Overview

For the past two years, the ADEA CCI Liaisons have engaged in discussions regarding the future of dental education and its relationship to overall health. As a community of learners, we have come to terms with the idea that “change is here.” We have examined the five broad global domains in which change is rapidly occurring and impacting our world. At our last annual meeting, it became evident that faculty are the key to providing our students a relevant and rewarding future in dental education and that we, the ADEA CCI liaisons, are the critical influencers leading dental education’s transformation.

This year, the ADEA CCI liaisons from several academic dental institutions will take center stage and lead our annual meeting by sharing their new ideas and programs, failures and successes, effective practices and lessons learned. Presentations and workshops will focus on our three goal posts: person-centered care, future-ready graduates, and transformative learning environment. Plus, a surprise is in store (and no, it’s not a string quartet)!

Join us for the ADEA CCI 2.0 Innovation Lab and take your next step toward leveraging the power of our unified determination to empower your change efforts and transform dental education!

adea.org/cci2019  #cci2019
Tuesday, June 4

7:00 a.m. – 3:00 p.m. Registration and Information
23rd Floor, Foyer

7:30 – 8:15 a.m. Networking Breakfast
23rd Floor, Skyline I

8:15 – 8:45 a.m. Welcome
23rd Floor, Skyline II

8:45 a.m. – noon Day 1 Innovation Workshop: We’re Not Looking to Change, We’re Looking to Transform! And, So Can You....
23rd Floor, Skyline II

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Chair of the ADEA Board of Directors

Anthony Palatta, D.D.S., Ed.D.
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Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah

Join the ADEA CCI Liaisons from Indiana University School of Dentistry and Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah as they share their journeys through transformation, providing you the opportunity to build a learning community to leverage their successes and missteps as you take the journey with your own program initiatives.

Learning Objectives
1. Critically analyze steps in the change process (initiation, planning, implementation, assessment) in two schools’ experiences with significant change in order to examine the essential elements of change in your own institution.
2. Apply evidence-based change principles to the change project in your institution by:
   a. Developing a project plan based on evidence-based change principles that include goals for action to inspire your dean, decision-makers and colleagues.
   b. Creating a “deliverable” to present to your stakeholders (a poster, proposal, abstract, etc.—with guidance) based on your project plan and designed to achieve acceptance and synergy to propel your change forward.
3. Establish an enduring learning community with one or more CCI Liaison groups from other schools engaged in similar change efforts to share ideas, encouragement, insights and other forms of collaboration that mutually benefit the partner schools long after the summer meeting concludes.

Chapter 1—In the Beginning ... Whose Idea Was This, Anyway?

Chapter 2—The Devil’s in the Details: The Success and Pain in Planning for Change

In these two fast-paced interactive sessions using Power Breakouts and Evidence-Based Change MicroBursts, relationships will be forged and learning communities will take root as liaisons from different schools with similar change initiatives learn from our two example schools’ successes and mistakes during the initiation and planning stages of their change stories. Liaisons will begin to work on a “deliverable” they can share with their home institutions (such as a poster, abstract, proposal, etc.—with guidance) illustrating their plan and informed by evidence-based organizational change principles to move their own projects forward.

Noon – 1:15 p.m.
23rd Floor, Skyline I

Networking Lunch

1:15 – 3:00 p.m.
23rd Floor, Skyline II

Chapter 3—The Good, the Bad and the Ugly in Implementation

Chapter 4—The Final Chapter ... Or, Is it?

During the afternoon sessions, our two example schools will disclose the rest of their stories (in surprising ways), and liaisons will delve into the world of assessment as a lead into tomorrow’s programming. Liaisons will continue to build on the success and slipups of others to refine their own proposals and plan ways to foster their new-found learning communities long after the summer liaisons meeting concludes (did someone say “friendly competition”?).

3:00 – 3:15 p.m.
23rd Floor, Foyer

Break

3:15 – 4:30 p.m.
23rd Floor, Skyline II

Putting it all Together

In this final session, liaison groups working within their learning communities will tie together all of the day’s learning, work toward finalizing their individual school change project “deliverables” (poster, abstract, proposal, etc.), and put the finishing touches on their friendly competition submissions. Groups will be given some work time during tomorrow’s schedule, but there’s no reason why teams couldn’t paint the town red together this evening. Enjoy Portland!

4:30 p.m.

Dinner on Your Own—Enjoy Portland
The University of Michigan has developed an EPA framework for predoctoral dental education using a modified Delphi process. The concept of Entrustable Professional Activities (EPAs) operationalizes competency-based education and facilitates the guidance and evaluation of learners in clinical workplaces. An EPA is a unit of professional practice that can be entrusted to a sufficiently competent learner or professional and requires proficiency in multiple competencies simultaneously. EPA-based assessment results in summative entrustment decisions to act under a specified level of supervision.

Through short presentations and storytelling, the facilitators will show how they developed the draft EPAs and how an EPA framework will be used to assess competency within a new clinical education model. They will facilitate small group activities where learning communities explore the concepts of entrustment, EPAs, core competencies and milestones. What can we learn from other health professions that have adopted EPAs for assessing competency? Could EPAs be an innovative solution for dental education’s challenge to ensuring (assessing) a future-ready graduate who is competent and ready for independent practice, and who will provide person-centered care?

Learning Objectives
1. Identify current gaps in assessment in competency-based education in dentistry.
2. Define entrustment and the conditions required for it. How does one know a learner is entrustable? How can one integrate this concept into our assessments in the clinic?
3. Describe the concept of EPAs, core competencies and milestones.
4. Demonstrate how an EPA framework for the new dental graduate can assist dental educators in curriculum design and assessment to streamline the competency assessment process within the dental clinic setting.
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6. Demonstrate how an EPA framework for the new dental graduate can assist dental educators in curriculum design and assessment to streamline the competency assessment process within the dental clinic setting.

Noon – 1:15 p.m.  
23rd Floor, Skyline I  
Lunch

1:15 – 3:15 p.m.  
23rd Floor, Skyline II  
Day 2 Innovation Workshop: EPAs, Part II

Using the draft EPAs and core competencies for general dentistry presented in the morning, the newly established learning communities will evaluate them and explore some of the challenges and existing opportunities associated with implementing this framework. Could this be implemented in your institution? Nationally? What are the potential benefits and pitfalls of such a framework? Each learning community will present their findings for group discussion and final conclusions. Faculty from the University of North Carolina at Chapel Hill Adams School of Dentistry will present their new curriculum blueprint and demonstrate how to apply the draft EPAs and core competencies concept in curriculum design and competency assessment.

Learning Objectives
1. Discuss the implications of an EPA framework for assessment regarding culture change, person-centered care, the clinical learning environment and faculty development.
2. Explore how this new framework could be implemented to support curriculum innovation to meet the goals of ADEA CCI 2.0, transform the clinical learning environment and enhance assessment of competency and readiness for practice in your institutions.

3:15 – 4:15 p.m.  
23rd Floor, Skyline II  
Very Special Guest

4:15 – 5:15 p.m.  
23rd Floor, Skyline I  
Celebrate ADEA CCI Reception!

5:15 p.m.  
Dinner on Your Own—Enjoy Portland
Day 3: Coming Together
On our last day of the meeting, loose ends will be tied and new beginnings will emerge.

Learning Objectives
1. Reflect on your new knowledge of the EPAs.
2. Explain your final project and receive feedback from colleagues.
3. Review the next ADEA CCI 2.0 tool kit.

8:00 – 9:00 a.m.  Networking Breakfast
23rd Floor, Skyline I

9:00 – 9:15 a.m.  Reflection on EPA Framework—Next Steps
23rd Floor, Skyline II

9:15 – 9:45 a.m.  Time for Learning Communities to Finalize Projects
23rd Floor, Skyline II

9:45 – 10:45 a.m.  Engage in the “World Café”
23rd Floor, Skyline II

10:45 – 11:00 a.m.  ADEA CCI 2.0 Tool #2: Preparing for Person-Centered Care
23rd Floor, Skyline II

11:00 – 11:30 a.m.  Closing Remarks and Summary of Discussions
23rd Floor, Skyline II

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The American Dental Education Association designates this activity for 15 continuing education credits.

All speakers agree that neither they nor members of their immediate family have any financial relationships with commercial entities that may be relevant to their presentation.
Our Most Sincere Appreciation

It takes more than a village to create an effective and entertaining workshop. It takes much personal time, energy, research, problem solving and thoughtful commitment to the profession. These are your colleagues who gave it their all to ensure you would leave with something valuable to bring back to your institution and support your growth as a change agent. ADEA thanks the following ADEA CCI liaisons for their hard work and selfless efforts:

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