and across ethnic groups, elderly women, children with disabilities, lesbian health issues, and legal and ethical matters were included. Questions were added to assess attitudes and beliefs about dental education, and interprofessional education (IPE). The 2011 report contains many new and positive findings—foremost is that women’s health is being integrated in multiple subject areas. Women’s health instruction is being blended into curriculums not as stand-alone topics. A new paradigm for women’s health emerged that includes: IPE and team-based care that benefit the health of both women and men. A panel of four speakers will precede small group discussions.

Learning Objectives:
• The major areas of progress that have occurred in dental school curricula regarding women’s health, including oral health
• Practice implications for women’s health in patient and family centered clinical care
• Policy recommendations that influence how women’s health is perceived and implemented as both an interdisciplinary science and a dental curriculum content area

CE Credits: 2, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation
8:00 a.m. – noon
WSCC/4C-1&2

I-001 ADEA Signature Series: The Leadership Landscape—Financial Management and Fundraising for Leaders (F, 0-3 years) (Ticketed Event) ADEA LIAA
Presented by the ADEA Leadership Institute Alumni


This workshop will provide participants with an understanding of the financial aspects of leading in a dental school and introduce methods and tools to enhance their financial leadership skills. Presenters will review the essential skills that leaders must develop to be successful with philanthropy and fundraising, capital projects, innovation funding, and operating budgets. Participants will work in table groups to analyze cases and apply the concepts learned to real-life dental school scenarios.

Learning Objectives:
- Identify financial skills necessary for leaders to develop
- Learn how to build on the strengths of campus-wide alliances to support the institution
- Find new ways to create a campus climate of success for diverse groups

CE Credits: 3.5, 4 Hour Workshop, Leadership & Career Development
Content Keywords: Communication and Interpersonal Skills, Institutional/Organizational Development

9:00 a.m. – 11:00 a.m.
WSCC/613

I-03 Strengthening Diversity and Inclusion: The Power of Alliances (A, 4-9 years)
Presenter(s): Mark A. López, Ph.D., ADEA and Patricia Nihill, D.M.D. M.S., University of Kentucky

The goal of the workshop is to leverage the knowledge, commitment, and passion of ADEA’s internal diversity groups to support more robust and diverse learning environments in ADEA member institutions. The target audience for the workshop is: ADEA Gay Straight Alliance (GSA), ADEA Minority Affairs Advisory Committee (MAAC), ADEA Minority Affairs Section (MAS), and ADEA Women’s Affairs Advisory Committee (WAAC). In small working groups, participants will discuss and strategize how they can work together to create inclusive learning environments.

Presenters from dental education and higher education will provide a framework for discussion by sharing their perspectives on the challenges and successes of creating and maintaining an inclusive learning environment.

Learning Objectives:
- Review characteristics of learning environments that are diverse and inclusive
- Discuss benefits, strategies and obstacles related to establishing alliances between diverse groups
- Identify key attributes necessary for sustained relationships among these unique communities

CE Credits: 2, 2 Hour Seminar
Content Keywords: Cultural Diversity/Cultural Competency, Institutional/Organizational development
11:00 a.m. – noon
WSCC/602

TLC-75 Incivility in Dental Education: A Difference of Opinion? (F, 0-3 years)
SoTL Fest
Presenter(s): Richard Ballard, D.D.S., B.S., Louisiana State University

Civil behavior is considered the cornerstone of professionalism, a trait that dental educators are charged to model and instill in classroom and clinical settings. Likewise, dental students are also expected to exhibit civil behavior in all aspects of their training. Research reports, however, that conflicts often arise when perceptions of civil behavior differ between faculty and students. Incivility in the classroom is defined as “any action that interferes with a harmonious and cooperative learning atmosphere.” Although sparsely addressed in the dental education literature, other health education studies report difficulty in establishing a consensus among students and faculty as to what those “actions” are. This presentation will discuss published classroom incivility literature, as well as the results of a recent university study that examined dental student and faculty perceptions of classroom and clinical incivility. Discussion will include risk factors that contribute to uncivil behavior and instructional strategies designed to minimize them.

Learning Objectives:

• Understand the differences in perceptions of uncivil behavior between faculty and students

• Understand the different perceptions of uncivil behavior between course of dental study and year of dental study

• Have the knowledge to direct changes in courses and/or curriculum based on the changing generational demographic student population

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Personal Characteristics/Attitudes

11:00 a.m. – noon
WSCC/310

I-410 Promoting Cultural and Linguistic Competency Skills among Oral Health Professionals: Using the National CLAS Standards to Address Oral Health Inequities (F, 0-3 years)

Presenter(s): Godfrey Jacobs, Jennifer Kenyon, and Crystal Barksdale, Ph.D., SRA International Inc.

Cultural and linguistic competency helps ensure that all individuals entering the oral health care system receive equitable and effective treatment. To help address oral health inequities, HHS Office of Minority Health (OMH) is developing an e-learning program based on the enhanced National CLAS Standards. The Cultural Competency Curriculum for Oral Health Professionals is intended to help oral health professionals learn culturally and linguistically appropriate methods to address the oral health needs of diverse populations. The program consists of three courses that emphasize culture and how implementing culturally and linguistically appropriate oral health services can strengthen the oral health workforce and help eliminate oral health disparities. The program is expected to launch in early 2013, and will equip oral health professionals with the knowledge and skills to provide quality services to diverse communities. It serves as a vital tool for those seeking to advance equity in oral health.

Learning Objectives:

• Learn about the importance of cultural and linguistic competency education and training in oral health professionals’ practice management

• Learn about the development and anticipated implementation of an e-learning program for oral health professionals

CE Credits: 1, 60 Minute Seminar
Content Keywords: Cultural Diversity/Cultural Competency, Continuing Dental Education

Download the ADEA13 mobile app www.adea.org/mobile
TI-004 Risk Assessment Based Individualized Treatment—A Comprehensive Approach to Patient Recall (F, 4-9 years)

Presenter(s): Sorin Teich, D.M.D., M.B.A., Case Western Reserve University

In order to comply with accreditation standards, academic institutions should develop strategies to incorporate the best available evidence regarding patient care in general didactic and clinical curricula. These principles should also be implemented in supporting clinical systems such as the electronic health record. Although the concept of patient—customized recall intervals increased in popularity, there is still significant variability in recommendations. Concepts of risk assessment-derived recalls are described separately for caries, periodontal disease, and edentulism, but no published guidelines exist regarding how to create patient-centered recall systems that integrate all risks. The current approach for recall schedule creation is that the interval before the next oral health review should be chosen when no further treatment is indicated, or on completion of a specific treatment journey. The presentation suggests an approach that supports individualized risk-based recall schedules not only after active therapy is completed, but also during the course of the treatment.

**Learning Objectives:**

- Evaluate existing recall programs based on the best available evidence
- Use best available evidence to design integrated recall schedules
- Integrate new knowledge that pertains to risk-assessment

**CE Credits:** 1, 60 Minute Seminar, Technological Innovations

**Content Keywords:** Evidence Based Dentistry, Health Care Quality Improvement

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TI-013 Meaningful Use of Certified Electronic Health Records in Dentistry (F, 4-9 years)

Presented by the ADEA Section on Dental Informatics

Presenter(s): Amit Acharya, B.D.S., M.S., Ph.D., Marshfield Clinic Research Foundation; Rachel Ramoni, D.M.D., Sc.D., M.Sc. and Elsbeth Kalenderian, D.D.S., MPH, Harvard School of Dental Medicine; Thankam Thyvalikakath, M.D.S., M.S., D.M.D., Ph.D., University of Pittsburgh

A panel of four invited presenters will discuss various experiences related to the meaningful use of certified electronic health records (EHRs) in their respective schools or organizations. These talks will include workflow studies, gap analysis, dental informatics and information technology solutions used/planned, the lessons learnt, and the challenges involved as the dental schools and other dental organizations get ready to apply for the meaningful use incentive program.

**Learning Objectives:**

- Describe the meaningful use incentive program, the attestation and certification process and how it applies to dentistry
- Describe the challenges and opportunities involved in achieving clinician eligibility and attesting to meaningful use
- Understand the role of dental informatics and IT as it relates to meaningful use of certified EHRs in dentistry and gain an understanding of how meaningful use quality measure requirements can drive quality improvement

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**Meeting Locations**

SH = Sheraton Hotel  
WSCC = Washington State Convention Center

**Target Audience**  
S = Student  
F = Faculty  
A = Administrator

**Career Level**  
0-3 years = Emerging Educator  
4-9 years = Midcareer Educator  
10+ years = Seasoned Educator
CE Credits: 1.5, 90 Minute Seminar, Technological Innovations
Content Keywords: Information Management/Computer Applications, Health Care Quality Improvement

11:00 a.m. – noon
WSCC/606

TLC-74 Improving Early Detection: Changing the Landscape of Oral Cancer Survival (F, 0-3 years) ADEA F&DW SoTL Fest

Over 40,000 people were diagnosed with cancer of the oral cavity and pharynx in 2012. Approximately 7,850 died of these diseases. Over the last three decades the survival rates for many cancers have improved. Oral and head and neck cancer survival rates, however, have hovered around 60%. One of the key factors in improving oral cancer survival is early detection. Teaching the recognition and management of pre-cancerous and early cancerous lesions in the oral cavity and the head and neck has been an integral part of dental curricula. Nonetheless, we have observed many learning gaps in lesion description, differential diagnosis, selection of contemporary diagnostic tools, and patient management. Participants in this program will design an assessment tool to identify these deficiencies. Participants will also discuss strategies to facilitate the use of critical thinking by students to help bridge these gaps, with the goal of strengthening early detection skills.

Learning Objectives:

- Develop an assessment tool for evaluation of the gaps in teaching and learning in this aspect of the dental curriculum
- Develop customized strategies in improving teaching and learning of early detection of pre-cancer or cancer through critical thinking
- Develop strategies to facilitate improved teaching and learning of management of patients with oral or head and neck cancer

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Assessment, Cognition, Human Learning & Problem Solving

11:00 a.m. – noon
WSCC/607

TLC-77 Innovation Through Integration: The Future of Medicine In Dental Education (F, 4-9 years) ADEA F&DW SoTL Fest
Presenter(s): Diana Esshaki, D.M.D., M.S. and Kanchan Ganda, M.D., Tufts University

The link between oral health and systemic health has been emphasized for decades; however, dental students continue to receive limited training in medical conditions and complications as they relate to a patient’s dental management. Explore innovative ways to efficiently integrate an effective medicine curriculum throughout four years of dental education.

Learning Objectives:

- Discover innovative ways in which the Tufts University School of Dental Medicine Division of Medicine has prepared dental students to treat and manage a medically complex patient population
- Learn how to integrate didactic and clinical medicine into dental education
- Understand the challenges and barriers that we have overcome in designing course content and curriculum

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Evidence-Based Dentistry

Download the ADEA13 mobile app www.adea.org/mobile
11:00 a.m. – noon
WSCC/608

TLC-83 Interprofessional Education (IPE) at your Institution: Strategies for Success (F, 4-9 years) ADEAFBW SoTLTest

Presenter(s): Cynthia Andrews, B.Sc., D.D.S., MEd., Dalhousie University; Kristin Victoroff, D.D.S., Ph.D., Case Western Reserve University

Interprofessional education (IPE) is an area of growing emphasis in the dental school curriculum. Dental educators face both opportunities and challenges in developing meaningful interprofessional learning activities for their students. In this workshop, two schools’ approaches to IPE will be described, and lessons learned about the process of developing an IPE curriculum will be shared. Participants will discuss key issues related to IPE curriculum growth, develop an IPE resource toolbox, and come away with action steps for implementation at their home institutions.

Learning Objectives:

• Identify the interprofessional competencies that are important for learners at your institution to develop

• Identify enablers and challenges to IPE at your institution and formulate two action items you can implement to advance IPE activities at your institution

• Acquire and develop a list of resources available to aid in IPE curriculum development

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Instructional Materials/Methods

11:00 a.m. – 12:30 p.m.
WSCC/609

LCD-006 A Panoramic View of Professional Development from Student to Educator (F, 4-9 years) ADEALIAA SoTLTest

Presenter(s): Ellen Rogo, Ph.D. and Leciel Bono, Idaho State University

Professional development is a lifelong learning process. It begins as a student enrolled in a professional program, continuing as a practitioner, and expanding as an educator. This development process involves the completion of an inventory, creation of a professional development plan, and reflection on improvement. An inventory is a self-assessment instrument on which the action plan is based. A professional development plan is a mechanism to create an action plan related to ethical values, time management, emotional intelligence, leadership, or other skills needing enhancement. This workshop provides an opportunity for educators to design a professional development plan that can be used for students, practitioners, or educators. In addition, adult learning principles and reflection strategies will be reviewed and applied to this process. Reflection strategies cultivate lifelong learning skills, expand the ability to learn from positive and negative experiences, increase personal problem solving, and enhance self-efficacy.

Learning Objectives:

• Appreciate the panoramic view of professional development from student to practitioner to educator (personal and colleague)

• Apply adult learning principles to enhance the application of the professional development process to various audiences

• Design a professional development plan tailored to a student, practitioner, and educator (personal and colleague) use

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11:00 a.m. – 12:30 p.m.  
WSCC/612

I-008 Reflections and Lessons Learned from Best Practice Community Outreach Programs (A, 0-3 years)

Presenter(s): Henryne Tobias, ADEA; Christine Miller, B.S., RDH, M.H.S., M.A., University of Pacific Arthur A. Dugoni School of Dentistry; Barry Ceridan, D.D.S., University of Louisville; Kevin Banks, D.D.S., Howard University

Community-based education, service and outreach are important components of the landscape for learning in dental education. Community service provides an excellent vehicle to inspire students as lifelong learners and future professionals. The expectation is that it will instill in students, the value of giving back to the community, the importance of mentoring, and desire to provide dental care to the underserved. In this session, dental schools with successful community outreach programs will share their innovative best practices, reflections and lessons learned in implementing a successful community outreach program focused on oral health. Information will also be shared on how schools can utilize and incorporate the tools and resources created by the American Dental Education Association's Dental Student Outreach Program (DSOP) website in their community outreach programs. You will learn how to implement and sustain a community outreach program and engage dental students in community outreach and mentoring activities. A description of the specific populations and communities served, activities designed to educate and inform parents and children about overall health and oral health, and mentoring experiences between dental students and children will be shared. Dental students who have served as mentors will share reflections and a positive self-assessment of their community outreach experience.

Learning Objectives:

• To be knowledgeable about a variety of community outreach programs with a focus on oral health

• To be able to encourage and increase participation of dental students in community outreach and mentoring activities

• To utilize the DSOP resources and tools in their community outreach programs

CE Credits: 1.5, Leadership & Career Development

Content Keywords: Community Health, Mentoring

1:00 p.m. – 2:00 p.m.  
WSCC/603

LCD-005 Faculty Development Program Implementation in an Established Dental School (F, 0-3 years)  
ADEA LIAA

Presenter(s): Rebecca Wilder, B.S.D.H., M.S. and Janet Guthmiller, D.D.S., Ph.D., University of North Carolina at Chapel Hill

Faculty development is an important facet in any academic environment. Some dental schools have a formal faculty development program in place, but many rely on administrators and chairs
to mentor the faculty, some of whom may have little knowledge and skill in faculty mentorship. Whether it is a new or established program, junior and seasoned faculty alike benefit from mentorship, and career planning and development. Often times, junior faculty without formal mentorship and/or development find it difficult to meet the requirements for promotion and tenure. This session will describe how a formal faculty development program was planned and implemented in a large, established dental school. This seminar will be especially useful for institutions contemplating initiating or enhancing their faculty development programs for faculty and administration.

**Learning Objectives:**

- Describe vital components of a comprehensive faculty development program
- Identify development needs of junior and senior faculty
- Describe how local, national, and international resources can be utilized for faculty growth and development

CE Credits: 1, 60 Minute Seminar, Leadership & Career Development

Content Keywords: Mentoring, Career Choice

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1:00 p.m. – 2:00 p.m.  

**TLC-120 Thinking Like a Consultant—Analysis and Decision Making in Practice Management (F, 0-3 years) ADEA FDW**

Presenter(s): Nicolas Shane, D.D.S. and David Dray, M.S., B.A., Marquette University

This workshop is an opportunity to learn a hands-on method of teaching dental students the practical applications of practice management by assuming the role of practice management consultants who have been hired by a new dentist. While working in teams, participants will: (1) evaluate a case-based practice, (2) develop a consultant’s recommendation, and (3) discuss case selection for focused student learning.

**Learning Objectives:**

- Engage in a creative method to teach students an understanding of basic practice management data
- Learn how basic, “healthy” data and practice software data can be used to promote comparative analysis and forward-thinking decisionmaking in dental students
- Learn the use and value of focused case histories in team learning

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Practice Management, Curriculum Development/Evaluation

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1:00 p.m. – 2:00 p.m.  

**TLC-112 The Future of Safe Laser Use Across the Landscape of Learning (F, 4-9 years) ADEA CCI ADEA LIAA FDW**

Presenter(s): Peter Rechmann, D.D.S., Ph.D. University of California, San Francisco; Praveen R. Arany, B.D.S, M.D.S., Harvard School of Dental Medicine; Donald Patthoff, D.D.S., West Virginia University

This panel session explores how the use of lasers in dentistry can be safely incorporated into the landscapes of different educational institutions. Understanding and adapting ANSI guidelines...
can enhance the critical thinking skills and collaboration of multiple disciplines to prepare the future dental graduate to meet the challenges of ever changing technology. A critical set of foundational knowledge and skills is essential to the safe, effective, efficient, and ethical use of lasers in dentistry. ADEA SIG Lasers in Dentistry is partnering with the Biochemistry, Nutrition, and Microbiology, Oral and Maxillofacial Surgery/Anesthesia/Hospital Dentistry, Oral Biology, Cariology, and the Radiology Sections to briefly overview laser safety issues that dentistry must address in its clinical settings. Various types of lasers will be discussed and how they are used to fit the various applications in cariology, periodontology, oral surgery, oral facial pain management, and other therapeutic modalities based on the various known mechanisms of light-based tissue regeneration.

Learning Objectives:
• Identify current pedagogical ways to inspire and motivate dental students as learners and future professionals in the safe use of lasers in dentistry
• Summarize potential solutions for interprofessional teaching and assessing guest professional expertise, multidisciplinary sessions, course reorganization and integration, and credentialing
• Apply relevant learning and positive self-assessment findings to local curricula regarding the safe, effective, efficient, and ethical uses of lasers

CE Credits: 1, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Professionalism, Problem-Based Learning

1:00 p.m. – 2:00 p.m.
WSCC/604
TI-015 Teaching Endodontic Microscopy to PreDoctoral Students (F, 4-9 years)

All advanced education programs in endodontics must teach the use of the microscope and illumination in order to meet the requirements for approval by the Commission on Dental Accreditation. The presenters believe that this is the standard for endodontic treatment by endodontists and therefore should be the standard for all dentists. When building the new dental school building at the The University of Texas at Houston, surgical operating microscopes were included to every operatory in the 22 chair endodontic clinic—both graduate and predoctoral.

Learning Objectives:
• Learn how to set up a microscope program in the dental school setting
• Become familiar with a syllabus for training predoctoral students to use the microscope
• Learn how video monitoring can aid the faculty to monitor many students

CE Credits: 1, 60 Minute Seminar, Technological Innovations
Content Keywords: Curriculum Development/Evaluation, Instructional Materials/Methods

1:00 p.m. – 2:30 p.m.
WSCC/602
TLC-122 Use of Virtual Patients in Dental Education (F, 0-3 years) SoTL Fest

"Preclinical operatories" have replaced the use of bench-top typodonts and provide an environment that is much closer to the actual clinical experience. However, the link between the practice of “cutting” on the tooth and the encounter with the patient has been missing from this simulation. The skills for patient communication, interviewing, medical and dental history taking, charting, record keeping, social and behavioral assessment, treatment planning,
medical and dental emergencies, as well as ethical considerations have been taught in other
days and at other times during the dental curriculum. This segregation is not natural since
all of these aspects are evaluated during patient treatment and would be more meaningful
if encountered during the time of “preclinical patient treatment.” This seminar is designed to
describe the development of a “pool” of virtual patients in a dental school and will further
demonstrate the development of an interactive system that allows student interaction with
virtual patients.

**Learning Objectives:**

- Describe the development of a system to utilize virtual patients in a dental school
curriculum
- Describe potential assessment methods for the grading of student virtual patient
experiences
- Understand the mechanisms behind the creation of a virtual patient and how the student
interacts with the virtual patient

CE Credits: 1.5, 90 Minute Seminar, **Teaching, Learning & Curriculum Development**

Content Keywords: Critical Thinking, Evaluation of Clinical Performance

1:00 p.m. – 2:30 p.m.

**TLC-53 CT Guided Technology In Implant Dentistry Education (F, 0-3 years)**

ADEA FDW

Presented by the ADEA Section on Oral and Maxillofacial Radiology and the ADEA SIG on
Implant Dentistry

Presenter(s): Robert Carpenter, D.D.S., Vijay Parashar, B.D.S., D.D.S., M.S., and Pankaj Goyal,
D.D.S., Midwestern University-Arizona; Frank Jones, D.D.S., University of Nevada, Las Vegas;
Hamasat Dam, D.M.D., Tufts University

Implant dentistry is constantly evolving to improve the oral health and wellbeing of dental
patients. Increasing awareness of dental implants and higher demand for improved aesthetics
are driving the growth of the global market for dental implants. Multiple cases have been
reported in the medical and dental literature citing dental implant failures as a result of
inadequate planning, improper implant positioning, surgical complications due to violation
of surrounding anatomical structures, and lack of restorability of the implant due to incorrect
position. Computed tomography (CT) guided surgery provides an opportunity of seamless
integration of the restorative and surgical aspects of implant dentistry. This virtual model
allows the student and educator to explore multiple surgical and restorative options for a
variety of clinical scenarios. 3-D guided surgery provides another opportunity, in addition to
traditional modalities, to teach implant dentistry to predoctoral dental students in a dental
school environment.

**Learning Objectives:**

- Learn the role of 3-D imaging in implant education
- Use 3-D guided surgery for improved implant treatment outcome
- Use 3-D guided surgery as a modality to teach implant dentistry to predoctoral students

CE Credits: 1.5, 90 Minute Workshop, **Teaching, Learning & Curriculum Development**

Content Keywords: Curriculum Development/Evaluation, Health Care Quality Improvement
I-039 Opening Session of the ADEA House of Delegates
WSCC/Ballroom 6A-B
4:30 – 5:30 p.m.

I-350 ADEA Welcome Reception
WSCC/Ballroom 6C
5:30 – 6:30 p.m.

MARCH 17, 2013

I-4012 ADEA Opening Ceremony with Awards and Plenary Session Featuring Dr. John Medina: Brain Rules
WSCC/Ballroom 6A-B
8:30 a.m. – 10:00 a.m.

RT-014 The Good, Bad and Ugly: Social Media and Ethics (F, 4-9 years)
WSCC/610
10:30 a.m. – noon

Most of us have no idea what’s really going on inside our heads. Yet brain scientists have uncovered details every business leader, parent, and teacher should know—like the need for physical activity to get your brain working its best. How do we learn? What exactly do sleep and stress do to our brains? Why is multi-tasking a myth? Why is it so easy to forget—and so important to repeat new knowledge? Is it true that men and women have different brains?

In Brain Rules, Dr. John Medina, a molecular biologist, shares his lifelong interest in how the brain sciences might influence the way we teach and the way we work.

Learning Objectives:

- Understand how repetition is the key to improving declarative memory.
- Describe why vision trumps all other senses.

CE Credits: 1, Teaching, Learning & Curriculum Development
Content Keywords: Cognition, Human Learning and Problem Solving, Teaching Skills

10:30 a.m. – noon

RT-014 The Good, Bad and Ugly: Social Media and Ethics (F, 4-9 years)
WSCC/610

Presenter(s): Toni Roucka, D.D.S., M.A., Evelyn Donate-Bartfield, Ph.D., and Rosa Barnes, Marquette University; Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy

This collaborative presentation will delve into the emerging world of social media and discuss its impact on dentistry and dental education. Speakers from the American Society for Dental Ethics (ASDE), ADEA’s Legal and Professionalism SIG and ADEA’s Behavioral Sciences SIG will discuss the “Good,” the “Bad,” and the “Ugly” of social media, providing the implications of each. The discussion of the “Good” will include enhanced teaching and assessment of student understanding, efficient communication between colleagues and students, and impactful recruitment, and marketing strategies. The “Bad” of social media will review the trend of “friending” and the distortion of professional and personal relationships and the breaching of professional boundaries, including those between provider and patient, student and professor, and co-professionals. The “Ugly” will feature a discussion about digital detritus and breaches of “netiquette.” Finally, a best practices model will discussed including e-professionalism policies.

Learning Objectives:

- Identify at least three uses of social media in the academic setting
- Describe appropriate boundaries between providers and patients, and faculty and students
- List recommendations for protecting student, faculty, or patient information related to social media use

CE Credits: 1.5, 90 Minute Seminar, Research & Trends
Content Keywords: Ethics, Professionalism

Download the ADEA13 mobile app www.adea.org/mobile
LCD-003 Getting Your Research Published: A Panel Discussion with Top Journal Editors (F, 0-3 years)
Presented by the ADEA SIG on Career Development for the New Educator, ADEA Sections on Community and Preventive Dentistry, and Orthodontics

Presenter(s): Maria Therese Galang-Boquiren, D.M.D., M.S., University of Illinois at Chicago; Vincent Kokich, D.D.S., M.S.D., University of Washington; Nadeem Karimbux, D.M.D., M.M.Sc., Tufts University; Mary Northridge, Ph.D., M.M.Sc., New York University

The three pillars of academic profession—teaching, research, and service—are not unfamiliar to dental educators. In a career that has long been known for its “publish or perish” path towards promotion and tenure, educators have been evaluated based on teaching quality, service to the profession, and most of all, scholarly activity. Once one has identified and addressed a research question, there is an impending need to share this information with the rest of the community via publications in peer-reviewed journals. In this seminar, the ADEA Section on Orthodontics and the Section on Community and Preventive Dentistry, in tandem with the ADEA SIG Career Development for the New Educator, have invited editors of prominent dental and health professions journals to speak about common mistakes that lead to manuscript rejection and share valuable pointers on increasing publication acceptance.

**Learning Objectives:**

- Describe errors commonly noted in manuscript submissions and how to avoid them
- Describe ways to boost the rate of publication acceptance in leading dental and non-dental journals
- Assess one’s own manuscripts in terms of readiness for submission

CE Credits: 1.5, 90 Minute Seminar, Leadership & Career Development

Content Keywords: Manuscript Writing, Mentoring

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LCD-004 Life-long Leadership Learning (A, 4-9 years) ADEA, IAA SoTL Fest

Presenter(s): Denice Stewart, D.D.S., M.H.S.A., Oregon Health & Science University; Karl Haden, Ph.D., AAL; Elise Eisenberg, D.D.S., M.A., New York University

Successful leaders draw from a strong, multi-faceted skill set. However, to remain successful, leaders’ knowledge and skills must be updated and honed throughout their careers. This program explores the meaning of life-long learning and how adults learn. Steps to cultivate life-long learning as a leader are identified. Senior leaders in dental education will facilitate table discussions in which participants will begin to develop a personalized roadmap for life-long leadership learning and receive a resources and references reading list for continued development.

**Learning Objectives:**

- Understand the meaning of life-long learning and the science that explains how adults learn
- Identify steps to cultivate life-long learning as a leader

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**Meeting Locations**

<table>
<thead>
<tr>
<th>Location</th>
<th>Target Audience</th>
<th>Career Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>SH = Sheraton Hotel</td>
<td>$ = Student</td>
<td>0-3 years = Emerging Educator</td>
</tr>
<tr>
<td>WSCC = Washington State Convention Center</td>
<td>F = Faculty</td>
<td>4-9 years = Midcareer Educator</td>
</tr>
<tr>
<td></td>
<td>A = Administrator</td>
<td>10+ years = Seasoned Educator</td>
</tr>
</tbody>
</table>
• Develop a personal roadmap for life-long leadership learning

CE Credits: 1.5, 90 Minute Workshop, Leadership & Career Development

Content Keywords: Institutional/Organizational Development, Professionalism

10:30 a.m. – noon

TLC-59 Design and Delivery of a Program to Support Curriculum Change (A, 4-9 years) ADEA LIAA ADEA FDW SoTL Fest


The purpose of this session is to present one school’s continuing efforts to deliver flexible professional development workshops in teaching and learning to help faculty move toward a student-centered, active learning teaching paradigm. The session will describe the launch of a major curriculum reform as the impetus for the development effort, and the stages of faculty development ideas that followed. The focus will be on internal resources such as a course director orientation, created to provide course directors with practical information and theoretical background to support the effective design and management of courses and improved assessment of student learning, as well as external resources such as ADEA’s SoTL Fest activities and collaboration with the university’s School of Education to provide quality training in education. Plans for future developments and refinements will be presented.

Learning Objectives:
• Understand the relationship between curricular objectives and focused faculty development
• Identify and evaluate existing resources within the dental school that can be used to develop faculty in the area of teaching and learning
• Identify resources external to the dental school where partnerships exist or can be leveraged to deliver professional development

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Teaching Skills, Cognition, Human Learning & Problem Solving

10:30 a.m. – noon

TLC-63 Diversity Defined: Is Your Institution Ready?(F, 0-3 years)

Presenter(s): Anthony Palatta, D.D.S., M.A., ADEA; Hans Hsu New York University; Michelle McQuistan, D.D.S., M.S., AEGD, University of Iowa

Despite the best efforts of dental institutions, achieving diversity in dental education has been challenging. To help institutions meet upcoming diversity requirements in the new standards by the Commission on Dental Accreditation, this engaging seminar will help you devise unique approaches to achieving diversity tailored to your geographic, demographic, and educational needs. Diversity leaders and students from two contrasting institutions, New York University College of Dentistry and University of Iowa College of Dentistry, will discuss how they have approached meeting this essential mandate in creative ways. You will be encouraged to share your own institutional successes and challenges in creating a culture of inclusion as you learn to define diversity, develop strategies to address the dimensions of diversity, and assess the climate for diversity, at your institution. Is your institution ready for the new standards? Join us and find out.

Learning Objectives:
• Define diversity at your institution
• Develop strategies to address the dimensions of diversity
• Assess the climate for diversity at your institution

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Cultural Diversity/Cultural Competency, Instructional Materials/Methods

10:30 a.m. – noon
WSCC/603

TI-008 Computer-based Risk Assessment of Oral Diseases: Best Practices and Challenges (F, 4-9 years)
Presented by the ADEA Sections on Dental Informatics, Oral Diagnosis/Oral Medicine, Periodontics, Cariology and Community and Preventive Dentistry

Presenter(s): Thankam Thyvalikakath, D.M.D., M.D.S., M.S., University of Pittsburgh; Mark Wolff, D.D.S., Ph.D., New York University; John Featherstone, M.Sc., Ph.D., University of California, San Francisco; Gerardo Maupome, B.D.S., M.Sc., D.D.P.H. R.C.S. (E), Ph.D., Indiana University

Risk-based diagnostic and therapeutic approaches are currently being developed and validated for many oral diseases. However, translating these developments into practice continues to be a significant challenge. Multiple factors impede their adoption and use, such as unfamiliarity of clinicians with risk-based diagnosis, the continuing focus on a reparative versus a preventive approach to treatment, and the difficulty of integrating risk-based algorithms with practice operations and workflow. As a result, many dental providers continue to concentrate on the clinically obvious that requires immediate intervention and forego the advantages that a systematic and predictive approach could bring to dental care. The Cariology and Dental Informatics Sections will host a panel of three speakers to present the risk-based management of caries and periodontal disease in their respective organizations. These talks include the current approaches to risk assessment and management, informatics solutions used, the challenges involved and how they were resolved.

Learning Objectives:

• Describe the current approaches to assessing risk for caries and periodontal disease in various institutions

• Identify the challenges involved and potential solutions when incorporating risk-based approaches in clinical settings

• Evaluate the informatics solutions or technologies used for assessing risk for caries and periodontal disease

CE Credits: 1.5, 90 Minute Seminar, Technological Innovations

Content Keywords: Evidence Based Dentistry, Health Care Quality Improvement

10:30 a.m. – noon
WSCC/604

TLC-37 Addictions Education: Patients, Peers and Personal Reflections (F, 0-3 years)
Presented by the ADEA Sections on Behavioral Science, Student Affairs and Financial Aid, and the ADEA SIGs on Professional, Ethical, and Legal Issues in Dentistry and Tobacco-Free Initiatives

Presenter(s): Stuart Schrader, Ph.D., Indiana University; Phyllis Beemsterboer, M.S., Ed.D., Oregon Health & Science University; Matthew Morano, Ph.D., ME.d., University of North Carolina at Chapel Hill; Anne Koerber, D.D.S., Ph.D., University of Illinois at Chicago; Peter Miller, Ph.D., Medical University of South Carolina

The presenters will discuss the theory and practice of diagnosing and treating “addictions”
in contemporary dental education. You will learn how addiction/substance abuse has been conceptualized by dental institutions and how this concept has been practically applied by behavioral dental educators in the classroom and clinic. As a group, the presenters will address and evaluate their experiences in developing effective teaching strategies for the behavioral management of addictions with patients, themselves, and peers through the use of: (1) a panel presentation addressing the evidence based characteristics of addictions and experiences in teaching about, evaluating, and referring or treating addictions, and (2) a small group discussion with group exercises involving cases and/or videos involving the addictive stories of patients, colleagues and/or students.

**Learning Objectives:**

- Better understand a working consensus for addictions, assessments, and successful interventions, as well as the relationship between substance abuse and patients, students, and peers/colleagues
- Apply ethically sound, evidence-based, brief intervention strategies for alcohol, tobacco, and drug use in identifying and assisting patients, students, and colleagues
- Identify and critically examine educational and administrative policies and procedures that take addiction education into account in the well-being of students, faculty, and staff

**CE Credits:** 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

**Content Keywords:** Substance Abuse, Doctor/Patient Relationship

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**10:30 a.m. – noon**  
**WSCC/606**  
**RT-012 Symposium Understanding and Rewarding the Scholarship of Teaching and Learning (F, 4-9 years) ADEA SoTL Fest**  
**Presented by the ADEA SIG on Scholarship of Teaching and Learning**

**Presenter(s):** Yun Saksena, B.D.Sc., M.M.Sc., D.M.D. and Huw F. Thomas, B.D.S., M.S., Ph.D., Tufts University; John Valenza, D.D.S. and Donna Warren-Morris, RDH, M.Ed., The University of Texas School of Dentistry at Houston; David Johnsen, D.D.S., M.S., University of Iowa

During this symposium, a panel of dental school deans, along with members of appointment, promotion, and tenure committees will discuss their viewpoints and best practices to support the use of the scholarship of teaching and learning (SoTL) in the promotion and tenure process. Audience participation will be encouraged with point-counterpoint discussions that interweave topics of scientific discovery, educational research, and teaching based on scientific inquiry. The symposium will assist dental administrators, educators, and members of appointment, promotion, and tenure committees in understanding the role and potential of educational research, and developing strategies to facilitate scholarly inquiry into student learning to advance the practice of teaching.

**Learning Objectives:**

- Understand practices used to support the use of SoTL in the promotion and tenure process
- Understand the role and potential of educational research to facilitate scholarly inquiry into student learning to advance the practice of teaching
- Develop strategies to facilitate scholarly inquiry into student learning to advance the practice of teaching

**CE Credits:** 1.5, 90 Minute Workshop, Research & Trends

**Content Keywords:** Research Methods, Teaching Skills
TLC-121 Unnecessary Teachers: The Art of Clinical Instruction
(F, 0-3 years) ADEA FDW SoTL Fest

Presenter(s): Joyce Hudson, RDH, M.S., Ivy Tech Community College - Anderson; Lorinda Coan, M.S., Indiana University

Clinical teaching is one of the primary roles of educators in both dental and allied dental health professions. However, many clinical instructors lack an understanding of how learners actually learn technical skill sets. Understanding the methodology behind acquiring skill sets and applying purposeful strategies to clinical teaching will not only enhance outcomes in the technical skills learned by the student but can also encourage the demonstration of critical thinking, problem solving, and clinical reasoning during the process. The purpose of this interactive workshop is to share the methodological basis of clinical teaching and development of clinical reasoning, provide the educator with concrete techniques which can be applied immediately in the clinical setting with learners, and enhance the confidence and expertise of the educator as a clinical teacher and role model. Discussion of calibration will be encouraged to develop strategies to implement consistent assessment from all faculty in a program.

Learning Objectives:
- Compare philosophies of effective teaching from both student and educator perspectives
- Understand the principles of clinical reasoning and its relationship to clinical teaching
- Develop strategies to encourage calibrated assessment amongst clinical faculty

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Assessment, Teaching Skills

TLC-023 Utilizing a Global Assessment Strategy to Determine Student Competence (F, 4-9 years) ADEA FDW SoTL Fest

Presenter(s): Abby Brodie, D.M.D., M.S., Nova Southeastern University; Frank Licari, D.D.S., M.P.H., M.B.A., Midwestern University-Illinois

Dental schools still predominantly utilize clinical requirements and “competency” tests in discipline-defined areas to determine student competence for promotion and graduation. By only utilizing these assessments, faculty members often state that they feel uncomfortable in determining a student’s overall competence for clinical practice. By incorporating global student assessment strategies, which utilize authentic evaluation assessments, faculty will begin to make more accurate determinations of a student’s overall competence.

Learning Objectives:
- Understand how changes can easily be made to current assessment methodologies in order to attain a global assessment of student competence
- Understand the importance of both formative and summative assessments in student competency attainment
- Develop the skills necessary to immediately utilize faculty ratings to make a global assessment of student competence

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Assessment, Evaluation of Clinical Performance

Meeting Locations
SH = Sheraton Hotel
WSCC = Washington State Convention Center

Target Audience
S = Student
F = Faculty
A = Administrator

Career Level
0-3 years = Emerging Educator
4-9 years = Midcareer Educator
10+ years = Seasoned Educator

Follow @adeaweb on Twitter #adea13
LCD-009 The Academic Track: Grow Your Own Academic Dentists (F, 10+ years)
ADEA CCI
Presenter(s): Diana Messadi, D.D.S., M.M.Sc., D.M.Sc., University of California, Los Angeles; Carol Bibb, Ph.D., D.D.S., University of California, Los Angeles; Clarice Law, D.M.D., M.S., University of California, Los Angeles; Karen Lefever, M.A., M.S., Ph.D., University of California, Los Angeles

Although there is a continuing shortage of academic dentists due to myriad factors, each class of dental students and residents includes a select group who are interested in academic positions. This interactive workshop will explore ways to identify, recruit, and mentor these potential faculty members. Based upon experiences with an academic track program, funded by National Institute of Dental and Craniofacial Research, the presenters will discuss different models for mentoring successful academic track participants. Attendees will outline and discuss a viable model that is based on the resources at their home institutions.

Learning Objectives:

- Identify currently available resources including teaching and research opportunities and mentors, using the academic track model that is the best fit for the attendee’s institution
- Identify strategies to create new professional development programs such as teaching apprenticeships, leadership training, and peer networking
- Establish connections with other workshop participants for continuing support as attendees move forward with plans to “grow their own” academic dentists

CE Credits: 1.5, 90 Minute Workshop, Leadership & Career Development

Content Keywords: Career Choice, Mentoring

10:30 a.m. – noon

RT-004 Gender and Age Issues in Dental Education F, 0-3 years)

Presented by the ADEA Section on Anatomical Sciences

Presenter(s): Lisa Lee, Ph.D., The University of Colorado; Alison Doubleday, M.A., Ph.D., University of Illinois at Chicago; Karen Tiwana, D.D.S. and Margot Stein, Ph.D., University of North Carolina at Chapel Hill

This session on gender and age issues in dental education will illuminate an aspect of dental education that has been little studied despite its major impact on equity and diversity within the current and future dental work force. Using large scale, multi-institutional research data drawn from both preclinical and clinical educational settings, the presenters will demonstrate current trends in gender and age bias in dental education. The findings presented in this session have important implications for future workforce models and may inform future ADEA strategic directions for leadership and service. In addition, discussion of new effective pedagogies involving teaching, learning, and assessment in pre-clinical and clinical dental education will contribute powerfully to this process.

Learning Objectives:

- Assess the current trend in gender and age bias in preclinical, basic science dental education
- Assess the current trend in gender and age bias in clinical dental education
- Recommend strategies for corrective measures to ensure equity and diversity in dental education and practice

CE Credits: 1.5, 90 Minute Seminar, Research & Trends

Content Keywords: Professionalism, Personal Characteristics/Attitudes
TLC-57 UW RIDE Program: Developing Educational Equivalence for Regional Dental Education (F, 4-9 years)


Regional or distributed dental education programs can expand dental schools’ outreach and education capacity without duplicating costly academic infrastructure and capital investments. The University of Washington (UW) Regional Initiatives in Dental Education (RIDE) program leverages distance learning and existing resources of a traditional, research-intensive dental school to distribute the workforce to rural and underserved areas of the state, an attractive approach in times of budget shortfalls. A joint effort involving four university entities—the UW Schools of Dentistry, Eastern Washington University’s Dental Hygiene Department, and the Washington State University campus in Spokane—RIDE also partners with Community Health Centers to provide students with extended educational experiences in rural and underserved sites. RIDE faculty will review the planning and assessment necessary to ensure educational equivalence of such initiatives to meet accreditation standards, as well as consider other benefits of this special track for high quality student education.

Learning Objectives:
- Describe the steps involved in planning a regional or distributed education program
- Develop approaches to assure educational equivalency and evaluate overall programmatic outcomes
- Discuss strategies that leverage interprofessional and distance learning resources for educational innovation

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Rural Health, Assessment

I-015 Faculty Development in Interprofessional Education (IPE) Team-based Care (F, 4-9 years)

Presenter(s): Allan Formicola, D.D.S., M.S., Columbia University; Brenda Zierler, Ph.D., University of Washington

The revised Commission on Dental Accreditation “Accreditation Standards for Dental Education Programs” will be fully implemented July 1, 2013. Within the standards are two must statements that relate to Interprofessional Education (IPE) – Standard 1-9: “The dental school must show evidence of interaction with other components of the higher education, health care education and/or health care delivery systems”, and Standard 2-19: “Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care”. In response to these standards and the move towards interprofessional practice (IPP), many dental schools are working with other health care professions to establish IPE programs. As these efforts move forward, a working knowledge of the status of IPE in dental education and access to faculty development in the area of IPE are important to ADEA members. This seminar will focus on these two areas by providing a summary of the recent Journal of Dental Education publication “Interprofessional Education in U.S. and Canadian Dental Schools: An ADEA Team Study Group Report” (Formicola et al, 2012) and faculty development in the area of teaching in interprofessional teams. At the
end of this session, participants should have a better understanding of current best practices in IPE and in team-based teaching.

**Learning Objectives:**
- Describe the current status and best practices for IPE in dental education
- Implement effective strategies for teaching in interprofessional teams
- Describe a model team training program designed to improve collaborative interprofessional communication and teaching

**CE Credits:** 1.5, Teaching, Learning & Curriculum Development

**Content Keywords:** Teaching Skills, Communication and Interpersonal Skills

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**Noon – 5:00 p.m.**
**WSCC/Exhibit Hall**

**Exhibit Hall Open (Complimentary lunch, Noon-2:00 p.m.)**

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**2:00 – 2:45 p.m.**
**WSCC/601**

**TLC-018 Remediation of Case Note Writing Skills (F, 4-9 years) SoTL Test**
**Presenter(s): Richard Harold, D.M.D., J.D. and Paul Trombly, D.D.S., J.D., Tufts University**

Electronic records are the standard in dental educational institutions and provide valuable sources of data for evaluating student performance, types and frequency of procedures, and patient demographic information. In an attempt to achieve accurate documentation, dental schools have resorted to the "drop down module" which when selected, cut and pasted, enters pre-approved notes into the electronic record. A properly written case note serves to document the performance of dental procedures as well as memorializing communications between the patient and dental provider. The presenters have determined that students have become overly reliant on the "drop down module" which has delayed mastering the art of the properly written case note. The remediation program at Tufts University has both a didactic and clinical component. The presenters will discuss how their program has resulted in meaningful improvements in case note writing skills that they expect their graduates to continue into their professional careers.

**Learning Objectives:**
- Learn how students at Tufts University are trained to compose clinically acceptable case notes
- Understand reinforcement techniques utilized clinically at Tufts University to confirm that students case notes contain all essential elements
- Identify corrective remedies which have improved students' record keeping skills in preparation for private practice

**CE Credits:** 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

**Content Keywords:** Evaluation of Clinical Performance, Health Care Quality Improvement

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**2:00 – 3:00 p.m.**
**WSCC/612**

**RT-009 Planting the Seeds of Leadership with a Student Research Program (F, 0-3 years) ADEA CCI**

**Presenter(s): Michelle Wheater, Ph.D., Kai-Chiao Chang, D.D.S., and Jenna Lau, University of Detroit Mercy**

Addressing CODA requirements of faculty mentored student research/scholarly activity may be challenging to new and/or non-research intensive institutions. In this session, participants will learn how the University of Detroit Mercy (a non-research intensive institution) developed a Student Research Program that has resulted in increased faculty and student research/scholarly...
activity. Participants will gain knowledge of budget issues, selection of participants, assessment of faculty mentor and student performance, and development of research topics that can be applied to the needs of their own institution. Student panelists will share their experiences and will discuss how participation in the Student Research Program has provided them with leadership opportunities.

**Learning Objectives:**

- Acquire the knowledge needed to initiate a Student Research Program at their institution
- Identify sources for educational, basic science, and clinical research topics
- List dental professional meetings for student leadership opportunities

**CE Credits:** 1, 60 Minute Seminar, Research & Trends

**Content Keywords:** Research Management, Research Methods

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**2:00 – 3:00 p.m. TLC-115**

**The Perils of Electronic Communication in the Dental Setting (F, 4-9 years) ADEA FDW**

*Presenter(s): Zsuzsa Horvath, Ph.D.; Marnie Oakley, D.M.D.; and Heiko Spallek, Ph.D., D.M.D., M.B.A.; University of Pittsburgh*

Communication between a dentist and patient can occur at various levels. One example is contact through the use of electronic communication (email or texting). As these forms of electronic interaction increase in popularity in the health professions, it is important that dental schools consider a curriculum that prepares graduates to be efficient and safe when communicating via this route. At the University of Pittsburgh, the presenters conducted a study comparing the skills of first year and fourth dental student regarding professional communication between health providers and patients through email. In this interactive workshop, they will provide an overview of their study and discuss the challenges to address the gap between what students believe about their proficiency in professional electronic communication and their current practice, possible directions in curricular growth in this area, and guidelines and recommendations for behavioral competencies dental students should achieve prior to graduation regarding the use of electronic communication.

**Learning Objectives:**

- Assess students’ existing skills and behavior regarding electronic communication in the dental setting
- Evaluate the challenges of developing competencies students should achieve regarding the use of electronic communication in the dental setting.
- Develop guidelines and recommendations for behavioral competencies for dental students

**CE Credits:** 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

**Keywords:** Communication and Interpersonal Skills, Curriculum Development/Evaluation

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**2:00 – 3:00 p.m. TLC-61**

**Diffusion of Innovations: Dental Education and the Pursuit of Fidelity (F, 0-3 years) SoTL Fest**

*Presenter(s): Joan Davis, RDH, Ph.D., Southern Illinois University; Anne Koerber, D.D.S., Ph.D., University of Illinois at Chicago*

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Adoption, implementation, and institutionalizing new innovations such as Public Health Service Guidelines into existing curriculum can be daunting. Why is this often the case? Are there strategies that could facilitate diffusion of new information and technologies while maintaining fidelity to the original concept? Using the Diffusion of Innovations model, this seminar will explore how faculty learn of new innovations and adopt or not adopt. The presenters will discuss how to integrate new information technology, what role faculty play in the new innovation, and to what level of clinical competency should be demonstrated. Based on interview data from 32 dental hygiene faculty from 19 dental hygiene programs and current Diffusion literature, key decision-making processes will be explored. Strategies will be identified offering insight into the curricular diffusion process and what lessons can be learned to support fidelity to new innovations.

**Learning Objectives:**

- Describe the Diffusion of Innovations organizational model used in higher education
- Describe how new ideas/technologies can be successfully moved from awareness to clinical competency without losing fidelity using the Diffusion of Innovations model

**CE Credits:** 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

**Content Keywords:** Curriculum Development/Evaluation, Critical Thinking

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**2:00 – 3:00 p.m.**  
**WSCC/4C-2**  
**I-07 Best Practices for Reviewing for the Journal of Dental Education (F, 4-9 years)**  
**Presenter(s):** Lynn Whittaker, *Journal of Dental Education*; Nadeem Karimbux, D.M.D., M.M.Sc., Tufts University; Marita Inglehart, Ph.D., University of Michigan

Peer review is an essential part of the scientific publication process. However, peer review varies depending on the discipline and the journal. The *Journal of Dental Education (JDE)* is unique because it publishes a wide variety of scientific and educational research in dental, allied dental, and advanced dental education. This diversity relies on a large cadre of peer reviewers from different backgrounds. This workshop will introduce the history and concept of peer review to new and old reviewers. Participants will learn to look for the components that make a good manuscript. They will be introduced to the *JDE* peer review process and will participate in a workshop that engages them in it. The workshop will improve the quality of peer review for the *JDE*.

**Learning Objectives:**

- Learn the best practices for reviewing manuscripts for the *JDE*
- Gain an understanding of what the *JDE* editors look for in a successful and productive review
- Interact with the *JDE* editorial staff and collaborate with peers in a hands-on workshop

**CE Credits:** 1, 60 Minute Seminar, Leadership & Career Development

**Content Keywords:** Manuscript Writing, Research Methods

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**2:00 – 3:00 p.m.**  
**WSCC/607**  
**TLC-020 Ten Things Every Dental Educator Should Know (F, 0-3 years) ADEAFDW SoTFLfest**  
**Presenter(s):** Mitchell Lipp, D.D.S., FACP and Maureen McAndrew, D.D.S., M.S.Ed., New York University

Many well-trained dentists are thrust into teaching, lacking foundational knowledge, theory, and practice in education. Most troublesome is when they apply instructional strategies that seemed to work so well when they were students. This interactive seminar begins with the challenge, “Have you heard of adult learning theory, assessments, asynchronous learning, constructivism,
flipping the classroom, games, hybrid (blended) learning, peer teaching, safety, triangulation?" These ideas and methods have transformed the landscape of learning in higher education and have relevance to the present and future directions of dental education. This seminar describes alternative approaches to traditional lectures and seminars and presents a unique perspective emphasizing learning AND accountability. The presenters represent a new breed of dental educator, trained dentists who are translating and applying knowledge and theory from the educational literature to the classroom and clinic setting. Specific classroom, pre-clinical, and clinical examples are cited. Participants are encouraged to share their experiences.

**Learning Objectives:**

- Identify various experiences that can promote learning
- Understand the constructivist perspective and experiential learning
- Understand the importance of safety in learning, especially with regard to critical thinking skills, including self-evaluation

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Cognition, Human Learning & Problem Solving

2:00 – 3:30 p.m. WSCC/604

**TLC-51 Why Throw Students to the Wolves? Maximizing Outreach Program Value (F, 4-9 years) SoTLfest**


A universal challenge of community-based dental education (CBDE) programs is enhancing dental education experiences for students at remote sites designed to efficiently provide dental care to diverse and underserved populations. These seemingly conflicting goals often lead to less than ideal student learning environments resulting in symbolically “throwing our students to the wolves.” Fortunately, both objectives, educational and service, can be achieved through the application of andragogical (adult centered) teaching techniques. This seminar will present assessment tools for off-campus clinical site development, andragogical concepts applicable to a CBDE setting, methods to enhance student reflection and positive self-assessment, measurement of student performance and competency, and opportunities to provide interprofessional educational (IPE) experiences. These will be presented in a context consistent with the remote site objectives of the efficient provision of dental care. Particular emphasis will be placed on methods to develop practical solutions to existing challenges.

**Learning Objectives:**

- Identify assessment tools appropriate for developing and continuously improving off campus clinical sites
- Measure student performance, competency, and create positive self-assessment using andragogical concepts applicable to a community based dental educational setting
- Create opportunities to provide IPE experiences in off-campus clinical sites

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Evaluation of Clinical Performance, Assessment
2:00 – 3:30 p.m.  
WSCC/310  
I-021 Dental Pipeline National Learning Institute—Symposium and Call for Applications (F, 4-9 years)  
The Dental Pipeline program has had a profound impact on dental education and community service over the last decade. This session will discuss current trends in health reform and diversity of the health workforce that are important for creating a more effective and diverse oral health workforce. In addition, the first cohort of trainees and mentors from the new National Dental Pipeline Learning Institute will discuss program activities to-date. The 2013 Call for Applications to the National Learning Institute including the opportunity for dental schools and their community partners to participate will be described. This session is intended for institutions and individuals who have participated in past Pipeline Program activities as well as anyone who is interested in the next phase of activities and the new National Dental Pipeline Learning Institute.  
Learning Objectives:  
• Examine the Dental Pipeline National Learning Institute and its challenges and innovations.  
• Explore the data the value of dental school–community partnership as a means to improve oral care access.  
• Discuss the strategies to sustain dental school community partnerships as a means to transform delivery systems, improve education, and leverage funding for oral health.  
CE Credits: 1, 90 Minute Workshop  
Content Keywords: Diversity Recruitment, Community Health

2:00 – 3:30 p.m.  
WSCC/401  
I-05 Fisher v. Texas  
Presenter(s): Yvonne Knight, J.D., ADEA  
Fisher v. University of Texas is a case before the U.S. Supreme Court concerning the affirmative action admissions policy of the University of Texas at Austin. The case asks that the court either declare the admissions policy of the University inconsistent with, or entirely overrule Grutter v. Bollinger a 2003 case in which the Supreme Court ruled that race could play a limited role in the admissions policies of universities. An overruling of Grutter could end affirmative action policies in admissions at U.S. public universities. We will have an expert discuss the possible implications of this ruling on higher education and dentistry.  
Learning Objectives:  
• Learn the importance of Grutter v. Bollinger on higher education admissions  
• Understand the importance of Fisher v. University of Texas and the possible impact to dental education  
CE Credits: 1.5, 60 Minute Seminar, Advocacy & Public Policy

2:00 – 3:30 p.m.  
WSCC/4C-3  
TLC-96 Portfolio Assessment in Dental Education—Adapt to Assess (F, 4-9 years)  
ADEA FDW SoTL Fest  
Presented by the Section on Periodontics  
Presenter(s): Gwen Essex, RDH, M.S., Ed.D., Peter Loomer, D.M.D., Ph.D., B.S., and Malay Mathur, University of California, San Francisco  
Portfolio assessment is being implemented across health-science disciplines. But with limited faculty time, how can you use portfolio assessment to enrich your student learning by adapting assignments you already have in place? Faculty and a student from a program that has
been working with portfolio assessment over the last five years will share best practices in implementing portfolio work into didactic, clinical, and lab/preclinical courses. Participants are asked to bring a current assignment, and through group discussion adapt it for use in a physical or electronic portfolio. The question of how to share the evaluation of portfolio work in an evidence-based, and calibrated manner using rubrics will be discussed, and specific rubrics for the assignments adapted during the workshop will be created. Participants will leave with an assignment and grading rubric ready for implementation.

**Learning Objectives:**

- Identify two aspects of traditional assignments that must be adapted for portfolio assessment
- Create a rubric that matches the assessment outcome goals of the newly adapted portfolio assignment
- List identified strengths of portfolio assessments

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

**Content Keywords:** Instructional Materials/Methods, Assessment

### 2:00 – 3:30 p.m. WSCC/602

**AO-011 The Impact of Culture on Underrepresented Minority Health Profession Students (F, 10+ years) ADEA LIAA ADEACCI**

Presenter(s): Ann McCann, RDH, Ph.D.; Barbara Miller, M.S., D.D.S.; Ernie Lacy, D.D.S., M.A., B.S.; Texas A&M University

Underrepresented minority (URM) students have a much better experience in a professional program with a climate of cultural competence. They feel more welcome in a humanistic environment that fosters diversity and respect for all individuals. All students are exposed to more new ideas in this culture and gain new skills in problem solving and the treatment of all patient groups. This presentation will start with a brief explanation of the role of culture in improving the experience of URM students in health profession programs. Then, an interprofessional panel of students will describe their school experiences and how cultural climate has affected their enrollment decisions, their learning, social interactions, and practice-employment goals. A question and answer session with the audience will follow this panel discussion. This presentation will end with a summary of the student discussion and how health profession programs can continue to move toward a culturally competent climate.

**Learning Objectives:**

- Describe the role of cultural climate in attracting and retaining URM students at health profession programs
- Explain how the culture of the health professional program influences URM student decisions to apply to the program, the URM student experience, and the URM graduates’ practice plans
- Develop methods for improving the cultural climate at a health professional program

CE Credits: 1.5, 90 Minute Seminar, Admissions & Operations

**Content Keywords:** Cultural Diversity/Cultural Competency, Minority Recruitment
TLC-55 Integrating Children’s Oral Health and Access to Care into Multiple Educational Settings (F, 4-9 years) ADEA LIAA SoTL Fest

Presenter(s): Joan Kowolik, B.D.S., LDS RCS Edin, Indiana University; Lisa Mruz, D.D.S. and Sara Appleby, University at Buffalo

Current CODA standards state that graduates must be competent in providing oral health care within the scope of general dentistry, as defined by the school, for the child, adolescent, adult, geriatric, and medically compromised patient. However, there is much variation across dental education in how this standard is met regarding the pediatric patient. The link between oral and overall health is well understood—poor oral health can affect the physical growth and development of a child. However, poor oral health impacts not only an individual child’s education, but also the educational system as a whole. A disconnect exists between not only oral healthcare providers and medical providers, but with school systems as well. The challenge is to create educational partnerships between institutions training the providers and the educational systems responsible for teaching the children, ensuring more children receive appropriate care in a timely manner and reach their full potential.

Learning Objectives:
• Compare various didactic and clinical curriculum with regard to educating general dentists in the care of pediatric patients
• Comprehend the impact of inadequate dental care on the individual child’s education and the educational system
• Create a strategy to work with other educational groups in providing adequate oral health for children

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Oral Health

TLC-43 Assessing Self Reflective Learning with High Fidelity Simulation (F, 0-3 years) ADEA FDW SoTL Fest

Presenter(s): Lisa Bilich, B.S.D.H., M.Ed. and Rebecca Stolberg, M.S., B.S., M.S.D.H., Eastern Washington University

Simulation in dental education is a traditional pedagogy. High Fidelity Simulation (HFS) changes the landscape of traditional professional education. HFS has been traditionally used to assess performance-based skills in practicing health care workers as well as health care students. Evaluation of critical thinking skills is still an emerging area in HFS teaching and research. This workshop will include activities on how to assess reflective learning in an existing curriculum using simulation. Participants will learn advantages of examining reflective thinking through the use of HFS. They will apply components of reflective learning to a taped debriefing session using a rubric based on American Philosophical Association consensus on critical thinking. Discussion will include the benefits of using HPS in a dental or dental hygiene program. Attendees will receive ideas on how to integrate reflection into curriculum through the use of simulation.

Learning Objectives:
• Describe the benefits of utilizing HFS scenarios to assess self-reflection skills
• Demonstrate the benefits of using a self-reflection rubric for simulation activities
• Identify opportunities to integrate self-reflection evaluation into HFS scenarios

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Critical Thinking, Curriculum Development/Evaluation
2:00 – 3:30 p.m.  
LCD-012 Utilizing ADEA for the Landscape of Learning (F, 0-3 years) SoTLFest  
Presenter(s): Sue Sandmeyer, Monique Morgan, CMP, ADEA; Valerie Murrah, D.M.D., M.S., University of North Carolina at Chapel Hill; Nereyda Clark, D.M.D., University of Florida; Todd Watkins, D.D.S., East Carolina University; Michael Siegel, D.D.S., M.S., Nova Southeastern University

Teaching and publication skills, lifelong learning, and leadership are among the most important skills and attributes that dental educators must develop, employ, and cultivate throughout a lifetime of educating. This symposium will encompass the landscape of learning, from roots to tree top and beyond. It will address what it means to become a new educator and developing and excelling in one’s profession as an educator and leader. Panelists will address issues such as where to find teaching resources, how to recruit new faculty, how to find and use the tools needed to become an educator, how to mature and cultivate one’s skills as you enter 4-9 years, and how to develop and mature leadership skills as a dental educator to make a difference in dental education.

Learning Objectives:

- Effectively identify ADEA teaching resources
- Utilize ADEA resources for recruitment and retention of faculty members
- Understand how to enhance their career development in multiple ways by utilizing the resources of ADEA

CE Credits: 1.5, 90 Minute Seminar, Leadership & Career Development

Content Keywords: Instructional Materials/Methods, Personal Characteristics/Attitudes

2:00 – 3:30 p.m.  
TLC-48 Changing Educational Landscapes via New Buildings and Renovations (F, 4-9 years) SoTLFest  
Presenter(s): John Valenza, D.D.S., The University of Texas School of Dentistry at Houston; Connie Drisko, D.D.S., Georgia Regents University; Lloyd George, D.D.S., M.Ed., J.D., University of Tennessee Health Science Center

While construction and renovation of dental school buildings create or enhance facilities for education, patient care, and research, they also present unique opportunities for assessment, innovation, and remodeling of the landscape for learning. Does a 21st century dental school need a library? What about classrooms? Is there a “best” clinical teaching model and how should clinics be designed to support it, including the individual operatory design? What is the role of the computer in patient care? The old saying of “form follows function” is today far too monolithic and simplistic when considering the complex environment of dental education. So before function and subsequent facilities can be designed, schools and programs must review and assess how teaching and learning will occur. This seminar will examine how educational design and development led to facilities design and construction.

Learning Objectives:

- Understand how curricula, clinical teaching models, and other educational systems can drive the design of facilities
- Understand how new educational models are impacted by changes in the landscape of dental education facilities

Meeting Locations

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• Understand the role of faculty development in the adaption of faculty to new educational systems as a result of new facilities

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Instructional Materials/Methods, Institutional/Organizational Development

2:00 – 3:30 p.m.
WSCC/613

TLC-104 Teaching and Learning with Emerging Technologies and Informatics: Short Talks (F, 4-9 years) SoTL Fest

Presented by the ADEA Sections on Dental Informatics and Educational Research, Development, and Curriculum, and ADEA SIGs on Teaching and Learning with Emerging Technology and Scholarship of Teaching and Learning

Presenter(s): Elise Eisenberg, D.D.S., M.A., New York University; John Killip, D.D.S., University of Missouri - Kansas City; Muhammad Walji, Ph.D., The University of Texas School of Dentistry at Houston; Linda Behar-Horenstein, M.A., Ph.D., University of Florida

Short Talks, an innovative approach for the Annual Session, will succinctly update members of the dental community with exciting developments and emerging issues, and will foster collaboration as we explore teaching and learning with emerging technology and informatics. Join us for this exciting exploration into the future of health care education. The Short Talks session will provide each speaker five minutes to present summaries of various topics concerning current best practices of teaching and learning at their respective organizations (time limits will be strictly enforced). The focus is on emerging technology and informatics and how we teach and how our students learn with new and emerging technologies, how we assess our teaching methodologies, how we insure that our faculty have appropriate development for teaching with technology, how we prepare for future technologies, and many more questions to be answered.

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

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Teaching Skills, Instructional Materials/Methods

2:30 – 3:30 p.m.
WSCC/4C-4

I-117 ADEA/Future of Advanced Dental Education Admissions (FADEA): Latest Developments and Updates (F, 4-9 years)

Presenter(s): Eugene L. Anderson, Ph.D. and Anne Wells, Ed.D., ADEA

This session will focus on highlights and developments from ADEA/FADEA’s project, new data about admissions practices, findings from our PPI pilot project, and a preview of new initiatives.

Learning Objectives:

• Describe the outcomes of the PPI validity study

• Understand pass/fail grading systems in the context of advanced education applications

• Understand how the PPI is being used in decisionmaking by advanced dental education program directors

CE Credits: 1, Admissions & Operations

Content Keywords: Admissions/Selection, Institutional/Organizational Development
RT-011 Strategies for Initiating and Growing a Research Enterprise in a Dental School (F, 4-9 years) *ADEA*CCI


Research, the generation of new knowledge to benefit the public’s oral health, is an integral component of dentistry’s professional mission. Dental schools with vital research enterprises are key to the realization of this mission. A competitive and fiscally constrained environment presents challenges to schools seeking to initiate and grow their research enterprise. This session will be of interest to those interested in initiating, growing, and/or refocusing their school’s research enterprise. Participants will consider strategies for initiating and growing a research enterprise within a dental school, including the critical importance of strategic planning. Financial considerations, development of relevant outcomes measures, and the relationship between research and education will be discussed.

**Learning Objectives:**

- Describe strategies for initiating and growing a research enterprise within a dental school
- Describe financial considerations related to a dental school’s research enterprise
- Describe potential outcome measures to determine if a research enterprise is meeting a school’s strategic goals

CE Credits: 1, 60 Minute Seminar, *Research & Trends*

Content Keywords: Research Management, Institutional/Organizational Development

TLC-007 Evidence-based Decision-making in Cariology Through Active-learning and Critical Thinking (F, 4-9 years) *SoTL*Fest


Dental educators will learn how to promote and assess evidence-based clinical decision making through active-learning, problem-solving, and critical thinking. A range of classroom and clinical activities and assessment strategies will be presented. These include use of cases in multiple choice examinations, practical hands-on exercises, short clinical decision-making papers, and development of evidence-based treatment plans of patient-based scenarios. The development of a cariology program within a new dental curriculum will be used as an example of how didactic and clinical courses can be combined to help students improve clinical decision making. The goal is to challenge the student to learn how to critically think and apply best available evidence, in this case in cariology, to improve patient and community health by scrutinizing, differentiating, and appraising information-evidence, as well as reflecting on information to make judgments that will help problem-solve and inform clinical decisions.

**Learning Objectives:**

- Learn how to promote student learning through problem solving, critical thinking, and use of evidence base information in a didactic course (cariology will be used as an example)
- Learn diverse strategies on how to assess critical thinking within the clinical curriculum
4:00 – 5:00 p.m.  
WSCC/609  

**TLC-110 The Challenge of Assessing Students’ Performance in a Clinical Setting (F, 4-9 years) ADEAFDW SoTL Fest**

Presenter(s): Debra Ferraiolo, D.M.D., FAGD; Analia Veitz-Keenan, D.D.S.; and Silvia Spivakovsky, D.D.S.; New York University

Traditionally, assessment of clinical competence for undergraduate students is a challenge for faculty in medical and dental education. An accurate and meaningful evaluation form is a crucial component to performing that mission. Since the assessment for clinical competence depends on several factors, the development of reliable tools for measuring student performance is important. Student knowledge, attitude, and skill relative to their level of training can sometimes be assessed differently, depending on the evaluator’s training and subjectivisms. Exacerbating the problem is an immense class size and clinical faculty with different backgrounds and experiences that may influence the manner in which they evaluate students. Validated forms as a means of assessment can be great tools to gauge competency and give daily feedback to the students working in a clinical environment. The use of modern digital technology acts as an enhancement to the means of assessment.

**Learning Objectives:**

- Learn why evaluation and assessment in clinical education are important
- Explore experiences of assessing students in clinical practice
- Be able to discuss drawbacks in the evaluation process and to outline the advantages to using a digital program

4:00 – 5:30 p.m.  
WSCC/611  

**TLC-117 The University of Maryland IPE Model–Why It Worked (F, 4-9 years) SoTL Fest**

Presenter(s): Jacquelyn Fried, RDH, M.S. and Lisa Bress, M.Sc., University of Maryland

Interprofessional education (IPE) signals the future for dental and dental hygiene education. Instituting IPE initiatives at one’s institution can appear daunting. Despite the challenges inherent in planning and executing IPE, several factors are elemental to its success regardless of an institution’s structural framework. Select factors include administrative buy-in at institutional and programmatic levels, identification of faculty and administrative stakeholders, change agents and leaders, faculty enlightenment and subsequent support, and curricular malleability. These elements will be discussed in the context of the University of Maryland’s School of Dentistry’s Division of Dental Hygiene IPE collaboration with the university’s School of Nursing. This union has evolved from university and school directives, favorable university infrastructure, faculty support and vision. The Division of Dental Hygiene’s launching activities and its successes and challenges will be discussed. Resulting innovations in didactic, clinical community outreach and graduate dental hygiene education will be shared.

**Learning Objectives:**

- Identify infrastructure that facilitates the successful implementation of IPE
• Share examples of inter-professional initiatives in clinical, didactic, community outreach/service learning settings

• Propose scenarios for IPE implementation at your respective institution

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Teaching Skills

4:00 – 5:30 p.m.  
WSCC/604

TLC-001 What’s Sex Got To Do With It? Teaching the Dental Team about Women’s Health (F, 4-9 years) SoTLFest

Presented by the ADEA Sections on Dental Assisting Education and Dental Hygiene Education, and the ADEA SIG on Tobacco-Free Initiatives

Presenter(s): Joanna Asadoorian, RDH, Ph.D., University of Manitoba Faculty of Dentistry; Carol Anne Murdoch-Kinch, D.D.S., Ph.D., University of Michigan; Sara Gordon, B.Sc., B.A., D.D.S., M.Sc., University of Illinois at Chicago; Lorinda Coan, M.S. and Patricia Capps, B.S., M.S., CDA, Indiana University

While many health issues affect women and men similarly, knowledge about the biological and behavioral differences between the sexes has become increasingly recognized by educators. Students, however, may have difficulty in understanding how gender issues are relevant to everyday oral health care. Thus, oral health care educators need to incorporate women’s health issues into the dental, dental hygiene, and dental assisting curriculum in a meaningful and engaging manner. This interactive panel discussion with experts in the fields of women’s health and curriculum development will lead a discussion surrounding oral health changes and needs of women through the life cycle and key differences in disease and behavioral patterns. As an outcome, participants will learn how to enhance their students’ engagement in women’s health issues through interactive methods and focusing on the use of cases.

Learning Objectives:

• Summarize the key issues surrounding current understanding of women specific health issues

• Explain why knowledge of biological and gender differences is important in the provision of oral health care and impacts oral health and health curriculum

• Apply new knowledge of women’s health issues to your oral health and health curriculum in an engaging manner

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Women’s Health

4:00 – 5:30 p.m.  
WSCC/605

TLC-011 How to Make Patient Safety Part of the Dental Curriculum (F, 4-9 years)

Presenter(s): Elsbeth Kalenderian, D.D.S., M.P.H., and Rachel Ramoni, D.M.D., Sc.D., M.Sc., Harvard School of Dental Medicine; Muhammad Walji, Ph.D., The University of Texas School of Dentistry at Houston; Denice Stewart, D.D.S., M.H.S.A., Oregon Health & Science University

The Harvard Medical Practice Study and the Institute of Medicine (IOM) Report “To Err is Human” catalyzed a revolution in patient safety and quality in medicine, yet patients and clinical team members in the dental setting have yet to reap the benefits. The presenters highlighted the issues in a 2012 JADA editorial, “From Good to Better: Towards a Patient Safety Initiative
in Dentistry.” Dental schools are ideally positioned to transform the culture and practice of patient safety in dentistry. This workshop will arm dental educators with existing resources to assess the patient safety cultures and to track patient safety events within their institutions. The seminar will also include practical approaches to integrating patient safety into the didactic and clinical curricula. As pioneers in dental patient safety, educators have the power to make dental care safer and to promote life-long learning through critical reflection.

**Learning Objectives:**

- Understand how dental adverse events are currently documented and tracked in dentistry
- Understand how patient safety culture and patient safety events can be benchmarked and tracked
- Understand how patient safety can be incorporated into the didactic and clinical curriculum for dental students

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Teaching, Learning & Curriculum Development

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**4:00 – 5:30 p.m.**

**TLC-67 Evidence-Based Dentistry: Where Do We Go From Here?**

(WSCC/606)


Commission on Dental Accreditation (CODA) standards state that dental graduates must be competent to “access, critically appraise, apply, and communicate scientific and lay literature as it relates to providing evidence-based patient care.” In order to determine whether dental schools in the United States have incorporated evidence-based dentistry (EBD) into their curricula, a survey was conducted. Results of this survey will be presented to stimulate a discussion among participants regarding best practices. Participants will work in groups to identify areas for future curricular development, both on an individual school basis and in the context of national trends. In addition, best practices at two dental schools (University of Detroit Mercy and New York University) will be highlighted. Finally, links to EBD resources will be presented and participants will be given the opportunity to network and share resources that they have found helpful.

**Learning Objectives:**

- Discuss best practices among US dental schools for teaching EBD
- Identify areas for evidence-based dentistry curriculum development at their home institutions
- Access ideas and resources for development of EBD instruction and assessment

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Evidence Based Dentistry

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**4:00 – 5:30 p.m.**

**AO-001 Effectively Using Noncognitive Variables in Making Admissions Decisions**

(WSCC/607)

**Presented by the ADEA Section on Dental School Admissions Officers and Student Affairs and Financial Aid**

**Presenter(s):** Margaret Wilson, D.D.S., M.B.A., East Carolina University; William Sedlacek, M.A., Ph.D., University of Maryland; Shelia Price, D.D.S., Ed.D., West Virginia University

Presented by the ADEA Section on Dental School Admissions Officers and Student Affairs and Financial Aid

**Presented by the ADEA Section on Dental School Admissions Officers and Student Affairs and Financial Aid**

**Presenter(s):** Margaret Wilson, D.D.S., M.B.A., East Carolina University; William Sedlacek, M.A., Ph.D., University of Maryland; Shelia Price, D.D.S., Ed.D., West Virginia University

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Dental school admissions committees continue to grapple with challenges associated with recruiting, admitting, and enrolling students who best meet the mission of the particular institution. For many students, particularly students of color, and those from disadvantaged and non-traditional backgrounds, standardized tests such as the DAT are poor predictors of their potential for success. In his book, Beyond the Big Test: Noncognitive Assessment in Higher Education, Dr. William Sedlacek presents a noncognitive assessment method that can be used in conjunction with traditional cognitive measures in making admissions decisions. His method has been employed by hundreds of higher education institutions, but is relatively new in dental education. This workshop will describe the eight noncognitive variables comprising Dr. Sedlacek’s assessment model, and will discuss one dental school’s implementation of the model. A review of the ADEA Admissions Committee Workshops—from development and implementation through evaluation—will provide valuable context for this interactive session.

**Learning Objectives:**
- Define and give examples of noncognitive variables
- Understand the rationale for using noncognitive variables in making admissions decisions, and describe how they can be integrated into the dental admissions process and deliberations
- Understand the origin and evaluation of the ADEA Admissions Committee Workshops

CE Credits: 1.5, 90 Minute Workshop, Admissions & Operations
Content Keywords: Admissions/Selection, Minority Recruitment

4:00 – 5:30 p.m.
TLC-98 Propagating Dental Hygiene Programs Via Distance Education (F, 0-3 years) ADEA FDW

Presenter(s): Carolyn H. Ray, RDH, M.Ed. and Christy L. McCullers, University of Oklahoma

The employment opportunities for dental hygienists are projected to grow by 38% in the next decade. At the same time workforce demand is growing, institutions are strapped with decreased educational revenues. Distance education (DE) provides one possible solution to increase graduate numbers by utilizing an established educational program and collaborating with technology centers, community colleges, or vocational schools. DE offers unique opportunities for non-traditional students or students in remote areas who would, otherwise, not have access to the traditional dental hygiene education. This workshop is intended to recount the successes and pitfalls of an established DE program. Participants will have the opportunity to take part in discussions regarding the delivery of didactic and clinical experiences to students via DE. The advantages and disadvantages of this venue will be broached during this 90-minute workshop.

**Learning Objectives:**
- Be able to discuss advantages of distance education
- Be able to discuss common disadvantages of distance education
- Be able problem-solve common challenges associated with distance education

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Distance Learning, Teaching Skills
4:00 – 5:30 p.m.  
WSCC/401

LCD-014 The Current Landscape of Underrepresented Minority Leadership in Dental Education (F, 4-9 years)  
ADEA LIAA SoTL Fest

Presented by the ADEA Council of Faculties, the ADEA Section on Gay-Straight Alliance and Minority Affairs, and the ADEA SIGs on Scholarship of Teaching and Learning


Paraphrasing Sinkford, et.al., to increase the numbers and strength of the underrepresented minority (URM) faculty in leadership positions within our universities and dental institutions, it is essential to measurably increase the URM candidates in the pipeline for dental education. We must develop an institutional climate supportive of diversity and career enhancement through developmental opportunities that impact the number of researchers, faculty, deans, and directors thereby increasing the number of URM leaders in the university setting and dental professional organizations. The ADEA Minority Affairs Advisory Committee, Minority Affairs Section, and the Access, Inclusion and Diversity staff within the ADEA Policy Center developed a survey designed to identify baseline data related to the numbers and leadership positions filled by URM dental faculties at ADEA dental institutions. This symposium centers on outcomes of that survey and highlights achievements of URM faculty participants in ADEA and Academy for Academic Leadership Institute collaborative development opportunities.

Learning Objectives:

- Be familiar with the Minority Affairs Advisory Committee Underrepresented Minority Leadership survey
- Become aware of faculty development opportunities for underrepresented minorities in career advancement
- Understand interactive instruction on development of higher level managerial skills

CE Credits: 1.5, 90 Minute Seminar, Leadership & Career Development

Content Keywords: Minority Recruitment, Mentoring

4:00 – 5:30 p.m.  
WSCC/611

TI-010 Creating the RIDE Teledentistry Network: Collaboration, Calibration, and Educational Innovation (A, 4-9 years) SoTL Fest


The University of Washington’s Regional Initiatives in Dental Education (RIDE) program has developed a dental education model that educates students at a regional university site and community health centers in rural and underserved areas of the state with the support of a teledentistry network. RIDE has created a system capable of keeping students dynamically connected with classes and activities on the Seattle campus during their first year, as well as while on rotation in rural clinical settings that provide exposure to lifestyles, business models, and healthcare experiences typical of rural and underserved communities. RIDE also creates a collaborative community by connecting administrators, instructors, and preceptors in a communications network that assures equivalency of student education and administrative oversight, while providing faculty development for remote affiliates. This session will highlight RIDE system components and demonstrate how RIDE establishes a robust model for a collaborative teledentistry network.

Learning Objectives:

- Describe components critical to the success of a 21st century collaborative teledentistry network
5:30 – 6:30 p.m.
WSCC/401

I-112 ADEA’s Commission on Change and Innovation in Dental Education College Presidents’ Symposium (4-9 years)

Creating change and innovative practices takes visionary leadership at all levels: administration, faculty, and students. Although challenges are always present, strategic leadership has proven effective in fostering an environment that supports change and innovation. The results and lessons learned are instructive for all interested in being leaders of change in their own environments. This session will provide participants with an in-depth understanding of the progress and the process used to achieve key changes at a major university through the lens of a university leader. The session will provide an examination of the role minority-serving institutions can play in building a more diverse dental education student population. The session will also provide an examination of strategies for creating more diversity within dental education leadership at all levels.

CE Credits: 1
Keywords: Institutional/Organizational Development, Cultural Diversity/Cultural Competency

6:00 – 8:00 p.m.
WSCC/4D Skybridge

I-044 ADEA Leadership Institute Class of 2014 Reception
(Sponsored by Colgate-Palmolive Co. By invitation only)

8:00 – 10:00 p.m.
SH/Metropolitan Ballroom

I-138 An Evening Plenary on Gender Issues: Discourse & Dessert (Ticketed Event)
Presenter(s): Eve Higginbotham, S.M., M.D., Howard University

Eve J. Higginbotham, S.M., M.D., a well-established clinician, scientist, medical educator, and administrator is the invited speaker. She is a board-certified ophthalmologist and first woman to head a university based ophthalmology department in the United States. Dr. Higginbotham was Dean and Senior Vice President for Academic Affairs at Morehouse School of Medicine, 2006-2009.

This evening plenary session has a focus on gender issues but is open to all attendees. It has been a tradition for 20 years to invite prominent women leaders to be guest speakers. They speak both on major issues and their personal career trajectories. It is considered to be a major opportunity for individuals “outside” of the dental education profession to share their perspectives re the changing roles of men and women in their professional and personal endeavors.

Dr. Higginbotham’s presentation will focus on workforce challenges across the health professions and significant life events that position her to be one of the outstanding leaders in medical education in the United States. The presentation is designed to be both informative and entertaining.

Learning Objectives:
- Understand challenges facing women in academic administration.
### MARCH 18, 2013

**8:30 – 9:45 a.m.
WSCC/Ballroom 6A-B**

**I-361 ADEA Political Spotlight and Plenary Session Featuring Tucker Carlson**  
Presenter: Tucker Carlson

In this penetrating look at today’s political climate, FOX News Contributor, Tucker Carlson takes audiences behind closed doors, offering a candid, up-to-the-moment look at events as they unfold. From a look at a divided Congress, the agenda for a second Obama Administration to his thoughts on the future of the Tea Party and the Republican Party, you can always count on Tucker for a witty, informative and frank take on today’s news. You can count on Tucker to put today’s hot political topics into perspective and let you know how dental education might be affected by the political maneuverings in Washington.

**Learning Objectives**

- Gain inside knowledge about the current political atmosphere in Washington and how it can impact dental education.
- Better understand the political divide in Washington since the recent elections.

**CE Credits:** 1

### 10:30 – 11:15 a.m.

**WSCC/209**

**TLC-72 How to Teach Students to Effectively Communicate with Transgender Patients (F, 4-9 years)**  
Presenter(s): D. Culotta, D.D.S., New York University

Transgender patients present unique challenges to the dental educator. These challenges will be addressed in this small group discussion. The discussion group will focus on teaching students the skills necessary for effective communication with transgender patients. In addition, the health issues of transgender patients specific to the dental school setting will be discussed.

**Learning Objectives:**

- Learn the best way to address and communicate with transgender individuals
- Learn the specifics of medications and surgeries pertinent to transgender individuals and their dental care
- Learn better ways to effectively elicit a health history from transgender patients

**CE Credits:** 45 Minute Small Group Discussion, Teaching, Learning & Curriculum Development

**Content Keywords:** Cultural Diversity/Cultural Competency, Communication and Interpersonal Skills

### 10:30 – 11:30 a.m.

**WSCC/310**

**TLC-90 Maximizing Benefits, Minimizing Detriments of Using Digital Books in Teaching (F, 0-3 years) SoTL Fest**  

The use of technology continues to explode throughout all industries, and academia certainly is no different. While there are both positives and negatives to incorporating technology into
our teaching, there are ways to maximize the benefits and minimize the detriments. This can be done with a few tips on how to incorporate technology and with some practice. In this seminar, attendees will be exposed to one model for incorporation and learn how to take advantage of the upside, while helping themselves and their students minimize the downside of utilization of digital textbooks. The goal is to allow for the creation of an enhanced learning environment in order to prepare our students for success.

Learning Objectives:

- Become familiar with the various tools within a model for electronic course enhancement
- Learn the advantages and disadvantages of digital textbook use in courses
- Understand how to maximize the benefits and minimize the detriments of eTexts

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Information Management/Computer Applications, Distance Learning

10:30 a.m. – noon
WSCC/602

TLC-015 OSCE Station Development: Getting the Maximum from Your Investment (F, 0-3 years)

The assessment of critical thinking skills and the acquisition of a knowledge base are best accomplished by using the OSCE format because the student must be able to provide an answer, perform a task, or interact with a proctor/standardized patient at each station. Selecting an answer from a list of choices doesn’t assess these areas. Developing, producing, and duplicating quality props, cases, and materials is time consuming and may be costly. However, after the initial “investment,” the same station materials can be used at all levels of the dental curriculum. By changing the question or topic of emphasis, the same prop may be used for students at any level from preclinical to advanced dental education. Learning to protect, organize, and catalog OSCE materials and questions makes subsequent OSCE testing less burdensome and time consuming.

Learning Objectives:

- Learn about OSCE
- Understand the importance of organization and multiple uses of OSCE materials
- Understand cost effective strategies for the OSCE

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Assessment, Critical Thinking

10:30 a.m. – noon
WSCC/609

TLC-126 “GLOBAL” What’s in It for Your School, Students, and Communities? (F, 0-3 years) SoTL Fest
Presenter(s): Kathleen Held, B.S., M.Ed. and Ana Zea, D.D.S., Boston University

“Commitment to global consciousness” is found in the mission statements of educational institutions across all disciplines. Global volunteering opportunities provide a sense of global citizenship for schools, students, and the dental profession. Disparities in oral health are a

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<tr>
<th>Meeting Locations</th>
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<td>SH = Sheraton Hotel</td>
<td>S = Student</td>
<td>0-3 years = Emerging Educator</td>
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<td>WSCC = Washington State Convention Center</td>
<td>F = Faculty</td>
<td>4-9 years = Midcareer Educator</td>
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<td>A = Administrator</td>
<td>10+ years = Seasoned Educator</td>
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growing concern that requires action. Volunteers in international outreach missions report
an appreciation for healthcare in the developing world, and their experiences enhance their
understanding of global oral health needs and the value of care they provide to the underserved.
The purpose of this workshop is to examine the planning, implementation, and evaluation of
global externships. Educational, legal, safety, and fiscal matters will be reviewed, as well as
other considerations that should be included in developing a mission toolkit.

Learning Objectives:

• Identify the benefits and challenges in the creation of a global health program

• Discuss important considerations for the planning and implementation of global missions

• Discuss evaluation strategies for key stakeholders

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Global Health, Community Health

10:30 a.m. – noon
WSCC/4C-1

TI-009 Kicking the Habit: Evidence-based Interactive Approaches to Improve
Learning (F, 0-3 years) ADEA FFDW
Presenter(s): Meg Lemaster, B.S.D.H., M.S.; Ann Bruhn, B.S.D.H, M.S.; Tara Newcomb, B.S.D.H.,
M.S.; Old Dominion University

Research validates that active learning, via a collection of technology options, effectively
engages the adult learner and enhances the learning experience. Students of the 21st century
have distinctively different learning styles than students of previous generations. The “net”
generation of students are surrounded by digital technology, and progressive dental educators
can employ these technologies to enhance in-class and out-of-class student learning and
maximize student engagement. This session will “kick the habit” of the traditional podium
lecture-based course and apply learning strategies that incorporate technology and social
media into education. Dental hygiene faculty who utilize a wide span of digital technology
methods to foster learning and critical thinking for real world applications will conduct the
session.

Learning Objectives:

• Experience evidenced-based approaches for engaging “net” generation students through
techniques such as social media and audience response systems

• Use evolving technology to meet the instructional needs of students with varying learning
styles

• Incorporate the latest technologies to enhance teaching effectiveness, encompass
creativity, and maximize learning

CE Credits: 1.5, 90 Minute Seminar, Technological Innovations
Content Keywords: Teaching Skills, Problem-Based Learning

10:30 a.m. – noon
WSCC/4C-4

TLC-116 The Topiary of Clinical Methodology (F, 0-3 years) ADEA FFDW
Presenter(s): Carolyn Ray, RDH, M.Ed., University of Oklahoma; Lizabeth Spoonts, RDH, M.S.,
Texas Woman’s University

A goal of dental hygiene education focuses on creating a functional, exemplary model of clinical
experiences for faculty and students. It is imperative to “train” adjunct faculty and “prune”
seasoned faculty to shape clinical instruction creating this model. While excellent clinical skills
contribute to being an excellent dental hygienist, they do not indicate the ability to teach the
skills or transfer the expertise. Most clinical instructors have to be acclimated to the art of teaching, the environment of academics, and the calibration of standardization. This workshop is designed to assist clinical instructors in conforming to the rigors of clinical instruction. It will facilitate the recognition of faulty skills and promote effective dialogue with students. Videos will be used to analyze, dissect, and formulate customized clinical instruction that provides positive feedback with concrete intervention.

**Learning Objectives:**

- Identify instrumentation techniques that prevent students from achieving competency
- Formulate individualized clinical instruction that is unique to each student's needs
- Communicate clinical instruction customized to promote positive student outcomes

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Teaching Skills, Instructional Materials/Methods

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**10:30 a.m. – noon**  
**WSCC/616**

**TI-003 Engaging Baby Boomers, GenX and GenY Learners Using Today’s Technology (F, 4-9 years)**

Presented by the ADEA Section on Continuing Education

Presenter(s): Jane Wright-Hayes, M.N.A., Ed.D., University of Pacific Arthur A. Dugoni School of Dentistry; Lynn Johnson, Ph.D., University of Michigan

This presentation will discuss the various teaching methodologies and technologies available today that can be utilized to engage and inspire various generations, from the Baby Boomers to the GenX and GenY generations, to become life-long learners.

**Learning Objectives:**

- Learn preferred styles of learning for each generation
- Learn how to adjust your teaching methodology to engage learners from different generations
- Gain an understanding of what is available in today’s technology to help hold your students’ attention, engage them in the learning process and get your message across to each generation of learners

CE Credits: 1.5, 90 Minute Seminar, Technological Innovations

Content Keywords: Teaching Skills, Instructional Materials/Methods

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**10:30 a.m. – noon**  
**WSCC/605**

**TLC-200 Assessing Researchers’ Awareness of Epistemologies and Methods: A Review of Journal of Dental Education (JDE) Issues from 2001-10 (F, 0-3 years)**

Presented by the ADEA Section on Educational Research/Development and Curriculum

Presenter(s): Linda Behar-Horenstein, M.A., Ph.D., University of Florida; L. Jackson Brown, Jack Brown Consulting; Marita Inglehart, Ph.D., University of Michigan; Nadeem Karimbux, D.M.D., M.M.Sc., Tufts University; Dominick DePaola, D.D.S., Ph.D., Nova Southeastern University

Providing transparency and evidence in knowledge representations is critical in research. Researchers must provide verification that methodological choices are appropriate to the research questions framing the study, aligned with the study’s theoretical perspective, and
Learning Objectives:

- Provide evidence for methodological decisions in conducting their own research
- Evaluate the credibility of the findings of their own research studies
- State what additional research skills need to be developed

CE Credits: 1.5, 90 Minute Seminar

TLC-017 Preparing Faculty for the IPE Curriculum: Transforming the Learning Landscape (F, 4-9 years) ADEA FDW SoTL Fest


Interprofessional education (IPE) is the landscape of learning when two or more professions learn ‘about, with, from’ each other ‘for’ person-centered collaborative care. Learning in this landscape requires the transformation from a uni-professional frame of reference to an inter-professional one. IPE collaboration competencies have been articulated and are ready to be planted in the health professional curricula. Faculty want to tend to the IPE landscape and are aware of the need for an epistemological change in their teaching. As the gardeners of the IPE curriculum, they must build self-efficacy and the ability to create, participate, and lead IPE learning events they must become reflective, self-assessing, and competent IPE facilitators.

Learning Objectives:

- Champion the incorporation of the IPE competencies within curricula
- Understand how to develop competency to facilitate IPE learning
- Learn to collaborate with health professional colleagues to innovatively build and harvest an IPE landscape for learning

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Team Based Learning

TLC-82 Integrating Social Work Programs within Dental Settings Benefits and Challenges (A, 4-9 years) ADEA FDW

Presenter(s): Valerie Fatta, LMSW, University at Buffalo; Clarener Moultrie, Columbia University; Heather Mark, University of Washington

As interprofessional education (IPE) and practice continue to demonstrate their importance in dental education, social workers in the dental setting continue to demonstrate their value to IPE. The CARES Program, a social work program at the University at Buffalo, provides numerous benefits to the patients of the dental school and aids in the education of dental students. Through the success of CARES, there has been a desire to replicate the program. Currently, there are three other programs like CARES in the nation. Columbia University is collaborating with CARES to establish their own program. Through this experience, and the experience of other programs established in dental schools, much has been learned about the challenges and...
barriers to establishing such programs. This workshop is designed to address these concerns, solutions to common problems, benefits to dental students, and resources needed to develop collaborations between social work and dentistry.

**Learning Objectives:**
- Understand the challenges of establishing a social work program in Schools of Dental Medicine and Dentistry, as well as other dental institutions
- List the benefits of having social workers available to patients, students, and academic institutions
- Identify the resources needed to establish a social work program in the dental setting

CE Credits: 1, 60 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Community Health, Critical Thinking

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**10:30 a.m. – noon**

**TLC-021 The Landscape of Learning: the Intersection of CODA, EBDM and Competency (F, 4-9 years) ADEAFDW**

**Presenter(s):** Jane Forrest, RDH, Ed.D., University of Southern California; Pamela Overman, RDH, B.S., M.S., Ed.D., University of Missouri - Kansas City; Syrene Miller, The Center for Oral Health

The ADA Commission on Dental Accreditation (CODA) expects each student to provide evidence-based care. This requires demonstrating competency in accessing, critically appraising, and applying current research to patient care decisions, and then evaluating the outcomes of that care (Standards 2-21 and 5-2). The EBD process requires specific action on the part of the faculty so that students develop the requisite skills and are able to keep current with relevant research, in order to make the best clinical decisions for each patient’s unique circumstance. These same skills prepare graduates to be life-long learners. This session will take a practical approach to teaching students how to apply the EBD process with patients. Actual clinical cases and questions will be used to illustrate how faculty can teach the EBD process to students. In addition, several resources available for teaching and supporting EBD will be identified.

**Learning Objectives:**
- Identify how EBD is integrated into CODA Standards for Accreditation
- Identify strategies for integrating EBD into didactic and clinical curricula
- Identify mechanisms to evaluate the components of EBD competency

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Evidence Based Dentistry, Teaching Skills

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**10:30 – 11:30 a.m.**

**LCD-010 The Placebo Educator: Understanding the Placebo and Nocebo Effect (F, 4-9 years) ADEALIAA**

**Presenter(s):** David Rolf II, D.M.D., M.S., Midwestern University-Arizona

As educators, clinicians, and academic leaders, we think of placebos as sugar pills used in clinical studies that can produce a therapeutic “placebo effect”. Placebo actually means “I will heal” and recent neurobiology research suggests that just the words we use with our students, patients, and colleagues can have the power to heal or to cause harm. The opposite
of placebo is the lesser-known term nocebo, which means “I will harm”. From a leadership perspective, negative thinking, attitudes, and verbal communication can induce nocebo effects in others, resulting in a culture of compromised academic and clinical success. In this interactive presentation you will learn the latest scientific evidence on placebo and nocebo effects, and we will discuss strategies about how to be a “Placebo Educator” by understanding the power of our words to influence positive outcomes in our students, patients, and colleagues.

**Learning Objectives:**

- Explore a scientific understanding of the mind-body connection involving placebo and nocebo effects
- Identify the types of positive and negative verbal communication that induce placebo and nocebo effects in others
- Create an academic and clinical culture that learns how to promote placebo communication

CE Credits: 1, 60 Minute Seminar, **Leadership & Career Development**

Content Keywords: Communication and Interpersonal Skills, Institutional/Organizational Development

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**TLC-114 The Landscape of Learning: From Case Study to Clinic (F, 4-9 years) SoTL Fest**

Presented by the ADEA Sections on Oral and Maxillofacial Surgery/Anesthesia/Hospital Dentistry and Physiology, Pharmacology and Therapeutics and the ADEA Council of Hospitals and Advanced Education Programs

Presenter(s): Jeffrey Bennett, D.M.D., Indiana University; Neal Johnson, Ph.D., D.D.S. and Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy; David Shafer, D.M.D., University of Connecticut; John Valenza, D.D.S., The University of Texas School of Dentistry at Houston

Dental professionals focus on oral health; however, optimal patient care can only be achieved with a thorough understanding of the patient’s medical history, including a review of systems, systemic diseases, surgical procedures, and pharmacology (prescription, OTC and herbal). This symposium will focus on the importance of integrating the basic sciences with clinical care as a means of developing the critical thinking skills necessary for this level of understanding. The symposium will be divided into: (1) Introduction—integrating basic and clinical sciences is desired, but often difficult to achieve (2) Risk Assessment—potential dereliction of duty and subsequent institutional risks may be a factor (3) Best Practices Models—experiences at three schools provide ideas for success and (4) Implementation Considerations—pros and cons of various models and the impact on faculty resources.

**Learning Objectives:**

- Understand the importance of integrating basic sciences with clinical care
- Be able to identify models for integrating basic sciences with clinical care
- Learn the legal risks of not understanding a medical history

CE Credits: 1.5, 90 Minute Seminar, **Teaching, Learning & Curriculum Development**

Content Keywords: Critical Thinking, Health Care Quality Improvement
10:30 a.m. – noon
WSCC/612

TLC-45 Building the Foundation: Dental Rounds as a Curricular Cornerstone
(F, 4-9 years) SoTLfest

Presenter(s): Frederick Sutkiewicz, Ph.D., Gary Stafford, D.M.D., Toni Roucka, D.D.S., M.A., and Thomas Bradley, B.S., M.S., Marquette University

This presentation will outline an innovative dental rounds program developed at Marquette University (MUSoD) to create a truly integrated predoctoral curriculum. Speakers include members of the Curriculum Committee at MUSoD who will share the program architecture that employs a vertical approach, involving students from all four years who form teams that tackle clinical cases together. The session will begin with a three level program overview consisting of Integrated Clinical Case Seminars, Treatment Planning Rounds, and Grand Rounds followed by a more in depth discussion of each rounds program. Video clips of students and faculty during rounds sessions will provide a live and authentic representation of targeted objectives including curricular integration, evidence-based dentistry, bridging basic science and practice, and promoting lifelong learning. A panel of faculty and administrators will field questions and offer additional insights based on lessons learned and outcomes achieved.

Learning Objectives:
• Understand the architecture and implementation plan of a dental rounds program with focus on the integration of curricular content across four years of instruction and specialty disciplines
• Become familiar with the application of a rounds model as an alternative evidence-based model for clinical decision-making
• Identify new strategies of linking basic science instruction to clinical application across multiple dental disciplines

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Cognition, Human Learning & Problem Solving

10:30 a.m. – noon
WSCC/614

I-04 After the Supreme Court’s Ruling on Health Care Reform: Where Do We Go from Here?

Presenter(s): Yvonne Knight, J.D., ADEA

The Supreme Court handed down its ruling on the Affordable Care Act (ACA) and the question is now “where do we go from here?” Provisions on the Affordable Care Act (ACA), signed into law by President Obama in March 2010, are currently being implemented with full implementation set for 2014. How does the ruling affect implementation of the various provisions? An expert on the ACA and the legal implications of the Supreme Court’s ruling will provide an informative update with an emphasis on the provisions of importance to academic dentistry and the profession of dentistry.

Learning Objectives:
• Learn what the impact of the Supreme Court’s Ruling will be on dental education
• Learn when certain provisions will take effect on your program
• Ask the expert questions about how the ACA will affect your institution

CE Credits: 1.5, 90 Minute Seminar, Advocacy & Public Policy
2013 ADEA ANNUAL SESSION & EXHIBITION LANDSCAPE OF LEARNING

9:45 a.m. – 3:00 p.m.
WSCC/Exhibit Hall

Exhibit Hall Open (Complimentary lunch, Noon-1:00 p.m.)

1:30 – 2:45 p.m.
WSCC/Ballroom 6A-B

I-070 Presidential Symposium-Point/Counterpoint New Dental Workforce Models: What are the Responsibilities of Dental Education

Presenters: Susan Dentzer, Editor-in-Chief of Health Affairs; The Honorable Louis W. Sullivan, M.D., Sullivan Alliance to Transform America’s Health Professions; Phyllis L. Beemsterboer, RDH, M.S., Ed.D., Oregon Health & Science University; Ken Randall, D.D.S., University of Alabama at Birmingham; Tyrone Rodriguez, D.D.S., President-elect of the Hispanic Dental Association; Bob D. Russell, D.D.S., Iowa Department of Public Health

New dental workforce models are being discussed by legislators, philanthropists, and educators as a solution to access to care issues. What is the dental education community's responsibility to educate about these new models? What is dental education's responsibility to teach current dental practitioners how to provide care in team-based models with a variety of type of dental professionals including these emerging work force models?

The 2013 ADEA President’s Symposium will provide an opportunity for an informative and lively Point/Counterpoint discussion on the dental education community’s diverse perspectives on educating new types of dental professionals. Presenters will exchange their ideas through a series of questions in a point/counterpoint structure facilitated by a moderator. After the 45 minute facilitated discussion, the audience will be able to provide written questions, which the moderator will ask the panelists. Finally, three responders who have been listening in the audience will react to what they heard and answer questions from the moderator.

Learning Objectives:
• Identify the key components of various new dental workforce models
• Articulate to others various positions on new dental workforce models as represented by the speakers
• Explore how dental schools programs do or do not provide education on working in team-based models with a variety of dental professionals

CE Credits: 1, Teaching, Learning & Curriculum Development
Content Keywords: Health Policy, Community Health

3:00 - 3:30 p.m.
WSCC/Ballroom 6A-B

I-2051 Presidential Symposium Group Discussion

3:00 – 4:00 p.m.
WSCC/604

LCD-013 What Journal Editors Want You to Know! (F, 0-3 years)

Presenter(s): Rebecca Wilder, B.S.D.H., M.S., University of North Carolina at Chapel Hill; David Felton, D.D.S., M.S., West Virginia University

Most dental academics are expected to participate in scholarly activity. Publication in peer-reviewed scientific journals has traditionally been the accepted method of dissemination of scholarship. While some faculty learn about the publication process during graduate education, most have not been trained in the publication process prior to beginning an academic career. Subsequently, junior faculty submit papers for publication that are either rejected or taken through a lengthy review/revision process. This presentation is suitable for junior faculty members who wish to achieve more success in the publication process. Session presenters are experienced academics who are also journal editors. The session will include information needed by all levels of faculty to successfully publish in a peer reviewed scientific journal.

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Learning Objectives:

• Be familiar with the different types of articles that are accepted by scientific peer-reviewed journals
• Identify necessary components that must be included in scientific, peer-reviewed journal submissions
• Understand the peer review process and the essential steps for responding to reviewers’ comments

CE Credits: 1, 60 Minute Seminar, Leadership & Career Development

Content Keywords: Manuscript Writing, Mentoring

3:30 – 4:30 p.m.
WSCC/4C-1

I-013 Three Things People Should Know: Trends in Dental Education (A, 4-9 years)
Presenter(s): Eugene L. Anderson, Ph.D., ADEA

Every year, ADEA research staff publishes numerous reports analyzing data collected by ADEA from U.S. dental schools and allied dental programs. This session will provide focused analysis of three major trends in dental education for the current year.

Learning Objectives:

• Understand important trends in dental education
• Understand how to compare various data sources to make inferences about the state of dental education
• Understand how institutional surveys provide valuable information for ADEA and members

CE Credits: 1, Research & Trends

Content Keywords: Research Methodology/Quantitative, Student Affairs

3:30 – 5:00 p.m.
WSCC/310

TLC-111 The Changing Landscape of Learning Disabilities in Dental Education (F, 4-9 years)
Presented by the ADEA Council of Students, Residents, and Fellows, and the ADEA Section on Academic Affairs

Presenter(s): Brad Potter, D.D.S., M.S., The University of Colorado; Nadeem Karimbux, D.M.D., M.M.Sc., Tufts University; Rosalie Bittong, University of California, San Francisco; Adrienne Perry, Howard University

An increasing number of well-prepared and highly motivated students are entering dental education with a variety of learning disabilities. Professional students with learning disabilities are often apprehensive about pursuing accommodations due to misconceptions about learning disabilities among faculty and peers. Failure to seek accommodations is very common for this population at this level of education. The focus of this session will encompass trends in pre-professional schools, current challenges and successes in dental education, and student perspectives and needs.

Learning Objectives:

• Identify the rising trends of learning disabilities in dental education
• Identify effective accommodation strategies that will motivate student learning
• Identify student perspectives on learning styles and their influence on life long learning
CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Cognition, Human Learning & Problem Solving, Curriculum Development/ Evaluation

3:30 – 4:30 p.m.
WSCC/4C-3

TLC-87 Landscape of Dental Education in Southern Illinois (F, 4-9 years)
Presenter(s): Anita Joy, B.D.S., Ph.D., Kevin Rowland, B.A., Ph.D., and Dan Welch, Ph.D.,
Southern Illinois University

Southern Illinois University (SIU-SDM) has set the following goals: (a) to grow interprofessional/ interdisciplinary teaching and the use of innovative teaching technologies, and (b) to improve the assessment of integrated and innovative teaching. Faculty at SIU-SDM are involved in the following multi-modal approaches to achieve our goals: (1) Innovative Technology — using a novel iPad-like teaching technology that utilizes clinical imaging data to teach biomedical sciences and enhance clinical application (2) Interdisciplinary Integration — a phased plan for horizontal and vertical integration across biomedical and clinical disciplines and (3) Interprofessional Education — through a new collaborative program in Pain Education between SIU-SDM, SIUE’s School of Pharmacy, College of Arts and Sciences, School of Medicine, and Saint Louis University School of Nursing. Assessment of this multi-modal teaching approach is expected to prove achievement of higher orders of learning, such as application, analysis, evaluation, and synthesis, thus ensuring our goal of producing professionals invested in life-long learning.

Learning Objectives:
• Understand the importance, and see examples, of using multiple modalities to enhance teaching and learning processes
• Be familiar with a novel teaching technology that uses clinical imaging data to teach biomedical sciences, thus enhancing the application of biomedical knowledge to clinical practice
• Understand and be able to apply the methods of assessment used at SIU-SDM to evaluate achievements in higher orders of learning, such as application, analysis, evaluation, and synthesis
CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Instructional Materials/Methods

3:30 – 4:30 p.m.
WSCC/602

TLC-119 The Virtual Patient: A Dental “Matrix”? (F, 10+ years)
University of Pittsburgh

VPSim is a computer program that presents a Virtual Patient Simulation, which provides a standardized format to present interactive clinical scenarios. Traditional methods of clinical education lack repeatable experiences for all students and also require close faculty supervision and intervention to prevent harm coming to a patient. In the dental school environment, failure of treatment or unethical behavior is unacceptable and closely monitored by faculty. VPSim allows a protected environment for simulated patient treatment and potential treatment failures. Advantages of VPSim include: repeatable patient encounters, enhanced student acceptance, multiple outcome paths, standardization of clinical grading, allowing students to make incorrect clinical choices and learn by their outcomes, and increased educational value. VPSim enhances and calibrates the assessment process through a standardized schema. By

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the incorporation of learning nodes-steps along the branched narrative story-from other health professions, VPSim offers modular flexibility to serve in interprofessional education.

Learning Objectives:
- Understand the advantages and potential applications in the clinical and didactic dental education of VPSim
- Learn the fundamentals of case design in VPSim
- Understand ways to collaborate with other disciplines or institutions to enhance dental education with VPSim

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Assessment, Evaluation of Clinical Performance

3:30 – 4:30 p.m. TLC-103 Simulation, Communication and Dental Education for Emergencies and Everyday Practice (F, 4-9 years) SoTL Fest
WSCC/605

Presenter(s): Joan Doris, D.S.W., Mike Hatton, D.D.S., and Scott Erdley, D.N.S., RN, University at Buffalo

The University at Buffalo, in conjunction with the Behling Simulation Center and the School of Social Work, has incorporated simulation technology to develop student’s communication skills with patients and staff in everyday practice and in dental emergencies. Student response has been overwhelmingly positive. Initially funded through research start-up funds, the program has been expanded and incorporated into the curriculum. Through a discussion of this program and its development, seminar attendees will increase their understanding of the uses and advantages of simulation in dental education, beyond teaching technical skills. Participants will also gain an understanding of how this methodology can be used to enhance dental education even without a simulation center on campus. Participants will learn how to implement such a program in their own program and how to develop institutional support for the approach.

Learning Objectives:
- Gain an increased understanding of uses of simulation technology beyond teaching technical skills
- Know how to develop similar programs on their own campus, with or without the support of a simulation center
- Know how to create institutional support for expanded use of simulation technology in dental education

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Cognition, Human Learning & Problem Solving, Communication and Interpersonal Skills

3:30 – 5:00 p.m. TLC-64 Effective Test Item Construction and Blue Printing (F, 4-9) ADEA FDW SoTL Fest
WSCC/606

Presenter(s): Joyce Hudson, RDH, M.S., Ivy Tech Community College - Anderson; Lorinda Coan, M.S., Indiana University
One of the most challenging aspects of teaching in dental and allied dental education is creating valid and reliable assessments. When tests are constructed, they should represent fairly the content that was taught at both an appropriate proportion of test items and at the proper level of difficulty. The purpose of this workshop is to familiarize educators with the format of test items found on the National Board Examination(s) and to provide opportunities to refine current test items to better meet the expectations of successful completion of standardized tests. Further, the workshop will provide a means of assessment outcomes in the form of “test blueprinting” to document evidence of cognitive, psychomotor, and affective domain hierarchies, and critical thinking evaluated by the assessment.

**Learning Objectives:**

- Describe steps in constructing an achievement test using the National Board Examination guidelines on test/examination construction
- Write a variety of quality objective examination questions
- Explain/illustrate the process of blueprinting a constructed examination

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Assessment, Teaching Skills

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3:30 – 5:00 p.m.

**TLC-32 Adding Interactivity to Large Group Presentations (F, 0-3 years) ADEAFDW SoTLFest**

Presenter(s): Raymond Koeppe, D.D.S., M.S., M.B.A. and Richard Halpin, B.Sc., M.Ed., The University of Texas School of Dentistry at Houston

This workshop provides practical information to assist dental faculty in engaging their learners. The target audience is junior faculty members with less than five years of teaching experience. The program is evidence–based, with a presentation of current best practices and a review of pertinent educational literature describing the effectiveness of the techniques covered in the workshop. At least six interactive techniques will be covered through demonstrations and audience participation.

**Learning Objectives:**

- Analyze current literature involving active learning
- Apply at least three interactive educational techniques
- Evaluate the effectiveness of the paradigm shift in dental education

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Teaching Skills, Cognition, Human Learning & Problem Solving

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3:30 – 5:00 p.m.

**TLC-68 From Teeth to Toes, Interprofessional Education in Community Outreach Settings (F, 4-9 years) ADEAFDW SoTLFest**

Presenter(s): Beatrice Gandara, D.D.S., M.S.D., Frederica Overstreet, M.D., Nanci Murphy, PharmD, and Pamela Nagasawa, Ph.D., University of Washington

Community outreach settings provide unique opportunities for students from different health professions to learn together while providing meaningful service in the community. The Schools of Dentistry, Medicine, Nursing and Pharmacy at the University of Washington have long histories of providing volunteer service for underserved communities in multidisciplinary programs that facilitate concurrent care, a shared spirit of caring, and informal interaction among students from different professions. Recently, however, there is increasing emphasis on activities that develop collaboration and coordination of care in a team-based approach to providing health
education and services. This seminar will present innovations in interprofessional care by dental, medical, nursing, and pharmacy students for homeless youth and adults. Presenters will discuss team member roles, interprofessional communication strategies, and the results of qualitative assessments from students. The challenges of meeting institutional and community requirements for interprofessional education and delivery of care in community settings will also be discussed.

**Learning Objectives:**

- Identify how unique professional roles and responsibilities are integrated to form a collaborative approach in addressing the health care needs of patients in community outreach settings
- Explain interprofessional communication techniques that support a team approach to maintenance of health and treatment of disease
- Describe instruments developed to measure changes in interdisciplinary attitude and understanding of complementary knowledge domains in medical, dental, nursing, and pharmacy trainees providing service in community outreach settings

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development

Content Keywords: Team Based Learning, Health Care Systems

3:30 – 5:00 p.m.  
**LCD-011 The Retirement Landscape: Getting It Right for the Right Reasons (F, 4-9 years) ADEA LIAA SoTL Fest**

Presented by the ADEA Council of Faculties, the ADEA Council of Deans, and the ADEA Council of Allied Dental Program Directors, and the ADEA Section on Scholarship of Teaching and Learning


Retirement is laden with emotions. The decision when and if to retire is an important and personal one, depending on resources, family obligations and plans, continuing academic ambitions, benefits available, and many other factors. Academic and financial experts will expose participants to issues faculty face when considering retirement, such as being introduced to the landscape of life “after academics” and to the rights, privileges, and access to university services should they be desired. For school administrators, it is helpful to know in advance if a colleague is planning to retire, so the department can begin to think about succession. “Pathways for Retirement” up to several years in the future and a plan of research, teaching and service prior to separation along with short- and long-term financial planning issues for retirement will be presented. Concepts and strategies will be presented in planning for retirement, succession planning, and avoiding retirement landscape pitfalls.

**Learning Objectives:**

- Access resources and articulate strategies for retirement planning strategies/pathways that can be shared back at the participants’ institutions
- Consider the landscape of an academic career and begin to put in place a succession plan that will serve both the institution as well as the individual
Avoid the pitfalls that can be encountered when a decision to retire is not made at the “right” time in one’s academic career

CE Credits: 1.5, 90 Minute Seminar, Leadership & Career Development

Content Keywords: Counseling, Personal/Academic, Professionalism

AO-005 Background Checks and Screenings in Dental Education: Establishing Professional Standards (A, 4-9 years) ADEACCI

Presented by the ADEA Sections on Dental School Admission Officers and Student Affairs and Financial Aid, and the ADEA SIG on Professional, Ethical, and Legal Issues in Dentistry

Presenter(s): Anne Wells, Ed.D., ADEA; Catherine Sarkis, J.D., M.B.A., Paul Farasi, D.M.D., M.P.H., CAGS, and Glen Zamansky, Ph.D., Boston University; H. Phil Pierpont, D.D.S., The University of Texas School of Dentistry at Houston

The Criminal Background Check (CBC) has become a pre-matriculation requirement at many dental schools for predoctoral students and postdoctoral residents. Some schools have implemented screenings for continuing students as well. Growing use of screenings in dental education highlights the importance of pre-health advising at the undergraduate level, and underscores the need for dental schools to develop rubrics to evaluate professional behavior and conduct. This session explores issues related to setting school policies, including determining the level of screening, developing guidelines for access, reviewing CBC reports, developing professionalism standards, evaluating whether students meet the school’s professionalism standards, and establishing processes for judging complex cases. The session will be of interest to administrators and faculty involved in selecting, advising, and educating dental students and postdoctoral residents, and those interested in topics of ethics and professionalism.

Learning Objectives:

- Understand the professional standards required for application, matriculation, and continuation in dental school
- Be able to implement dental school policy and a review process for entering students
- Identify standards related to professionalism from the undergraduate student to the postdoctoral resident

CE Credits: 1.5, 90 Minute Seminar, Admissions & Operations

Content Keywords: Ethics, Professionalism

TI-001 CBCT in Endodontics and Oral Surgery: Changing the Landscape of Diagnosis and Clinical Treatment (F, 0-3 years)

Presented by the ADEA Sections on Endodontics and Oral and Maxillofacial Surgery/Anesthesia/Hospital Dentistry

Presenter(s): Frederic Barnett, D.M.D., Einstein Medical Center Philadelphia; Martin Steed, D.D.S., Emory University Hospital Medical Center

This session will focus on the use of cone beam radiography as an important tool for the successful diagnosis, treatment planning, and post treatment monitoring in both endodontics and oral and maxillofacial surgery. The accurate and high quality 3-D representations of this technology offer tremendous improvement in diagnostic capabilities as compared with two dimensional images. The session will include presentations from experts in both endodontics and oral and maxillofacial surgery who will demonstrate how this technology is incorporated into optimal diagnostic and clinical application. Improved patient care will be the central focus.
Learning Objectives:

• Describe the indications and contraindications for ordering a CBCT for a patient
• Identify the benefits for the use of CBCT in Endodontics
• Identify the benefits for the use of CBCT in oral and maxillofacial surgery

CE Credits: 1.5, 90 Minute Seminar, Technological Innovations

Content Keywords: Health Care Quality Improvement, Critical Thinking

I-16 ADEA/AAL ITL, IAHE & CAAMP Alumni Program: The Hidden Curriculum (F, 0-3 years)

Presenter(s): Pamela Zarkowski, J.D., M.P.H., University of Detroit Mercy

Ethics and professionalism are integral to the professional development and education of predoctoral, graduate, dental hygiene and dental assistant students. Reports of ethics violations in professional programs, both within and outside the dental profession, has increased awareness of the challenges to academic integrity. As educators shape practitioners for the 21st century we need to be aware of factors that may be contributing to substandard professional student behaviors and ethical lapses. This presentation will describe some of the unintended consequences of our formal curriculum and the mixed messages concerning professionalism and integrity that students receive during their educational experiences. Activities and cases will highlight the issues and provide an opportunity for discussion.

Learning Objectives:

• Identify factors influencing student attitudes towards professionalism and ethics
• Identify the conflicting messages that contribute to a culture that creates a hidden curriculum
• Develop a faculty/staff code of ethics

CE Credits: 1.5, Teaching, Learning & Curriculum Development

Content Keywords: Ethics, Professionalism

APP-001 Current Professional Students and Their Educational Debt (S, 0-3 years)

Presented by the ADEA Council of Deans and the ADEA Council of Students, Residents, and Fellows, and the ADEA Section on Orthodontics

Presenter(s): Cecile Feldman, D.M.D., M.B.A., University of Medicine and Dentistry of New Jersey; Heather Jarvis, Student Loan Expert; Robert Hann, University of Southern California

Over the past few decades, there have been major shifts in the financial priorities at the state and federal government levels. Several significant economic consequences have occurred with these changes, including a reduction in government funding allocated towards higher education, decreases in various subsidies provided by the government for student loans, and an increase in the level of student indebtedness. With such financial burdens, many graduates abandon their desires to pursue opening their own dental practices and seek employment in corporate
models. The impact of student indebtedness is also apparent within university settings where very few graduates seek careers in academia due to the large disparity between their debt and their potential income as an educator. Three panelists have been invited representing three main groups: student debt policy experts, dental school administration, and dental students. Their presentations will be followed by a 30-minute open forum question and answer session.

**Learning Objectives:**

- Describe the various dimensions of indebtedness and their impacts on our recent graduates and young faculty
- Identify various perspectives of the student debt problem with possible future implications to our society and oral health
- Compare and contrast possible short term and long term solutions for the existing problem

CE Credits: 1.5, 90 Minute Seminar, Advocacy & Public Policy

Content Keywords: Student Financial Aid and Debt Management, Career Choice

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6:00 – 9:00 p.m.
SH/Grand Ballroom

**I-800 2013 William J. Gies Awards for Vision, Innovation, and Achievement Gala**

The William J. Gies Awards for Vision, Innovation, and Achievement (The Gies Awards) are the preeminent recognition of exceptional contributions to and support of dental education. The Gies Awards are an annual program of the ADEAGies Foundation. Tickets for the event are available at registration.

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**MARCH 19, 2013**

8:00 – 9:00 a.m.
WSCC/310

**TLC-95 Perio Across the Curriculum–Plant it Early & Watch What Happens!**

*F, 0-3 years* SoTL Fest

Presenter(s): Lynn Ann Bryan, B.S.D.H., M.Ed., and Andrew Dentino, B.S., D.D.S., Ph.D., Marquette University

Thoughtful periodontal curriculum timing, as well as early integration of periodontal, psychomotor, and didactic elements, can allow for the safe, early (D1) entry into clinical patient care in the sophomore recall program. Continuous cultivation of D2, D3, and D4 comprehensive periodontal patient management allows oversight of the growth and development of critical thinking and decisionmaking in periodontal diagnosis and treatment planning, as well as in the implementation and self-assessment of periodontal care, follow up, and referral. This session outlines the four year Sim Lab and clinical progression of this unique periodontal curriculum and demonstrates the alternative sim lab, basic skill assessment, and clinical competency assessment methodologies.

**Learning Objectives:**

- Identify timing and didactic elements that would allow, and challenges that would prevent, cultivation of periodontics across a curriculum
- Evaluate unique didactic, sim lab/preclinical and clinical assessment methods, and weigh the feasibility of integration with current assessment model
- Describe factors to enhance the understanding of interprofessional and collaborative therapy in periodontics in our dental school clinics, as well as in the private practice setting

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Evaluation of Clinical Performance, Teaching Skills

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8:00 – 9:00 a.m.
WSCC/603

AO-002 Webchats: Engaging Applicants to Foster Community and Enhance Predental Recruitment (A, 0-3 years)
Presented by the ADEA Sections on Dental School Admissions and Student Affairs and Financial Aid
Presenter(s): Emil Chuck, Ph.D., Case Western Reserve University

Technology supporting virtual conference or webinar presentations has become more widely used to connect with and engage prospective applicants, advisors, and committed applicants. This presentation will focus on recent efforts by Case Western Reserve University School of Dental Medicine to recruit, inform, and support these stakeholders throughout the application process. Such presentations were designed to keep audience members engaged and provide additional insight that will help applicants become more familiar with dental education and admissions processes, including a virtual “problem-based learning” class experience.

Learning Objectives:

• Be more confident in pursuing webconference technology as a tool for admissions recruitment and retention

• Better understand limitations in the use of webconferencing technology as a tool for admissions recruitment and retention

• Be interested in establishing collaborative programming (through ADEA GoDental) using webconferencing technology to engage prospective applicants and advisors

CE Credits: 1, 60 Minute Seminar, Admissions & Operations
Content Keywords: Distance Learning, Admissions/Selection

8:00 – 9:00 a.m.
WSCC/604

I-02 Successful Innovations and Challenges in the URM Pipeline for Dentistry and Medicine: The University of Washington SMDEP Program Experience (A, 4-9 years)
Presenter(s): David Acosta, M.D. and Beatrice Gandara, D.D.S., University of Washington

This interactive session will explore the challenges medicine and dentistry face in increasing the numbers of medical and dental students who come from historically underrepresented groups. The Summer Medical and Dental Education Program (SMDEP) funded by the Robert Wood Johnson Foundation and administered jointly by ADEA and the Association of American Medical Colleges (AAMC) has provided funding for 12 program sites across the country to help young people from these groups become more competitive in gaining acceptance into dental and medical schools. One of these SMDEP programs, the University of Washington, will present challenges and innovations that the program has developed to strengthen the underrepresented minorities pipeline. These innovations have been directed towards the American Indian populations.

Learning Objectives:

• Understand the University of Washington SMDEP Program and its challenges and innovations

• Be familiar with the data on acceptance into medical and dental school as well as other professions
• Identify the future of summer enrichment programs in increasing minority enrollment in medical and dental schools

CE Credits: 1, 60 Minute Seminar, Admissions & Operations
Content Keywords: Minority Recruitment, Admissions/Selection

8:00 – 9:00 a.m.
WSCC/605

TLC-94 Our Journey Toward Meaningful Assessment (F, 4-9 years) SoTL Fest

The clinical environment is the ultimate setting for observing the evolution towards expertise. Most of the time, we focus our evaluations on testing factual information and grading final results. During the Oral Diagnosis and Radiology rotation for D3 and D4 at New York University (NYU), a system of formative assessment was introduced where every patient encounter is evaluated and counts towards the final grade. Now NYU is able to assess the students’ progress in multiple experiences. Multiple experiences translate into multiple opportunities for guidance modifications and enhancement, and also help identify situations where early intervention is most beneficial. The model constructed is based on what competence looks like, as well as what students need to know and why. The challenge was to create a tool that includes the criteria that needed to be evaluated, but it is also simple, objective, easy to use, accepted by faculty, and does not interfere with patient care.

Learning Objectives:
• Understand the benefits of multiple formative assessment
• Recognize the challenges for implementation
• Identify the components of an effective tool of assessment

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Assessment, Evaluation of Clinical Performance

8:00 – 9:30 a.m.
WSCC/606

TLC-022 Updating Dental Anatomy–Teaching in an Integrated and Interactive Environment (F, 4-9 years) ADEAFDW SoTL Fest

Dental Anatomy has traditionally been taught as a free standing D1 course where students memorize facts about individual teeth and typically wax up multiple teeth. The wax ups are intended to reinforce the principles of heights of contour, occlusal patterns, contacts, along with the individualized size and shape of each class of tooth. At the New York University College of Dentistry, a new program was developed where students have reduced requirements, flex time to perform tasks, and interactive conferences. These interactive conferences are held in small groups (10 students) and designed to move dental anatomy out of its silo. Dental anatomy is now presented as an integrated fashion inclusive of each dental area (e.g. oral surgery, endodontics, periodontics, cariology, orthodontics, etc.) and the basic sciences (e.g. gross anatomy). This is done with the utilizing of large models, radiographs, articulated skulls, and natural size teeth all with active student participation.

Learning Objectives:
• Evaluate methods of teaching dental anatomy
• Set up and run dental anatomy conferences for small groups of students
• Evaluate the outcomes of their methods of teaching dental anatomy

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Cognition, Human Learning & Problem Solving, Team Based Learning

8:00 – 9:30 a.m.  
TLC-88 Learning to Teach at the Pipeline Level: Two Approaches (F, 4-9 years)  
WSCC/607

Presenter(s): Zsuzsa Horvath, Ph.D., University of Pittsburgh; HsingChi Von Bergmann, M.Sc., Ph.D. and Judith Walker, University of British Columbia

Graduating dental students will all ultimately be involved in teaching—whether as university clinical instructors, in patient education, or in mentoring and training staff within a private practice. Dental schools are facing serious shortages of clinical instructors in addition, graduate students and residents are often required to teach within DMD programs as part of their studies. Dental students often do not have opportunities to learn about adult education and practice teaching in the oral health sciences. A formalized program can better prepare students and residents to face the challenges of teaching within different contexts and will expose them to an academic teaching environment. In this interactive workshop, we will introduce two existing formalized programs piloted at two North American institutions. Via interactive, collaborative, and role-playing activities, participants will learn strategies to design new teaching and learning programs within their institutional contexts, and to implement teaching and learning components into the existing curriculum.

Learning Objectives:
• Recognize opportunities in their existing curriculum to integrate teaching and learning components for dental residents and graduate students
• Identify various teaching and learning program ideas for students at different levels to be implemented at their own institutions
• Describe activities that will help dental students become better teachers

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Teaching Skills

8:00 – 9:30 a.m.  
TLC-60 Developing Professional Responsibility: Best Practices in a Dental Hygiene Curriculum (F, 4-9 years)  
WSCC/608

Presenter(s): Lisa Ahmann, B.S.D.H., M.Ed., University of Minnesota; Christine Blue, University of Minnesota; Cyndee Stull, University of Minnesota

Participants will learn about how the University of Minnesota School of Dentistry has revised its dental hygiene curriculum to foster positive attitudes and values consistent with the responsibility to meet society’s oral health needs. Come and learn why professional responsibility must be threaded throughout the curriculum from day one. This session will provoke thought, stimulate questions, and inspire faculty to develop similar curricula for their programs.

Learning Objectives:
• Understand the importance of professional identity formation and its relation to unmet health needs in society
• Discuss new learning methodologies and experiences that foster an ethic of service and social responsibility

• Develop at least one new activity that supports professional responsibility

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Ethics

8:00 – 9:30 a.m.
WSCC/609

TLC-93 Oral Health Workforce: Professional Partners to Extend Access to Care (F, 4-9 years) ADEAFDW

Presenter(s): Michael Monopoli, D.M.D., M.P.H., M.S., DentaQuest Foundation; Caswell Evans, D.D.S., M.P.H., University of Illinois at Chicago; Tracy Garland, National Interprofessional Initiative on Oral Health; Anita Glicken, nccPAHealth Foundation; Judith Haber, Ph.D., APRN, B.C., F.A.A.N., New York University

This session will illustrate the development of an interprofessional oral health leadership initiative, made possible as a result of an innovative funding partnership of the DentaQuest Foundation, the Washington Dental Service Foundation, and the Connecticut Health Foundation. The National Interprofessional Initiative on Oral Health is spearheading a change process, providing a platform for multiple professions to join together to advance an interprofessional oral-systemic health agenda.

Learning Objectives:
• Describe the theory of the change process of the National Interprofessional Initiative on Oral Health

• Describe the current state interprofessional competency development

• Describe the interprofessional engagement strategies of some key professional organizations

CE Credits: 1.5, 90 Minute Workshop, Teaching, Learning & Curriculum Development
Content Keywords: Health Care Systems, Systems Based Practice

8:00 – 9:30 a.m.
WSCC/610

TLC-012 Learning Caries Management Decision-making Through Proper Diagnosis and Risk Assessment (F, 4-9 years)

Presented by the ADEA Sections on Clinic Administration and Operative Dentistry and Biomaterials

Presenter(s): Ana Elashvili, D.D.S., M.S., The University of Colorado; Kim Ekstrand, University of Copenhagen

Identifying the correct threshold between surgical and non-surgical intervention is crucial when learning to manage caries disease. This presentation will reflect on the evidence and advantages of the Copenhagen model to teach and assess caries management decisionmaking. Caries is a biofilm-induced disease developing through periods of demineralization and remineralization. The lesion can arrest at any of stage of development, but the probability is greatest in the early stages. Studies show a strong relationship between visible signs and the lesion’s histological depth. Studies also indicate that a fair relationship exists between radiographic radiolucencies and the histological depth of the lesion. Based on this, there are three subdiagnoses to “progressing lesions”: (1) superficial - involving enamel and/or the outer 1/3 of dentin (2) medium - involving middle 1/3 of dentin and (3) profound - involving inner 1/3 of dentin. These subdiagnoses help drive the surgical and non-surgical decision-making. The presentation will include discussion of cases.
Learning Objectives:

- Understand the rapidly changing information about caries management
- Promote critical thinking on how to use current evidence to treat caries lesions at different stages of development
- Gain competence in caries diagnosis and risk-related treatment

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Critical Thinking, Assessment

8:00 – 9:30 a.m.  
WSCC/611

TLC-85 Introducing Evidence-Based Practice Principles via the Biomedical Sciences (F, 4-9 years) SoTLFest

Presented by the ADEA Sections on Anatomical Sciences and Biochemistry, Nutrition, and Microbiology

Presenter(s): Larry Crouch, M.S., Ph.D., University of Nebraska Medical Center; Neal Johnson, Ph.D., D.D.S., Loma Linda University; Michelle Wheater, M.S., Ph.D., University of Detroit Mercy; Michael Schmidt, Ph.D., Medical University of South Carolina

Participants will learn about two clinical case scenarios - diabetes and dental abscess - that can be presented to students on their first day. Subsequently, as students progress through the biomedical sciences curriculum, the case scenarios can be revisited frequently to reinforce and integrate the extensive anatomic, biochemical, microbiologic, immunologic, and physiologic implications of each case. Within each discipline-specific presentation, critical thinking and self-assessment opportunities can be included to develop students’ abilities to access, appraise, and communicate the highest quality biomedical information available for each scenario. In utilizing the dental abscess and diabetes case scenarios as ongoing, progressive learning experiences, the participants will appreciate the foundational necessity of the biomedical sciences and the fundamental principles and skills that support evidence-based practice.

Learning Objectives:

- Understand the relevance of the biomedical sciences to evidence-based practice
- Be able to incorporate clinical cases into the biomedical sciences curriculum
- Understand how to use clinical cases in biomedical courses to stimulate critical thinking and self-assessment, and to develop skills necessary for evidence-based practice

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Evidence Based Dentistry

8:00 – 9:00 a.m.  
WSCC/612

TLC-49 Changing the Dental Curriculum Landscape Through Interprofessional Education and Innovation (F, 4-9 years) SoTLFest

Presenter(s): Cherae Farmer, D.D.S., M.S.P.H.; Cynthia Hodge, D.M.D., M.P.H., M.P.A.; Machelle Thompson, A.S., RDH, B.S., M.S.P.H.; Meharry Medical College

Studies by ADEA, the Institute of Medicine (IOM), the Commission on Dental Accreditation (CODA), and the Association of American Medical Colleges (AAMC) support the need for change within dental and medical education. CODA’s new accreditation standards along with...
the ADEA Commission on Change and Innovation in Dental Education are prompting all dental schools to examine and reassess their curriculum and approaches to educational training. Health care education is now encouraged to include interprofessional education (IPE) and show evidence of an integrated curriculum. This workshop will discuss approaches to assessing institutional curriculums, strategies for implementing an integrated curriculum, and approaches to incorporating IPE.

**Learning Objectives:**

- Describe various program evaluation models useful in initiating a plan to integrate the curriculum
- Apply strategies for developing Interprofessional Education within an integrated curriculum for their home institution
- Distinguish between various levels of change associated with curriculum restructuring

CE Credits: 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development
Keywords: Curriculum Development/Evaluation, Institutional/Organizational Development

8:00 – 9:30 a.m.
WCC/613

**TLC-34 Mapping the Terrain of Effective Curricular Management (F, 4-9 years) SoTL Fest**

Presenter(s): Ann Wetmore, RDH, B.S.D.H., M.S.D.H. and Jana Mannen, Eastern Washington University

Colleges and universities are focusing on assessing program outcomes from the learner’s perspective. Those charged with managing curriculum in dental and allied dental education face challenges to provide program outcomes to their sponsoring institutions, as well as meet accreditation standards. A comprehensive curriculum management plan must be multi-focused and examine the curriculum map, course content, methodology, evaluation tools, student success rates, as well as instructor prowess. Creating an effective curriculum that meets the needs of the learner requires leadership skills and a multi-layered approach of curriculum management. A dental and allied dental curricular management program that continually investigates and assesses the intricacies of a program has the potential to cultivate true learner-centered education.

**Learning Objectives:**

- Select components of curriculum management that support learner-centered teaching and learning
- Formulate a curriculum management plan using evidence-based concepts including program development, contemporary pedagogy, assessment, and program outcomes
- Diagram curriculum management plans that assess student learning and support accreditation standards

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Assessment

8:00 – 9:30 a.m.
WCC/614

**RT-001 Future Landscape of Dentistry (F, 4-9 years)**

Presented by the ADEA Council of Hospitals and Advanced Education Programs and the ADEA Sections on Oral and Maxillofacial Surgery/Anesthesia/Hospital Dentistry and Periodontics and Practice Management

Presenter(s): Larry Squire, D.D.S., University of Iowa; Eric Solomon, D.D.S., M.A., Texas A&M University

Download the ADEA13 mobile app [www.adea.org/mobile](http://www.adea.org/mobile)
The focus of this presentation will be changes in dental manpower however, there are many other factors that are related to these manpower changes. Other issues to be considered include: economic conditions, demographic changes, changes in dental disease rates, government funding levels, and consumer attitudes towards dental care. A sound historical perspective is essential for the understanding of current circumstance and potential futures. Therefore, the first half of this presentation will be devoted to reviewing the past 60 years of our history with three distinct historical periods identified and the issues that define these periods explored. The second half of this presentation will be devoted to exploring current circumstances and defining which factors are likely to determine the future of our profession.

Learning Objectives:

- Understand what the future holds economically for recent graduates
- Be able to describe factors contributing to the current rise in dental school enrollment
- Be able to explain the role of historical trends in our current situation and possible future

CE Credits: 1.5, 90 Minute Seminar, Research & Trends

Content Keywords: Practice Management, Ethics

8:00 – 9:30 a.m.
WSCC/615

TLC-014 Normalization of Cognitive Outcomes for Combined Competency Assessment (F, 4-9 years) SoTL Fest
Presented by the ADEA Council of Faculties, the ADEA Section on Dental Informatics and the ADEA SIG on Teaching and Learning with Emerging Technology
Presenter(s): Todd Watkins, D.D.S., East Carolina University

Many educational programs require proof of knowledge, skills, and inter-disciplinary problem solving. It is difficult to assess these different educational outcomes longitudinally. There are only three types of cognitive outcomes instruments—didactic (tests), practical experiences (clinical and preclinical), and discussion (PBL and CBL). The presenter has developed a process for the constant and simultaneous analysis of performance from didactically-focused, skill-based, and problem-based environments. The integration of systems uses two basic extensible definition sets. The first is a hierarchical series of topic definitions for the educational discipline. These are defined as “microcompetency codes.” The second relates to a “relative value” of skill-based procedures as compared to an extensible time definition (T). This seminar will demonstrate that the use of microcompetencies and relative value units can be used to tag all cognitive outcome instruments for analysis against program competency definitions and for comparison with curriculum maps.

Learning Objectives:

- Understand the benefits of simultaneously evaluating all student outcomes instruments
- Understand the tactical methods of comparing didactic, clinical and PBL/CBL outcomes
- Understand the tactical methods of analysis of student performance using this normalization method

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development

Content Keywords: Curriculum Development/Evaluation, Instructional Materials/Methods
10:00 – 11:15 a.m.  I-310 ADEA Closing Plenary Session Featuring Rahaf Harfoush: Education Revolution
WSCC/Ballroom 6A-B

Presenter: Rahaf Harfoush

Do we really need a university degree? Billionaire Peter Thiel doesn’t think so—and he’s not alone. In a world where information travels faster than the speed of light can we still rely on institution that can’t seem to keep up? In this presentation, Rahaf Harfoush will examine the challenges being faced by the education institutions as well as some of the startups that are disrupting the way we learn. From tuition-free online universities, to an enormous video-on-demand online tutoring platform there are now new ways to pursue a higher education.

What are the risks and opportunities for educators in this space? How is technology being used to make education (and educators) more accountable and transparent? What are the latest and greatest innovative startups in education? How is technology impacting the way we learn?

Learning Objectives
• Understand the how technology is affecting higher education and the way students learn
• Describe innovations that are improving classrooms and lecture halls around the world.

CE Credits: 1

11:45 – 12:45 p.m.  TI-017 Using Digital Storytelling to Assess Ethics in Dental Education (F, 0-3 years)
WSCC/310

Presenter(s): Richard Halpin, M.Ed., The University of Texas School of Dentistry at Houston

Storytelling has been a method of communicating skills, warnings, values, and concepts for as long as humans have been able to speak. Digital storytelling is the modern expression of this art, incorporating images, music, and narration to create short, personal tales about specific topics. During this session, participants will learn how they can apply this technique as an assessment tool and enable their students to explore and explain their understanding of a topic in a creative fashion. This versatile approach can be used for a variety of purposes and is easy to implement and support and encourages students to completely investigate a topic which can then be presented to the whole class and discussed. This technique has been implemented at The University of Texas School of Dentistry at Houston as an assessment tool for the understanding of ethical issues in dental hygiene classes for a number of years now.

Learning Objectives:
• Design and create a digital story
• Integrate digital storytelling into their syllabus as a means of assessment
• Critique and assess digital stories according to an appropriate rubric

CE Credits: 1, 60 Minute Seminar, Technological Innovations

Content Keywords: Instructional Materials/Methods, Teaching Skills

11:45 a.m. – 12:45 p.m.  TLC-118 The Use of Service Learning to “Plant the Seeds” for Future Oral Health Professionals (F, 4-9 years) SoTL Fest
WSCC/605

Presenter(s): Kathi Shepherd, RDH, M.S. and Pamela Gibes, RDH, B.S., M.A., University of Detroit Mercy

Service learning is defined as an experiential learning approach where the student works to meet the needs of the community while addressing academic requirements (Cashman, Sarena, & Seifer, 2008). With the aim of enhancing learning while increasing access to care, the University of Detroit Mercy Dental Hygiene Program has enjoyed a rich service learning curriculum for its graduates for the past several years. As greater emphasis was placed on
Preparation students to not only interact with diverse populations but also create a greater awareness of the needs and issues associated with those of underserved populations, the use of a community health portfolio was implemented. The purpose of this seminar is to share a curriculum model including pedagogical strategies and assessment methods designed to link classroom learning to the community by way of service learning.

**Learning Objectives:**

- Develop a service learning curriculum designed to prepare future oral health professionals for practice in underserved communities
- Implement student learning assessment methods, such as the use of portfolios and reflection
- Utilize curriculum evaluation strategies to measure intended outcomes

**CE Credits:** 1, 60 Minute Seminar, Teaching, Learning & Curriculum Development

**Content Keywords:** Community Health, Curriculum Development/Evaluation

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**11:45 a.m. – 12:45 p.m.**

**AO-006 Developing the UNLV Pre-Dental Pipeline Program through Embedded Cognition (A, 10+ years) SoTL Fest**

Presenter(s): Frank Jones, D.D.S., M.B.A. and Mildred McClain, Ph.D., University of Nevada, Las Vegas; Francis Curd, D.D.S., D.M.D., Lake Erie College of Osteopathic Medicine

Adequately providing for the healthcare of the growing minority population in the United States will require increased racial/ethnic diversity of the healthcare workforce. Long-term adequate diversity in the health profession depends on a more diverse student population in our medical and dental schools. The University of Nevada, Las Vegas, School of Dental Medicine Dental Prospects Club is a pre-dental education program that increased the number of underrepresented minority (URM) and disadvantaged students by concentrating on outreach, recruitment and retention initiatives. According to Allen J. Formicola, Kim D’Abreu and Lisa A. Tesdesco, dental schools can increase their underrepresented minority student applications and enrollments in four critical areas: 1) Effective outreach and recruitment programs 2) Effective admission practices to achieve greater student diversity 3) Role of the school environment in promoting greater student diversity and 4) Role of enrichment programs to strengthen the academic pipeline. The strategic development of the Dental Prospects Club program was in alignment with these recommendations.

**Learning Objectives:**

- Discuss strategies and methods used in the admissions process whole file review to increase underrepresented minorities (URMs) and disadvantaged student admissions into dental schools
- Evaluate prospective URM dental students utilizing noncognitive variables through a whole file review process
- Discuss the development of an innovative cost effective pipeline program for URM and disadvantaged prospective dental students

**CE Credits:** 1, 60 Minute Workshop, Admissions & Operations

**Content Keywords:** Admissions/Selection, Minority Recruitment

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<thead>
<tr>
<th>Meeting Locations</th>
<th>Target Audience</th>
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<td>SH = Sheraton Hotel</td>
<td>S = Student</td>
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<td>WSCC = Washington State Convention Center</td>
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<td>A = Administrator</td>
<td>10+ years = Seasoned Educator</td>
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Follow @adeaweb on Twitter #adea13
11:45 a.m. – 1:15 p.m.  WSCC/610

TLC-92 Optical Scanning as an Innovative Teaching Tool in Restorative Curriculum (F, 4-9 years) SoTLFest


Providing objective feedback and achieving optimal communication among faculty and students is a challenge in dental education. University of Detroit Mercy School of Dentistry was one of the first dental schools to incorporate an optical scanning system into the predoctoral curriculum as an innovative teaching tool in 2009. Optical scanning is an alternative method to conventional restorative techniques for recording tooth preparation and interocclusal relationship. Image viewing enables students to critically evaluate tooth preparation at greater magnification. The purpose of this seminar is to share our experience incorporating optical scanning into the curriculum and how this technology should be integrated.

Learning Objectives:

• Learn a method of incorporating optical scanning in a curriculum
• Expose participants to basic elements of optical scanning
• Become familiar with optical scanning tools to improve faculty-student communication

CE Credits: 1.5, 90 Minute Seminar, Teaching, Learning & Curriculum Development
Content Keywords: Curriculum Development/Evaluation, Teaching Skills

11:45 a.m. – 1:15 p.m.  WSCC/613

RT-006 Thesis vs. Non-thesis Scholarly Activity: Moving the Profession Forward (F, 4-9 years) SoTLFest

Presented by the ADEA Section on Graduate and Postgraduate Education and the ADEA SIG on Graduate Dental Hygiene Education

Presenter(s): Michele Darby, B.S., M.S., Old Dominion University; Nancy Williams, RDH, Ed.D., University of Tennessee Health Science Center; JoAnn Gurenlian, RDH, Ph.D., Idaho State University

New dental hygiene master programs opening in a variety of formats. The purpose of this panel discussion is to present a variety of scholarly activities and provide examples of each. Scholarly activity such as thesis/research projects have been considered the traditional format for master of science programs; however, other activities such as capstone projects, documented case studies, book chapters and others are considered forms of scholarship. Getting these projects to publication or to present at national meetings is extremely important for developing the profession but can be daunting. The session will include a panel discussion and workshop for graduate students, dental and dental hygiene faculty who are currently mentoring graduate students or see themselves in that role at their institution. The panel will consist of Michelle Darby, Joe Ann Gurenlian and Nancy Williams, moderated by Shannon Mitchell.

Learning Objectives:

• Describe what constitutes scholarly activity in graduate dental hygiene programs
• Discuss the methods of scholarly activity and review examples of each, i.e. thesis/research projects, capstone, book chapters, case studies and literature reviews
• Determine approaches for submitting projects for publication in journals and faculty mentoring responsibilities and evaluate quality scholarly activity

CE Credits: 1.5, 90 Minute Seminar, Research & Trends
Content Keywords: Research Methods, Research Management
11:45 a.m. – 1:15 p.m.  
I-06 Medicare Graduate Medical Education Update  
WSCC/614

Presenter(s): Yvonne Knight, J.D., ADEA
ADEA continues to monitor developments surrounding Medicare graduate medical education (GME) issues and advocate for changes that affect GME reimbursements to dental schools. Again this year, a recognized expert on the subject of dental GME will provide dental educators with an update on current GME issues and proposed federal rules and their impact on dental residency programs in non-hospital settings.

Learning Objectives:
• Learn what are the latest developments surrounding the Medicare graduate medical education (GME) program
• Understand how proposed federal rules or Congressional initiatives with regard to Medicare graduate medical education impact dental residency programs in non-hospital settings
• Avail yourself of the opportunity to ask questions of the expert speaker about your institution’s GME-funded residency programs

CE Credits: 1.5, 90 Minute Seminar, Advocacy & Public Policy

1:30 – 3:00 p.m.  
I-151 ADEA Advocacy Workshop  
WSCC/603

Presenter(s): Yvonne Knight J.D., ADEA
The ADEA Advocacy Workshop will be held to offer conference attendees an interactive session on how to become an advocate for dental education, oral health care, and dental and craniofacial research. Workshop participants will learn why it is important to be an advocate. Also, attendees will be provided with an overview of the congressional/legislative process and discuss current issues in Washington that affect dental education. The session will be conducted by individuals who have worked in and with Congress and federal agencies.

Learning Objectives:
• Learn how to become an advocate for dental education and dental and craniofacial research
• Learn what is advocacy and hear case studies on the value of advocacy
• Get an overview of the legislative process

CE Credits: 1.5, 90 Minute Seminar, Advocacy & Public Policy

3:30 – 4:30 p.m.  
I-038 Closing Session of the ADEA House of Delegates  
WSCC/Ballroom 6A-B
CALL FOR PROGRAMS
March 15-18, 2014 • San Antonio, Texas
In conjunction with the Association of Canadian Faculties of Dentistry/
L’Association des facultés dentaires du Canada
At the 2014 ADEA Annual Session & Exhibition, educators, administrators, and students will explore the neuroscience and neuropsychology of learning, including the influence of various learning styles, understanding learning disabilities, and the implications of new technologies on the future of learning and teaching. Both traditional and innovative teaching and assessment methodologies will be examined, and how they apply to didactic and clinical teaching will be discussed.

In addition to plenary speakers, workshops and seminars, there will be the opportunity for all attendees to engage in interactive learning situations that demonstrate the science of learning.

ADEA invites you to submit abstracts for educational programming for the 2014 ADEA Annual Session & Exhibition. Share your best techniques on how you teach students effectively. Each educational session will be placed in one of the following categories:

- Admissions and Operations
- Advocacy and Public Policy
- Leadership and Career Development
- Research and Trends
- Teaching, Learning, and Curriculum Development
- Technological Innovations

Initial selection of a topic category must be made at the time of submission. The 2014 ADEA Annual Session submission site will contain complete definitions of the categories as well as the different session formats available. Be sure to review all instructions carefully.

Programs that address the needs of “new or emerging” educators (intensive faculty development for those with fewer than three years of teaching experience) are especially encouraged.

Don’t miss your opportunity to engage in the rich programming and a myriad of networking opportunities—begin planning your submission for the 2014 ADEA Annual Session & Exhibition today.

The deadline to submit is June 3, 2013. For complete instructions on submitting a program proposal, visit www.adea.org.
Want to Reach Thousands of Prospective Dental Students? Exhibit at the ADEA Dental School Virtual Fair!

ADEA Dental School Virtual Fair
April 23–24, 2013
Noon–8:00 p.m. Eastern Time

Sign up today to exhibit online—free of charge for participating schools.

Host an online booth at the two-day 2013 American Dental Education Association (ADEA) Dental School Virtual Fair.

Participating schools have the opportunity to chat live with prospective applicants and collect data from interested students—without travel costs or exhibit fees.

Participating schools receive:
• A virtual booth designed with school specific information.
• Direct access to prospective applicants for two days.
• Attendee contact information and traffic data on individual booths.
• Long-term exposure to a nationwide applicant pool.

Look for information on GoDental.org, and contact Chonte James at JamesC@adea.org to sign up.
The ADEA Leadership Institute is a year-long program designed to develop the nation’s most promising faculty and administrators at academic dental institutions to become future leaders in dental and higher education.

More than 250 faculty and administrators from predoctoral, allied, and postdoctoral dental education have participated in the ADEA Leadership Institute since 2000. ADEA Leadership Institute Fellows hold positions ranging from department chairs to program directors to deans of dental schools. They have in common their interest in their development as professionals in dental and higher education as well as aspirations for greater leadership at their institutions.

About the ADEA Leadership Institute

The ADEA Leadership Institute includes four phases focusing on:

- Self and peer assessment
- Leadership and management theory
- Team building and analysis of critical health-related issues
- Administrative competency development

Scholarships are available through ADEA that provide assistance to a limited number of Fellows each year. Go to www.adea.org/leadershipinstitute for more information.

About Nominations and Expectations

A person must be nominated to participate by his or her dean, program director, or equivalent administrative leader at an ADEA Member Institution. A nominator may make up to two nominations a year. A nomination should clearly state a nominee’s leadership experience and potential for higher levels of administrative leadership in dental and higher education. The nominator should also indicate the specific ways in which he or she will support the fellow during the fellowship year.

A nominee must:

- Be an ADEA member
- Have demonstrated leadership at the institution, in the community, or through research (evidence of leadership may include outstanding success in past and current positions)
- Have a clear track record of increasing administrative responsibilities
- Demonstrate experience with additional responsibilities such as chairing committees, advising student groups, or mentoring students and faculty
- Demonstrate experience with development of local, regional, or national faculty development workshops or community outreach programs
- Have a record of scholarly contributions to dental education through teaching or research
- Commit to participate fully in all phases of the ADEA Leadership Institute

The Member Institution pays the Fellow’s full salary and benefits during the fellowship year.

The Member Institution is responsible for the ADEA Leadership Institute tuition and for all travel and personal expenses associated with the Fellow’s participation in the ADEA Leadership Institute, including airfare, ground transportation, lodging, and some meals.

For more information about the ADEA Leadership Institute, please visit www.adea.org/leadershipinstitute.
ADEA Governance Meetings

All ADEA governance meetings are listed chronologically by day. These meetings are by invitation only unless otherwise noted.

Friday, March 15

ADEA Leadership Institute Alumni Association (ADEA LIIAA) Administrative Board Meeting
I-042
8:00 – 11:30 a.m.
WSCC/604

ADEA Annual Session Program Committee Meeting
I-160
8:30 – 11:00 a.m.
WSCC/208

ADEA/ADA Curriculum Survey Review Meeting
I-2501
Noon – 4:00 p.m.
WSCC/614

ADEA Board of Directors Meeting
I-153
11:30 a.m. – 2:00 p.m.
WSCC/602

ADEA Associated American Dental Schools Application Service (ADEA AADSAS) WebAdMIT Focus Group
I-024
2:00 – 5:00 p.m.
WSCC/604

ADEA GoDental Task Force Meeting
I-036
5:00 – 6:00 p.m.
WSCC/602

ADEA Centralized Application for Advanced Placement for International Dentists (ADEA CAAPID) Task Force Meeting
I-170
6:00 – 7:00 p.m.
WSCC/604

ADEA Leadership Institute Class of 2013 Reception and Commencement Dinner (By invitation only)
I-043/I-300
6:00 – 9:30 p.m.
SH/Cirrus Room

Saturday, March 16

ADEA/Johnson & Johnson Healthcare Products Enid A. Neidle Scholar-In-Residence Selection Committee Meeting
I-2700
7:00 – 9:00 a.m.
SH/Alki Boardroom

ADEA Council of Sections Administrative Board Meeting
I-033
8:00 a.m. – noon
WSCC/209

ADEA Council of Deans Administrative Board Meeting
I-106
8:00 – 9:00 a.m.
WSCC/401

ADEA AADSAS Task Force Meeting
I-500
8:00 – 9:30 a.m.
WSCC/614

Journal of Dental Education Editorial Review Board Meeting
I-136
11:00 a.m. – 1:00 p.m.
SH/Cedar B

ADEA Council of Hospitals and Advanced Education Programs (COHAEP) Administrative Board Meeting
I-400
11:00 a.m. – noon
WSCC/611

ADEA Council of Allied Dental Program Directors (ADEA CADPD) Administrative Board Meeting
I-124
11:00 a.m. – 1:00 p.m.
WSCC/208

ADEA Council of Sections Members Meeting
I-034
12:30 – 4:00 p.m.
WSCC/4C-1&2

Download the ADEA13 mobile app www.adea.org/mobile
ADEA Council of Students, Residents, and Fellows Meeting
I-110
12:30 – 4:00 p.m.
WSCC/4C-3

ADEA Council of Faculties New Member Orientation
I-028
12:30 – 1:00 p.m.
WSCC/4C-4

ADEA Council of Faculties Meeting
I-027
1:00 – 3:45 p.m.
WSCC/4C-4

ADEA CADPD Meeting
I-161
1:30 – 3:30 p.m.
WSCC/309

ADEA COHAEP Business Meeting
I-401
12:30 – 2:30 p.m.
WSCC/611

ADEA Council of Deans Business Meeting
I-162
2:00 – 4:00 p.m.
WSCC/310

ADEA Corporate Council Meeting
I-026
2:00 – 4:00 p.m.
WSCC/401

ADEA House of Delegates Opening Session
I-039
4:30 – 5:30 p.m.
WSCC/Ballroom 6A-B

Welcome Reception
I-350
5:30 – 6:30 p.m.
WSCC/Ballroom 6C

2012 ADEA Summer Program for Emerging Academic Leaders Reception
I-1055
6:30 – 7:30 p.m.
SH/Capitol Hill

ADEA/Sunstar Americas, Inc. Legislative Leadership Dinner
Sponsored by Sunstar Americas, Inc.
I-111

6:30 – 10:00 p.m.
SH/Willow A

Sunday, March 17

ADEA Sections on Dental School Admissions Officers and Student Affairs and Financial Aid–Members’ Forum 1
I-094
7:00 – 8:00 a.m.
WSCC/309

ADEA Section on Dental Informatics–Members’ Forum
I-072
7:15 – 8:15 a.m.
WSCC/602

ADEA Section on Orthodontics–Members’ Forum
I-086
7:15 – 8:15 a.m.
WSCC/609

ADEA Section on Clinical Simulation–Members’ Forum
I-065
7:15 – 8:15 a.m.
WSCC/618

Faculty Development Marketplace: A Forum for Collaboration
I-556
7:15 – 8:15 a.m.
WSCC/620

ADEA Section on Postdoctoral General Dentistry–Members’ Forum
I-090
10:30 – 11:30 a.m.
WSCC/308

ADEA Council of Students, Residents, and Fellows Meeting
I-127
10:30 a.m. – noon
WSCC/4C–2

ADEA Legislative Advisory Committee (LAC) Meeting
I-020
10:30 a.m. – noon
WSCC/605

ADEA AADSAS and ADEA CAAPID Users Update
I-022
10:30 – 11:30 a.m.
WSCC/615 – 616
ADEA Section on Development, Alumni Affairs, and Public Relations–Members’ Forum
I-073
10:30 – 11:30 a.m.
WSCC/617

ADEA Special Interest Group on Implant Dentistry–Members’ Forum
I-99
10:30 – 11:30 a.m.
WSCC/619

ADEA Special Interest Group on Lasers in Dentistry–Members’ Forum
I-100
10:30 – 11:30 a.m.
WSCC/620

ADEA Commission on Change and Innovation in Dental Education (ADEA CCI) Oversight Committee Meeting
I-113
12:15 – 1:45 p.m.
WSCC/601

ADEA Reference Committee Hearing on Administrative Affairs
I-134
1:30 – 2:30 p.m.
WSCC/4C–1

ADEA Special Interest Group on Foreign Educated Dental Professionals–Members’ Forum
I-097
2:00 – 3:00 p.m.
WSCC/307

ADEA Special Interest Group on Career Development for the New Educator–Members’ Forum
I-095
2:00 – 3:00 p.m.
WSCC/309

ADEA Dental Hygiene Centralized Application Service (DHCAS) Update
I-116
2:30 – 3:30 p.m.
WSCC/617

ADEA Reference Committee Hearing on Association Policy
I-128
3:30 – 4:30 p.m.
WSCC/4C–1

Dental Pipeline National Learning Institute–Reception
I-133
4:00 – 5:30 p.m.
SH/Ballard

ADEA Section on Dental Anatomy and Occlusion–Members’ Forum
I-069
4:00 – 5:00 p.m.
WSCC/614

ADEA Section on Pediatric Dentistry–Members’ Forum
I-087
4:00 – 5:00 p.m.
WSCC/615 – 616

ADEA Section on Graduate and Postgraduate Education–Members’ Forum
I-078
4:00 – 5:00 p.m.
WSCC/617

ADEA Section on Educational Research/Development and Curriculum–Members’ Forum
I-074
4:00 – 5:00 p.m.
WSCC/619

ADEA Section on Comprehensive Care and General Dentistry–Members’ Forum
I-067
4:00 – 5:00 p.m.
WSCC/620

Allied Dental Faculty Leadership Program Alumni Reception
Sponsored by Institute of Oral Health
I-2653
5:00 – 6:30 p.m.
WSCC/310

ADEA Section on Periodontics–Members’ Forum
I-088
5:30 – 6:30 p.m.
WSCC/210

ADEA Special Interest Group on Tobacco-Free Initiatives–Members’ Forum
I-105
5:30 – 6:30 p.m.
WSCC/307
ADEA Section on Oral and Maxillofacial Radiology–Members’ Forum
I-082
5:30 – 6:30 p.m.
WSCC/308

Journal of Dental Education Reviewer Appreciation Reception
I-125
5:30 – 7:30 p.m.
SH/Metropolitan Foyer

ADEA Section on Oral Biology–Members’ Forum
I-084
5:30 – 6:30 p.m.
WSCC/309

ADEA Special Interest Group on Professional, Ethical, and Legal Issues in Dentistry–Members’ Forum
I-101
5:30 – 6:30 p.m.
WSCC/614

ADEA Section on Operative Dentistry and Biomaterials–Members’ Forum
I-080
5:30 – 6:30 p.m.
WSCC/309

ADEA Section on Gerontology and Geriatrics Education–Members’ Forum
I-077
5:30 – 6:30 p.m.
WSCC/617

ADEA Section on Oral Diagnosis/Oral Medicine–Members’ Forum
I-085
5:30 – 6:30 p.m.
WSCC/618

ADEA Section on Anatomical Sciences–Members’ Forum
I-061
5:30 – 6:30 p.m.
WSCC/619

ADEA Section on Behavioral Sciences–Members’ Forum
I-062
5:30 – 6:30 p.m.
WSCC/620

ADEAGies/AADR Academic Dental Careers Fellowship Program (ADEAGies/AADR ADCFP) Reception Honoring the 2013 Fellows and Mentors and Introducing the 2014 Fellows and Mentors
I-135
5:30 – 6:30 p.m.
SH/Diamond

ADEA Leadership Institute Class of 2014 Reception (By invitation only)
Sponsored by Colgate-Palmolive Co.
I-044
6:30 – 8:00 p.m.
WSCC/4D Skybridge

ADEA Postdoctoral Application Support Service (ADEA PASS) Task Force Meeting
I-114
6:30 – 7:30 p.m.
SH/Capitol Hill

ADEA CCI Reception
I-115
7:00 – 8:00 p.m.
SH/Cedar B

Monday, March 18

ADEA Council of Deans Business Meeting
I-141
7:15 – 8:15 a.m.
WSCC/604

ADEA Special Interest Group on Teaching and Learning with Emerging Technology–Members’ Forum
I-103
7:15 – 8:15 a.m.
WSCC/605

ADEA Sections on Dental School Admissions Officers and Student Affairs and Financial Aid–Members’ Forum 2
I-480
7:15 – 8:15 a.m.
WSCC/606

ADEA Section on Community and Preventive Dentistry–Members’ Forum
I-066
7:15 – 8:15 a.m.
WSCC/607

ADEA Special Interest Group on Graduate Dental Hygiene Education Programs–Members’ Forum
Sponsored by The Procter & Gamble Company
I-098
7:15 – 8:15 a.m.
WSCC/609

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ADEA Section on Oral and Maxillofacial Pathology–Members’ Forum
I-081
7:15 – 8:15 a.m.
WSCC/608

ADEA Sections on Business and Financial Administration and Clinic Administration–Members’ Forum
I-093
7:15 – 8:15 a.m.
WSCC/610

ADEA Special Interest Group on Scholarship of Teaching and Learning–Members’ Forum
I-102
7:15 – 8:15 a.m.
WSCC/611

ADEA Section on Endodontics–Members’ Forum
I-075
7:15 – 8:15 p.m.
WSCC/612

ADEA Section on Oral and Maxillofacial Surgery/Anesthesia/Hospital Dentistry–Members’ Forum
I-083
7:15 – 8:15 a.m.
WSCC/613

ADEA Section on Continuing Education–Members’ Forum
I-068
7:15 – 8:15 p.m.
WSCC/615

ADEA Special Interest Group on Temporomandibular Disorders–Members’ Forum
I-104
7:15 – 8:15 a.m.
WSCC/617

ADEA Section on Prosthodontics–Members’ Forum
Sponsored by Whip Mix Corporation
I-092
7:15 – 8:15 a.m.
WSCC/618

ADEA Section on Biochemistry, Nutrition, and Microbiology–Members’ Forum
I-063
7:15 – 8:15 a.m.
WSCC/619

ADEA Section on Cariology–Members’ Forum
I-064
7:15 – 8:15 a.m.
WSCC/620

ADEAGies/AADR ADCFP Training Session I. A
I-144
10:00 a.m. – noon
WSCC/307 – 308

ADEA Council of Students, Residents, and Fellows Meeting
I-142
10:00 a.m. – noon
SH/Metropolitan Ballroom A

ADEA Section on Minority Affairs–Members’ Forum
I-079
10:30 – 11:30 a.m.
WSCC/617

ADEA Section on Dental Assisting Education–Members’ Forum
I-705
10:30 – 11:30 a.m.
WSCC/618

ADEA Section on Dental Hygiene Education–Members’ Forum
I-071
10:30 – 11:30 a.m.
WSCC/619

ADEA Section on Gay–Straight Alliance–Members’ Forum
I-076
10:30 – 11:30 a.m.
WSCC/620

ADEA Section on Academic Affairs–Members’ Forum
I-060
11:00 a.m. – noon
WSCC/613

ADEAGies/AADR ADCFP Poster Session
I-411
11:00 a.m. – 1:00 p.m.
WSCC/Exhibit Hall

Women Liaison Officers’ Networking Lunch
I-012
Noon – 1:15 p.m.
WSCC/4C-2
ADEA Special Interest Group on Dental Hygiene Clinic Coordinators’–Members Forum and Luncheon
Sponsored by The Procter & Gamble Company
I-096
12:30 – 2:00 p.m.
WSCC/4C–4

ADEAGies/AADR ADCFP Training Session I.B
I-855
3:00 – 5:00 p.m.
WSCC/307 – 308

ADEA PASS Users Update
I-119
3:00 – 4:00 p.m.
WSCC/4C–2

ADEA Section on Physiology, Pharmacology, and Therapeutics–Members’ Forum
I-089
3:30 – 4:30 p.m.
WSCC/619

ADEA Section on Practice Management–Members’ Forum
I-091
3:30 – 4:30 p.m.
WSCC/620

ADEA Board of Directors Meeting
I-145
3:45 – 4:45 p.m.
WSCC/401

Transcript Evaluation Update: Education Credential Evaluators (ECE) and World Education Services (WES)
I-801
4:00 – 5:00 p.m.
WSCC/4C–2

Tuesday, March 19

ADEA Council of Deans Roundtable
I-120
6:00 – 8:00 a.m.
WSCC/208

ADEA AADSAS Task Force Meeting
I-023
7:00 – 8:00 a.m.
WSCC/309

ADEA CADPD Caucus
I-412
9:00 – 9:45 a.m.
WSCC/617

ADEA CADPD Administrative Board Meeting
I-413
11:30 a.m. – 12:45 p.m.
WSCC/618

ADEA Council of Students, Residents, and Fellows Meeting
I-148
11:30 a.m. – 2:00 p.m.
WSCC/307 – 308

ADEA Council of Deans Business Meeting
I-147
11:30 a.m. – 1:00 p.m.
WSCC/619 – 620

ADEA Council of Faculties Caucus
I-2652
11:30 a.m. – 2:00 p.m.
WSCC/606

ADEAGies/AADR ADCFP Training Session II
I-149
11:30 a.m. – 3:15 p.m.
WSCC/607

ADEA LIAA Business Meeting (Open only to ADEA LIAA Members)
I-040
11:30 a.m. – noon
WSCC/609

ADEA Council of Sections Members Orientation
I-035
11:30 a.m. – 12:30 p.m.
WSCC/615 – 616

ADEA COHAEP Caucus
I-402
Noon – 2:00 p.m.
WSCC/617

ADEA Council of Sections Caucus
I-032
12:45 – 1:45 p.m.
WSCC/615 – 616
ADEA Council of Sections Administrative Board Meeting
I-029
1:45 – 2:30 p.m.
WSCC/601

ADEA Board of Directors Meeting
I-150
2:15 – 3:15 p.m.
WSCC/604

ADEA House of Delegates Closing Session
I-038
3:30 – 4:30 p.m.
WSCC/Ballroom 6A-B

2013-14 ADEA Board of Directors Meeting
I-152
4:45 – 5:45 p.m.
WSCC/604

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ADEA Poster Presentations

For abstracts (except (W) and the 2012 ADEAGies/AADR Fellows), please see the February 2013 issue of the *Journal of Dental Education*. The Student Poster competition is sponsored by Pacific Dental Services, Inc. Posters are sorted by presentation day and listed in numerical order.

Categories: Educational Research (E), New Programs (N), Works in Progress (W), 2012 ADEAGies/AADR Fellows (A). All Poster Presentations are located in the Washington State Convention Center Exhibit Hall.

Sunday, March 17
1:00 – 3:00 p.m.

PO-01 Medically Complex Patients with End Stage Renal Disease Treatment Protocol in Dental Schools (W)

PO-02 The “Dental Home:” A Mutual Objective for Pediatricians and Dentists (E)
Mindi A. D’Elia, M.Ed., Dana M. Lucy, M.S., and Kimberly K. Patterson, D.D.S., M.S., Midwestern University-Arizona

PO-03 Public Health Surveillance of Broadcast Information Regarding Dental Pain (E)
Christina Diep and Jennifer L. Gibbs, Ph.D., D.D.S., M.A., New York University, Barbara Gerbert, University of California, San Francisco

PO-04 DIVERSITY: The Emergence and Evolution in Dental Education (E)
Janet Park, New York University

PO-05 Anatomy of a Course Evaluation: Guiding Principles to Optimize Accurate and Useful Feedback (E)
Paul Lazari and Mitchell Lipp, D.D.S., New York University

PO-06 Using Preclinical Performance as an Indicator of Clinical Success (E)
Bianca C. Velayo, Gerard Kugel, D.M.D., M.S., Ph.D., Steven Eisen, D.M.D., and Paul Stark, ScD, Tufts University

PO-07 Fabricating Same-day Delivery Lithium Disilicate Crowns with Cerec in the Undergraduate D.M.D. Clinical Setting (N)

PO-08 Descriptive Model for Analyzing Point of Care Teaching and Learning (W)
Katie Naberhaus, David Johnsen D.D.S., and Marsha Cunningham, M.S., R.D.H, University of Iowa

PO-09 Can Smartphones and Tablets be used as Meaningful Tools to Enrich Dental Education? (E)

PO-10 Engaging Third Year Dental Students through Prezi Presentations in Pediatric Dentistry (E)
Brian Barras, D.D.S., Texas A&M University

PO-11 Students’ and Faculty’s Understanding of the Clinical Skills Assessment Criteria (E)
Allen Huang, B.S., and Mehran Hossaini, D.M.D., University of California, San Francisco

PO-12 Student Run Health Clinic at Riverside Trains Dental Students to Provide to the Underserved (W)
Elmer E. Hilo, II, Western University of Health Sciences

PO-13 Utilization of Blended Learning to Teach Preclinical Endodontics (E)

PO-14 The Path to Success in Dentistry (E)
Alexandra D. Jensen, B.S. and Wilbert H. Milligan, Ph.D., D.M.D., FICD, University of Pittsburgh

PO-15 Urban Service Track: An Interdisciplinary Approach to Primary Care Instruction (N)
Allison Robinson, University of Connecticut

PO-16 Building a Pipeline: Dental Career Program for Underprivileged Middle-School Children (W)
Hans Hsu and Mitchell Lipp, D.D.S., New York University

PO-17 Improving Interdisciplinary Collaboration with a Learner-Developed & Learner-Driven IPE Curriculum (E)
Jennifer Cai, D.D.S Candidate of 2014, Peter Colley, Doctorate of Pharmacy Candidate 2013, Susan Hyde, D.D.S., M.P.H., Ph.D., University of California, San Francisco

PO-18 Case Study: Can Additional Assessments Improve Student Achievement on Competencies? (W)

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PO-19 Addressing CODA Standards and Common IPE Challenges: A Didactic Approach (E)
Adam D. Bennett and Jeffrey T. Weber, Arizona School of Dentistry & Oral Health

PO-20 Orthodontics-Periodontics Interdisciplinary Dental Education Survey (E)

PO-21 A Model for Teaching Critical Thinking in Dental Education (W)

PO-22 Examination of Social Networking Professionalism among Dental and Dental Hygiene Students (E)
Amy Molnar and Rachel Henry, B.S.DH, RDH, M.S., The Ohio State University

PO-23 Scoping Up Dental Education to Address HPV-Related Oropharyngeal Cancer (E)

PO-24 Difficult Conversations: Entering the Sensitive Areas (W)
Heather Zanon, Jacqueline Dikansky, Frederick More, D.D.S., M.S., New York University

PO-25 Didactic and Computer-Based Interactive Training Module Improves Precise Preclinical Use of the Periodontal Probe (E)
Sumitha N. Ahmed, B.D.S., Vicki Kowlowitz, Ph.D., Lee W. Boushell, D.D.S., University of North Carolina at Chapel Hill

PO-26 Dental Student Perception of the Usefulness of an In-House Laboratory Technician (E)
Jenna Lau and Michelle Wheeler, Ph.D., University of Detroit Mercy

PO-27 Dental Students: Food Coping Strategies, Diet Satisfaction and Diet Quality Survey (E)
Michael S. Pagano, Fang Qian, Ph.D., Mary Lynn Eckert, Catherine Solow, M.A., Marsha Cunningham-Ford, M.S., RDH, Teresa A. Marshall, Ph.D., University of Iowa

PO-28 YouTube Videos: Do They Have a Positive Effect on the Teaching and Learning Process? (W)
Yasmin S. Mikail, Rasha Hermez, and Laura Manning Lee, RDH, MA, University Of Detroit Mercy

PO-29 Impact of a Hands-on Course on Students’ Understanding of Periodontal Surgical Procedures (E)

PO-30 Development of an Online EBD Curriculum to Model Independent Learning (N)
Teresa A. Marshall, Ph.D., Cheryl Straub-Morarend, D.D.S., Nidhi Handoo, B.D.S., M.S., and Marsha Cunningham-Ford, M.S., RDH, University of Iowa

PO-32 An Investigation of Student Perception of Online and In-Class Course Elements (E)
Stephanie M. Chen and Nahid Kashani, D.D.S, M.S.D., University of Detroit

PO-33 Assessing the Long-term Impact of a Dental Faculty Development Program: A Comparison Study (E)

PO-34 An Analysis of Patient Grievances in a Dental School Clinical Environment
Amit Sachdeo, Tufts University

PO-35 Integrated Neuroanatomy Using a Life-sized Interactive 3-D Dissection Table (N)
Dan Welch, Ph.D., Kevin Rowland, Ph.D., Anita Joy, B.D.S., Ph.D., Southern Illinois University

PO-36 Dental Hygiene Students Perceptions of Virtual PATIENT SIMULATION (E)
Joanna Allaire, The University of Texas School of Dentistry at Houston

PO-37 Factors Associated With Clinical Skill Remediation in Dental Hygiene Programs (E)
Bonnie Branson, Ph.D., RDH, B.S., Tanya Villalpando-Mitchell, RDH, M.S., Lorie A. Holt, RDH, M.S., University of Missouri-Kansas City, and Donna Wood, RDH, M.S., Tulsa Community College

PO-38 Teaching Procedure Codes Early in the Curriculum: Application and Attitudes (E)
Mary A. Baechle, D.D.S., Charles Janus, D.D.S., M.S., Al M. Best, Ph.D., Virginia Commonwealth University

PO-39 New Program for Online Capstone Comprehensive Case Presentations (N)
Daniel W. Boston, D.M.D. and Maria Fornatora, D.M.D., Temple University

PO-40 Perceptions of Scholarship of Teaching and Learning Among Dental Educators (E)
| PO-42 | Randomization Effects of Item Locations on Item Difficulty Estimates and Item Response Time (E) | Shu-Ren Chang and Gene A. Kramer, Ph.D., M.S.Ed., Joint Commission on National Dental Examinations (JCNDN) |
| PO-43 | A comparison of Undergraduate and Postgraduate Dental Students Levels of Reflection: A Pilot Study (E) | Jorge Tricio, University of Los Andes, Santiago, Chile, Michael Escudier and Mark Woolford, King’s College London Dental Institute |
| PO-44 | Development of Patient Friendly Education Modules Focusing on the Oral-Systemic Connection (E) | Lauren E. Janes, Kelsey M. Schwei, M.S., Jimmy Kayastha, D.D.S., Amit Acharya, B.D.S., M.S., Ph.D., Marshfield Clinic Biomedical Informatics Research Center |
| PO-47 | Dentistry and Social Work: A Needs Assessment (E) | Becky M. Smith, D.D.S., Betty Blackmon, J.D., Ying Le, University of Missouri - Kansas City |
| PO-49 | Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (N) | Jeffery L. Hicks, D.D.S., M. Norma Partida, D.D.S., M.P.H., William D. Hendricson, M.A., M.S., University of Texas Health Science Center at San Antonio |
| PO-50 | Adults with Developmental Disabilities: A Scholarly Approach to Creating a Curricular Resource (W) | Sophia Saeed, D.M.D., University of California, San Francisco |
| PO-51 | A New Approach to Developing Competencies in Patient Management (E) | David Dunning, Ph.D., University of Nebraska Medical Center |
| PO-53 | From Passive Lectures to Interactive EB Approach (E) | Eros Chaves, D.M.D., M.S., West Virginia University |
| PO-55 | Transferring Teaching Strategies from the Classroom to Service-Learning Projects (N) | Kimberly S. Whorton, RDH, B.S., M.D.H., University of Louisiana at Monroe |
| PO-57 | Assessing the Provision of Comprehensive Care at a Dental School (E) | Shawn S. Adibi, D.D.S., FDOCS, MEd, Joby Chaluparambil, Sheryl K. Chambers, Kristine Estes, John A. Valenza, D.D.S., Muhammad F. Walji, Ph.D., The University of Texas School of Dentistry at Houston |
| PO-59 | Creating the Dream Team (Intraprofessional Education: Best Practice) (N) | Christine M. Blue, B.S.DH, M.S., Karin Quick, D.D.S., Ph.D., Karl D. Self, D.D.S., M.B.A., Peter H. Berthold, Professor, LDS, Ph.D., D.M.D., FICD, University of Minnesota |
| PO-60 | Development of a Multi-Disciplinary Clinic for Post-Graduate Education (E) | Andrea Esteves, D.D.S., M.Sc., Kavita R. Mathu-Muju, D.M.D., M.P.H., Charles F. Shuler, B.Sc., D.M.D., Ph.D., University of British Columbia |
PO-62 Dental Hygiene Faculty Opinions on Using Electronic Health Records in Clinical Education (E)
Lynn Tolle, B.S.D.H, M.S. and Ann M. Bruhn, B.S.D.H, M.S., Old Dominion University

PO-63 The Use of Social Media in Dental Hygiene Programs (E)
Rachel Henry, RDH, M.S., and Jennifer Pieren, RDH, M.S., The Ohio State University

PO-64 Learning Curve and Marginal Fit of CAD/CAM Restorations by Second Year Dental Students (W)

PO-65 Outcome Mapping: A “Lens” to Review Learning Programs (W)
Galen Schneider, D.D.S., Ph.D., FACP, Marsha Cunningham-Ford, M.S., RDH, David Johnsen, D.D.S., Mike Mulder, Mary Lynn Eckert, and Charles McBrearty, University of Iowa

PO-66 How Can You Change the Way You Teach a Course? (N)
Charles J. Love, D.D.S., Case Western Reserve University

PO-67 How Dental School Admissions Practices Impact the Make-up of Students (E)
Pollene Speed-McIntyre, ICD, PFA, FAGD, M.S., D.D.S., Douglass Jackson, D.D.S. and Sue Coldwell, Ph.D., University of Washington

PO-68 Tobacco Usage Assessment - A Fundamental Step in Oral Cancer Prevention (E)

PO-69 Developing a Case-Based Critical Thinking Final Exam for the Dental Hygiene Dental Materials Course (E)

PO-70 Determining the Effects of Socratic Method Teaching Design in Pre-Clinical Endodontics (E)

PO-71 Medical Crises Simulation: Interprofessional Innovation and Assessment (W)
Gary D. Hack, D.D.S., Thomas E. Grissom, M.D., and John W. Blenko, M.D., University of Maryland

PO-72 Interculturality in Health Science Education and Research (E)
Louanne Keenan RDH, M.Ed., Ph.D., University of Alberta

PO-73 SMDEP: A Pipeline Program at the University of Texas Dental/Medical Schools (E)
Paula N. O’Neill Ed.D., Hugh P. Pierpont, D.D.S., R. Andrew Harper, M.D., Rebecca L. Lopez, AA, and The University of Texas School of Dentistry at Houston, and Martha Robertson, M.S., San Jacinto College

PO-74 Assessing Dental Student Scheduling Practices (E)
Hugh E. Finch, Jr., D.D.S, Dolores Cannella, Ph.D., Mary Truhlar, D.D.S., M.S., and Susan Schlussler, Stony Brook University

PO-75 Pharmacy Observation Activity for 3rd Year Dental Students (E)
Susan E. Conway, PharmD, Winter Smith, PharmD, Teresa Truong, PharmD, Jill Shadid, D.Ph., M.B.A., University of Oklahoma

PO-76 Curriculum Integration of Community-Based Primary Care for the Homeless Population (N)

Monday, March 18
11:00 a.m. – 1:00 p.m.

PO-77 Sensory Feedback for Dental Caries Detection and Removal (E)
Margrit Maggio, D.M.D., Katherine J. Kuchenbecker, Ph.D., and Robert Parajon, D.P.M., University of Pennsylvania

PO-78 Aligning Research Elements: A Study of JDE Publications 2000-2010 (E)

PO-79 Innovative Approaches to Promoting Predoctoral Students’ Cultural Competence (W)

PO-80 Student Perception of a Dental Caries Detection and Removal Sensory Feedback System (E)
Margrit Maggio, D.M.D., Katherine J. Kuchenbecker, Ph.D., and Robert Parajon, D.P.M., University of Pennsylvania

PO-81 Teaching Prescription Writing Skills: A Challenge for Every Profession (E)
Marc Henschel, D.D.S. and Debra M. Ferraiolo, D.M.D., New York University

PO-82 Integrating Photo-Stimuable Phosphor Plate Imaging into Pre-Clinical Radiology (E)

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PO-84 Enhancing Classroom Teaching to Engage our Multi-tasking Students (N)
Susan Roshan, D.D.S., M.P.H., MAGD, and Bob Hutchins, Ph.D., Texas A&M University

PO-85 Learning with Digital Games: The Future of Dental Education? (W)
Mitchell Jay Lipp, D.D.S. and Hans Hwa-Pen Hsu, B.A., New York University

PO-86 Teaching Dental Students about Patients with Psychiatric Disorders using Interactive, Case-based Learning (N)
Claude E. Davis, Ph.D., Alison Y. Yeung, D.D.S., M.D., and Donald G. Ferguson, Ph.D., East Carolina University

PO-87 Innovative Internship Opportunities in a Baccalaureate Dental Hygiene Curriculum (N)

PO-88 Dental School Applicant Satisfaction with the Multiple Mini Interview (E)
Frank W. Licari, D.D.S., M.P.H., M.B.A. and Sharon Song, Ph.D., Midwestern University-Illinois

PO-89 Biomedical Sciences: An Integrated Approach for Dental Hygiene Students (N)
Sanjay Chand, M.D., Choong Foong, Ph.D., and Michael O’Regan, Ph.D., University of Detroit Mercy

PO-90 Helping Dental Students to Combine New Digital Technology with Traditional Technology to Fabricate Single Crowns (E)

PO-91 An Interprofessional Art Course for Improved Patient Evaluation and Communication (N)
Catherine M. Flaitz, D.D.S., M.S., Nathan Carlin, Ph.D., and Rebecca Lunstroth, J.D., M.A., The University of Texas School of Dentistry at Houston

PO-92 Case Study Results from a New Global Oral Health Course (N)

PO-93 Implementation and Assessment of Microblog-Mediated Problem-Based and Case-Based Learning (E)

PO-94 Normalization and Cumulative Analysis of Cognitive Educational Outcome Elements (E)

PO-95 Replacement of Traditional Course Manuals with ePub3 iBooks on the Apple iPad (W)

PO-96 Course Evaluation Using a Reflective Approach (N)

PO-97 Using the Angoff Method to Determine Defensible Pass Scores in a Dental Hygiene Pre-clinical Course (E)

PO-98 An Analysis of Patient Grievances in a Dental School Clinical Environment (E)
Harish Gulati, D.D.S., CAGS, Tufts University

PO-99 Interdisciplinary Educational Approach to Oral Health Care of Geriatric Population (E)
Patricia B. Bonwell, B.S.D.H., M.S.G, Ph.D., Pamela L. Parsons, GNP, Ph.D., Al M. Best, Ph.D., and Sabrina Hise, B.A., Virginia Commonwealth University

PO-100 Reaching Consensus on Essential Biomedical Science Learning Objectives in Dentistry (E)

PO-101 Use of Spatial Analysis to Inform Community Outreach Activities (N)
Poonam Jain, B.D.S., M.S., and Adam Fritzgerald, B.S., Southern Illinois University

PO-102 The Impact of Item Types, Examination Sessions, and Candidates’ Educational Background on Item Response Time (E)
Chien-Lin Yang, Ph.D., David M. Waldschmidt, Ph.D., and Mark L. Christensen, D.D.S., Joint Commission on National Dental Examinations (ICNDE)

PO-103 An Innovative Team-Based Approach to Learning and Assessment (N)
Luisa F. Echeto, D.D.S., M.S., Gail S. Childs, M.P.H., and Venita J. Sporsett, D.M.D., University of Florida

PO-104 Interprofessional Ethics: An Innovative Active-Learning Experience for Health Professional Students (N)
Nathan Carlin, Ph.D., M.Div., Catherine Flaitz, D.D.S., M.S., Angela Polczynski, B.B.A., The University of Texas School of Dentistry at Houston

PO-105 A Program to Expose Minority Middle School Children to Health Professions (N)

PO-107 Preparing Baccalaureate Dental Hygiene Students for Expanded Practice Upon Graduation (E)
Kathryn P. Bell, RDH, M.S. and Amy E. Coplen, RDH, M.S., Pacific University

PO-108 Dental Public Health Residency Curriculum: Enhancing Public Health and Access (N)
David P. Cappelli, D.M.D., M.P.H., Ph.D., Jane E. M. Steffensen, M.P.H., MCHES, and Suman N. Challa, B.D.S., M.S.P.H., University of Texas Health Science Center at San Antonio

PO-109 Student Reflections on First Day in a Dental School Clinic for Patients with Special Health Care Needs (E)

PO-111 Impact on Students of Mandatory Research Requirement in the Harvard School of Dental Medicine D.M.D. Program (W)
Romesh P. Nalliah, B.D.S. and Veerasathpurush Allareddy, B.D.S., Ph.D., M.B.A., M.M.Sc., Harvard School of Dental Medicine

PO-112 Trends and Impact of Educational Debt Incurred by Graduates from Harvard School of Dental Medicine (W)
Romesh P. Nalliah, B.D.S. and Veerasathpurush Allareddy, B.D.S., Ph.D., M.B.A., M.M.Sc., Harvard School of Dental Medicine

PO-113 Patient Availability in Pediatric Dentistry: Results of a Survey (E)
Homa Amini, D.D.S., M.S., M.P.H., Ohio State University; and Richard Udin, D.D.S., University of Southern California

PO-114 Incorporation of Evidence-Based Dentistry into Curriculum in U.S. Dental Schools (E)
Ivy D. Peltz, D.D.S., M.S.Ed., New York University; and Diane C. Hoelscher, D.D.S., and Michelle A. Wheater, Ph.D., University of Detroit

PO-115 Calibration Program for Community Service Learning Externship Program (W)
Cynthia A. Yered, Dr. D.M.D., Jessie Guy-Ryan, B.A., and Wanda G. Wright, D.D.S., M.S., M.S.D., Tufts University

PO-116 Conjunctive Versus Compensatory Scoring—Is There a Concern? (E)
Roger M. Weed, D.D.S., William F. Rose, D.D.S., and Johnie D. Overton, D.D.S., University of Texas Health Science Center at San Antonio

PO-117 Creating Tomorrow’s Teachers (N)
Gail Hendricks, RDH, M.Ed., Arizona School of Dentistry & Oral Health

PO-118 Case Based Patient Simulation Projects: Are They Helpful? (E)
Yun Saksena, B.D.S., M.M.S., Tufts University

PO-119 Identifying Factors that Help Dental Students Achieve Their Educational Goals (W)
Romesh P. Nalliah, B.D.S. and Veerasathpurush Allareddy, B.D.S., Ph.D., M.B.A., M.M.Sc., Harvard School of Dental Medicine

PO-120 The Transmission of Sexually Transmitted Infections via Oral Sexual Contact (E)
Lisa M. Welch, RDH, B.S., M.S.D.H., Dixie State College; and Ellen J. Rogo, RDH, Ph.D., Kathleen O. Hodges, RDH, M.S., and Beverly J. Hewett, RN, Ph.D., Idaho State University

PO-121 Facilitation of Dental Student Community Outreach by Collaboration with AmeriCorps (N)
Beatrice Gandara, D.D.S., M.S.D., Pamela Nagasawa, Ph.D., Memory Brock, Mehret Worku, and Susan Coldwell, Ph.D., University of Washington

PO-122 Multiple Paths to Academic Dentistry: Three Profiles (E)

PO-123 An Inter-Professional Approach for Addressing Hospital-Based Emergency Dental Care (N)
David A. Williams., D.D.S., M.P.H., M.S. and Jacquelyn Fried, RDH, M.S., University of Maryland

PO-124 Introduction of Surgical Operating Microscopes in the Preclinical Endodontic Course (N)

PO-125 Student Self-assessment versus Faculty Assessment: Do You See What I See? (W)
Keerthana Satheesh, B.D.S., D.D.S., M.S., Lorraine Brockmann, RDH, M.S., and Ying W. Liu, Ph.D, University of Missouri-Kansas City

PO-126 Why Do Students Attend Class? (E)
Michelle Wheater, Ph.D., Aziz Moukled, and Mert N. Aksu, D.D.S., J.D., M.H.S.A., University of Detroit Mercy

Romer A. Ocanto, Chairman, D.D.S., M.S., M.Ed., Nova Southeastern University

PO-128 Preparing B.S. Degree Dental Hygienists: An Alternative Workforce Model for Addressing Access to Oral Health Care (W)

PO-129 A Rubric to Assess Interpersonal Skills in a Preclinical Course (W)

PO-130 Utilizing CAD/CAM in Educating Pre-Doctoral Students about Current Materials (N)

PO-131 Integrating Digital Impression Technology in the D.D.S Preclinical Curriculum (N)

PO-132 Dental Implant Selective for Fourth Year Dental Students (N)

PO-133 Use of Reflective Blogging to Develop Student Critical Thinking Skills (E)
Shawna D. Rohner, B.S., RDH, M.S. and Lisa Rowley, RDH, M.S., Pacific University

PO-134 Patient Utilization of Emergency Dental Services (E)
Dolores Cannella, Ph.D., Beth Buono, D.D.S., Susan Schlussler, and Mary Truhlar, D.D.S., Stony Brook University

PO-135 Interprofessional Education and Cultural Competency in Cusco, Peru (N)

PO-136 Correlation of Pre-test with Performance in a Scientific Literature Course (E)

PO-137 360 Degree Assessment at QUCD Dental Clinics (E)
Mohammad A. Almohameed, Walid S. Salem, D.D.Sc., JMHPE, Wael M. Zakaria, MDs, Hazem M. Hassan, MDs, Yasser A. Araby, MDs, College of Dentistry Qassim University, Saudi Arabia

PO-138 The Predictive Value of Traditional Admissions Criteria (E)
Susan Rieken, D.M.D. and Kevin Rowland, Ph.D., Southern Illinois University

PO-139 The Effect of Dedicated Competency Examinations on Licensing Examination Pass Rates: A Two Year Comparison (E)

PO-140 Interprofessional Ethics Learning Between Schools of Dental Medicine and Pharmacy (N)
Allen Otsuka, Ph.D., Miranda Wilhelm, PharmD, Terri Poirer, PharmD, Sarah Wagner, PharmD, Kevin Rowland, Ph.D., Chris Lynch, PharmD, and Walter Siganga, Ph.D., Southern Illinois University

PO-141 Using an Interprofessional Approach in Dental Hygiene Educational Research: Faculty Perspectives (E)
Shawna D. Rohner, RDH, B.S., M.S., Pacific University

PO-142 Stages of Online Learning Communities (E)
Ellen Rogo, RDH, Ph.D. and Karen Portillo, RDH, M.S., Idaho State University

PO-143 Evaluation of Dental School Applicants’ Perceived Manual Dexterity (E)

PO-144 New Jersey Dental School Dental Exploration (5th-8th grade) Pipeline Program (N)
Rosa Chaviano-Moran, D.M.D. and Nadege Dady, M.S.Ed, University of Medicine and Dentistry of New Jersey

PO-145 Posterior Restoration Curriculum: Teaching Time Compared to Clinical Procedures (E)
Rosalia Rey, D.D.S., Susan S. Nimmo, D.D.S., M.Ph., and Gail S. Childs, M.Ph., University of Florida

PO-146 Development of an Integrated Biomedical Sciences Curriculum for First-Year Dental Students (N)
Dorothy T. Burk, Ph.D. and Leigh C. Anderson, D.D.S., Ph.D., University of Pacific Arthur A. Dugoni School of Dentistry

PO-147 Faculty to Faculty Mentored Public Speaking Workshop: An Innovative Way to Improve Pedagogy (N)

PO-148 Longitudinal Assessment of Dental Students’ Vision During Dental School (E)
Adriana V. Green, D.D.S., M.P.H., University of Texas Health Science Center at San Antonio

PO-149 The Effectiveness of an On-line Tutorial on Domestic Violence Awareness for Dental Professionals (E)
PO-150 Evaluation of Evening Student Clinics in a Dental Hygiene Program (E)
Alexandra Sheppard, B.A., DipDH, M.Ed., Sandy J. Coban, RDH, M.D.E., Ph.D., Sharon M. Compton, DipDH, B.Sc., MA (Ed), Ph.D., and Lisa Kline, University of Alberta

PO-151 Teaching Dental Students Evidence-Based Best Practice Through Case Selection (E)
Peter Mychajliw, D.D.S., New York University

PO-152 Dental Education through Collaborative Civic Engagement with the Blind Community (W)
Stuart M. Schrader, Ph.D., David A. Zahl, M.A., Nichol L. Kirby, M.A. Candidate, Karen Yoder, Ph.D., Darlene West, D.D.S., Amy Pawlus, M.S.W. Candidate, Lauren Wyatt, M.S.W. Candidate, Miriam Bah, M.S.W. Candidate, and Samantha Taylor, M.S.W. Candidate, Indiana University

PO-153 Dental Students’ Perspectives on Learning in Study Groups (E)
Alexander Hemming, M.Ed., Jude Walker, Ph.D., Leandra Best, D.M.D., and HsingChi von Bergmann, Ph.D., University of British Columbia

PO-154 Assessment of Student Performance in Community Clinics (E)
Rachel Krell, University of Michigan

PO-155 Attitudes of Dental Students on Rubber Dam Isolation (W)
Swati D. Chitre, M.S.D., D.D.S., Basam Shamo, and Dina Elhout, University of Detroit Mercy

PO-156 Implications of Outreach Programs on Campus Climate and Sense of Community among Students of Color in Dental Education (W)
Deena AbdulRahman, B.Sc., D.D.S., D.M.D., Beverley Crawford, and Elliot V. Hersh, D.M.D., M.S., Ph.D., University of Pennsylvania

PO-157 UConn Dental Student’s Journey through ADEAGies/AADR’s Academic Dental Careers Fellowship Program (A)
Robert Yau, ADCFP Fellow

PO-158 A Year in the Shoes of Dental Academia: Interviews, Research, Teaching, and Learning (A)
Mina Tabatabai, ADCFP Fellow

PO-159 The ADCFP Experience: Deconstructing the Learning Pyramid (A)
Harlyn Susarla, ADCFP Fellow

PO-160 2012-2013 Academic Dental Career Fellowship Program: A Unique Opportunity to Explore Academics in Dentistry (A)
Mitchell Steinberg, ADCFP Fellow

PO-161 Gender Disparities in Journal of Periodontology Publications (A)
Kathleen Schultz, ADCFP Fellow

PO-162 2012 Academic Dental Careers Fellowship Program (ADCFP) First Step of a Lifelong Educational Journey (A)
Linh Phan, ADCFP Fellow

PO-163 A Learning Experience (A)
Shraddha K. Patel, ADCFP Fellow

PO-164 Exploring the Use of Technology in the World of Academia (A)
Shahab Parsa, ADCFP Fellow

PO-165 Students’ Post-Evaluation of the First Year Sealant Trip Experience (A)
Iniva R. Ngaka, ADCFP Fellow

PO-166 Academic Dental Career Fellowship Program: A Glimpse of Academic Dentistry (A)
Si On Lim, ADCFP Fellow

PO-167 The Effectiveness of Digital Impression Systems in Preclinical Fixed Prosthodontics Education (A)
Sarah Kay Youn Lee, ADCFP Fellow

PO-168 A Year in Dental Academe: Reflections, Insights, and Inspirations (A)
Hans Hwa-Pen Hsu, ADCFP Fellow

PO-169 Discovering an Academic Career in Dentistry (A)
Rosalie A. Bittong, ADCFP Fellow

PO-170 The Academic Dental Careers Fellowship Program: A Gateway to Academic Dentistry (A)
Sarmad M. Alyas, ADCFP Fellow
### ADEA TechExpo

All ADEA TechExpo events are located in the Washington State Convention Center Exhibit Hall. For abstracts, please see the February 2013 issue of the *Journal of Dental Education*. Events are sorted by presentation day and listed in numerical order.

#### Sunday, March 17, 1:00 – 3:00 p.m.

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<td>TE-04</td>
<td>Web-based OSCE Board Exam Preparation and Dental Anatomy Course</td>
<td>Blaine M. Cleghorn, D.M.D., M.S., Dalhousie University</td>
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<tr>
<td>TE-05</td>
<td>Fluoride Varnish: Interprofessional Education, Professional Caries Prevention</td>
<td>Ryan L. Quock, The University of Texas School of Dentistry at Houston</td>
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<tr>
<td>TE-08</td>
<td>Sensory Feedback for Dental Caries Detection and Removal</td>
<td>Margrit Maggio, D.M.D., Katherine J. Kuchenbecker, Ph.D., and Robert Parajon, D.P.M., FACPS, University of Pennsylvania</td>
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#### Monday, March 18, 11:00 a.m. – 1:00 p.m.

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<th>Event</th>
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<tr>
<td>TE-13</td>
<td>Self-assessment in Root Canal Treatment for Making a Life-long Learner</td>
<td>Atieh Sadr, Charles Sturt University</td>
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<td>TE-15</td>
<td>A Tablet-based Scavenger Hunt for Increasing Student Engagement and Collaboration</td>
<td>Alison F. Doubleday, Ph.D., University of Illinois at Chicago</td>
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<td>TE-17</td>
<td>Use of Simulation to Develop Depth Perception Skills</td>
<td>Laura Darnell, D.M.D., Ph.D., Johns Hopkins University</td>
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<tr>
<td>TE-18</td>
<td>Automated Planning Software for On-campus and Community Based External Rotations</td>
<td>Timothy Saunders, D.D.S., Amanullah Dada, and Charles Laird, University of Detroit Mercy</td>
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<td>TE-19</td>
<td>Online Streaming Periodontal Instrumentation Instructional Videos</td>
<td>Anna M. Pattison, R.D.H., M.S., Pattison Institute</td>
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<td>TE-20</td>
<td>Developing, Evaluating, and Refining World’s First Free Dental School</td>
<td>Gerson L. Schwab, Simone Tetu Moysés, Samuel Jorge Moysés, Renata Iani Werneck, and Beatriz Helena Sottile França, Pontifícia Universidade Católica do Paraná; Anjali Mago, B.D.S, M.Phil. and Erica Frank, M.D., M.P.H., University of British Columbia</td>
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<tr>
<td>TE-21</td>
<td>Self-assessment Utilizing 3D Active Learning Tools in E4D Compare</td>
<td>Walter Renne, D.M.D., Medical University of South Carolina</td>
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Creating change and innovative practices takes visionary leadership at all levels: administration, faculty, and students. Although challenges are always present, strategic leadership has proven effective in fostering an environment that supports change and innovation. The results and lessons learned are instructive for all interested in being leaders of change in their own environments. This session will provide participants with an in-depth understanding of the progress and the process used to achieve key changes at a major university through the lens of a university leader. The session will provide an examination of the role minority-serving institutions can play in building a more diverse dental education student population. The session will also provide an examination of strategies for creating more diversity within dental education leadership at all levels.
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- Kaplan Medical
- Komet, USA
- National Library of Medicine/University of Washington
- Pacific Dental Services, Inc.
- Pattison Institute
- PDT, Inc.
- Premier Dental Products Company
- Sirona Dental, Inc.
- Sunstar Americas, Inc.
- The Procter & Gamble Company
- University of California, San Francisco
- Ultradent Products, Inc.
- Whip Mix Corporation
Meetings of Affiliated Organizations

**Saturday, March 16**

**AAOMS Committee on Residency Education and Training Meeting I**  
A-001  
7:00 a.m. – 5:00 p.m.  
SH/Ravenna

**AAP Education Committee Meeting**  
A-003  
8:30 a.m. – 2:30 p.m.  
SH/Capitol Hill

**CODA Open Hearing**  
A-004  
10:00 – 11:00 a.m.  
SH/Redwood

**CODA Advanced Dental Site Visitor (Consultant) Update**  
A-005  
1:00 – 2:00 p.m.  
SH/Redwood

**CODA Allied Site Visitor Update**  
A-006  
1:00 – 2:00 p.m.  
SH/Willow B

**CODA Dental Site Visitor (Consultant) Update**  
A-007  
1:00 – 2:00 p.m.  
SH/Willow A

**American Society for Dental Ethics (ASDE) Board Meeting**  
A-071  
2:00 – 3:00 p.m.  
SH/Greenwood

**ASDE Business Meeting**  
A-052  
3:00 – 4:00 p.m.  
SH/Greenwood

**CODA Orientation for Advanced Programs with Site Visits 2012-2014**  
A-008  
2:30 – 4:00 p.m.  
SH/Willow A

**CODA Orientation for Allied Dental Education Programs with Site Visits 2012-2014**  
A-009  
2:30 – 4:00 p.m.  
SH/Issaquah

**CODA Orientation for Dental School Administrators with Site Visits 2012-2014**  
A-010  
2:30 – 4:00 p.m.  
SH/Willow B

**AAE Reception in Honor of Dr. Gerald N. Glickman**  
A-011  
6:30 – 7:30 p.m.  
SH/Cirrus Room

**Sunday, March 17**

**AAOMS Committee on Residency Education and Training Meeting II**  
A-015  
2:00 – 5:00 p.m.  
SH/Seneca

**CODA Question and Answer Room**  
A-016  
5:00 – 7:00 p.m.  
SH/Juniper

**Sigma Phi Alpha (SPA) Annual Business Meeting**  
A-014  
5:00 – 7:00 p.m.  
SH/Jefferson

**OKU Annual Business Meeting**  
A-013  
5:00 – 6:30 p.m.  
SH/Ravenna

**Reception Honoring the Dental School Deans (Sponsored by ACP, AAP, AAE, AAPD, AAO, and AAOMS)**  
A-017  
5:30 – 7:30 p.m.  
SH/Willow

**ADHA Dental Hygiene Networking Reception**  
A-018  
6:00 – 8:00 p.m.  
SH/Cirrus Room

**White Coat Ceremony and Reception**  
Sponsored by Sirona Dental, Inc.  
A-040  
6:00 – 8:00 p.m.  
SH/Columbia
University of Manitoba Reception
A-027
6:00 – 8:00 p.m.
SH/Issaquah

Monday, March 18

AAOMS Deans Breakfast
A-019
6:00 – 7:00 a.m.
SH/Issaquah

TeachDentistry.com Exemplar Interviews
A-050
3:00 – 5:30 p.m.
SH/Capitol Hill

ADEXA Dental Hygiene Centralized Application Service (DHCAS) Networking Reception
Sponsored by Liaison International
A-070
5:00 – 6:00 pm
SH/Greenwood

AAOMS Committee on Residency Education and Training Meeting III
A-021
5:00 – 6:00 p.m.
SH/Ravenna

JCNDE: Update on the National Board Dental Examinations (Part I and Part II)
A-022
5:00 – 6:00 p.m.
SH/Issaquah

Tuesday, March 19

AAOMS ADEA Liaison Committee Breakfast
A-023
7:00 – 8:00 a.m.
SH/Ravenna A

AAOMS Committee on Residency Education and Training Meeting IV
A-024
11:30 a.m. – 3:00 p.m.
SH/Metropolitan Ballroom A

JCNDE: Update on the National Board Dental Hygiene Examination
A-025
5:00 – 6:00 p.m.
SH/Ravenna AB

ELAM Program Alumnae Tea
A-026
5:00 – 7:00 p.m.
SH/Metropolitan Ballroom B
Sheraton Seattle Hotel
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