Building Bridges: Collaboration, Resources, and Technology

Join the “change agents” of dental education in Pittsburgh, PA, a city of technical innovation, for Building Bridges: Collaboration, Resources, and Technology—the 2018 ADEA Sections on Business and Financial Administration and Clinic Administration (ADEA BFACA) Meeting.

ADEA BFACA brings together the individuals who drive “the business end” of dental education in North America to collectively share knowledge and learn from one another and industry experts, with the goal of improving business and clinical operations at their dental institutions.

This fall’s robust agenda has been organized to provide ample time for networking, and there is sure to be something for everyone—from our community of business and clinical administrators to all current and aspiring leaders in dental education. All those interested in business, financial and clinic administration, regardless of current role, are welcome to attend.

The meeting will stay true to this year’s theme, Building Bridges: Collaboration, Resources, and Technology by:

- **C**—Highlighting successful partnerships with industry and allied health in improving patient care; increasing student learning experiences; managing or growing faculty practice, effectively communicating across departments and colleges; and enhancing faculty and staff recruitment, retention and development.
- **R**—Employing processes that track costs and manage human resources issues and staffing.
- **T**—Identifying technology innovations to improve clinical and financial activities, patient care and student assessment.
Wednesday, October 10

11:00 a.m. – 3:00 p.m. Corporate Sponsor Set-up for Corporate Meet and Greet

11:00 a.m. – 6:00 p.m. Registration and Information

1:00 – 2:00 p.m. ADEA BFACA Planning Committee Meeting

This meeting is for members of the 2018 ADEA BFACA Planning Committee only.

4:00 – 6:00 p.m. Corporate Meet and Greet and Welcome Reception

Don’t miss the opening reception for a networking opportunity with our corporate sponsors.

6:00 p.m. Dinner on Your Own

Thursday, October 11

7:00 a.m. – 2:00 p.m. Registration and Information

7:30 – 9:00 a.m. First-time Attendees Orientation and Breakfast

Is this your first time attending the ADEA BFACA Meeting? Join us for this special session for first-time attendees. This session will provide you with information and best practices to help you make the most out of your time at the meeting.

8:00 – 9:00 a.m. Networking Breakfast

9:00 – 10:30 a.m. Keynote: Happier Now—How to Stop Chasing Perfection and Embrace Everyday Moments (Even the Difficult Ones)

*Sponsored in part by KaVo Kerr – Consumables, KaVo Kerr - Equipment*

Nataly Kogan, Founder of Happier

Why is the pursuit of happiness so stressful and unfulfilling? Ms. Kogan’s own journey from Russian refugee to successful executive and founder and CEO of Happier taught her an important lesson: You can’t wait for everything to be perfect to feel good—you have to learn how to find joy in small everyday moments and boost your emotional immune system to get through tough times with compassion and resilience. In this illuminating and compelling talk, Ms. Kogan shares the game-changing strategies and insights from her research. She explores how the science behind happiness can be used to improve all aspects of our lives, showing audiences why we should stop saying “I’ll be happy when...” and start saying “I’m happy now because...” In a speech that is as informative as it is inspiring, Ms. Kogan teaches her
audiences that becoming happier is a skill and, just like other skills, we can improve it through practice. She shares the Five Core Practices and the science behind them to help audience members build their happier skills and come away with a personal set of daily anchors—small steps they can take every day to experience more joy and greater resilience.

Learning Objectives
- Define and describe how the Five Core Practices strengthen an individual’s ability to be happier.
- Summarize how learning to be happier will help an individual to be more resilient.
- Explain the importance of mood and how it can impact the emotional immune system.

10:30 – 10:45 a.m.  
Networking Break

10:45 – 11:15 a.m.  
Integrating Team STEPPS® Into Clinical Education

Richelle Janiec, CDA, RDH, Director of Clinical Operations and Quality, University of Florida College of Dentistry

Micaela Gibbs, M.H.A., D.D.S., Clinical Associate Professor and Director, UFCD Community-Based Programs, University of Florida College of Dentistry

This session provides an introduction to the Agency for Healthcare Research and Quality (AHRQ) TeamSTEPPS, an evidence-based teamwork system designed to improve the quality, safety and efficiency of health care. Examples will be given of how the five concepts of TeamSTEPPS—Communication, Leading Teams, Situation Monitoring, Mutual Support, and Outcomes—can be integrated into the dental students’ preclinical and clinical training. The presenters will share how they incorporated various tools within these concepts into the curriculum; for example, within Communication, how the tool for Closed-Loop/Check-Back is taught in preclinical interprofessional training. Additionally, they will share how within the concept of Leading Teams, the tool for Brief and Debrief have been incorporated in the clinical education/experience. Finally, they will discuss plans to implement more tools within the concepts of Situation Monitoring and Mutual Support. For more information, visit the AHRQ website, which contains a dental module with videos demonstrating the concept of Mutual Support with the CUS (I am Concerned, I am Uncomfortable, This is a Safety issue), and a free TeamSTEPPS® Pocket Guide App for iOS and Android devices.
Using a Therapy Dog to Provide Emotional Support to the Dental School Organization

Marnie Oakley, D.M.D., Associate Dean of Clinical Affairs, University of Pittsburgh School of Dental Medicine

Stephanie Denis, 2019 D.M.D. Candidate, University of Pittsburgh School of Dental Medicine

Emily Norton, 2019 D.M.D. Candidate, University of Pittsburgh School of Dental Medicine

Research has recognized Animal-Assisted Therapy (AAT) as a useful tool to help reduce stress in various situations. Much of the published work in this area has been dedicated to its impact on patients, while evidence supporting its influence on relieving stress in an educational setting appears to be limited. The environmental challenges in health professions education are well documented and can be insurmountable for some students. Additionally, the day-to-day strain on those who support the enterprise of a health profession school (faculty and staff) presents its own challenges and stressors. Data from a school-wide survey that measured the impact of an AAT program at a dental school will be presented, in addition to affiliated policies/procedures. These data will drive further discussions and decisions to support sound mental health and wellness of the faculty, staff, residents and students of the organization.

Learning Objectives

• Describe the resources required to establish an Animal Assisted Therapy (AAT) program at a school.
• Describe the outcomes of the AAT program at the University of Pittsburgh School of Dental Medicine.
• Identify future opportunities to promote sound mental health though the use of AAT programs.

Master Decision-making Through Business Intelligence

Aaron Ferguson D.M.D., Director of Public Health Sciences Education, Roseman University of Health Sciences College of Dental Medicine – South Jordan, Utah

Clinical administration in academic institutions requires fast and efficient data-driven decision-making. Pooling information from software in curriculum management, electronic assessments, and electronic health records is the key to making fast and effective decisions. With sharable dashboards, custom visualizations, and artificial intelligence assisted analysis, business intelligence software is the future of dental education. This presentation will outline how to improve decision-making through business intelligence software that
provides the right data at the right time. Participants will identify how business intelligence software can enhance their decision making, measure their institutions’ readiness for business intelligence, and evaluate how they can implement it in their colleges. By bringing the forefront of business intelligence to their institutions, faculty can bring the future to their colleges now.

Learning Objectives:
- Identify how business intelligence software can improve decision making.
- Measure readiness for business intelligence at individual institutions.
- Evaluate how participants can implement business intelligence into their institution.

Noon – 12:30 p.m.  
ADEA BFACA Members’ Forum

12:30 – 1:30 p.m.  
Networking Lunch
Sponsored by The Procter & Gamble Company

1:30 – 4:30 p.m.  
Attend One of Two Optional Afternoon Activities

OPTION 1: University of Pittsburgh School of Dental Medicine Tour

The University of Pittsburgh School of Dental Medicine (Pitt SDM) opened in fall 1896. The Salk Complex, located on the health science campus, has been the school’s home since 1967. The complex comprises Salk Dental Annex, the clinical treatment center; Salk Hall, the center for administration, student services and didactic education; and the new Salk Pavilion, the research core. Pitt SDM has a long and proud history of teaching, conducting research, providing community service, educating dental and dental hygiene students, and offering a robust complement of dental specialty to advanced education students. Points of pride include two recent Gies Awards for teaching, a number four national ranking in NIDCR-funded research, and national recognition of our special services centers, such as the Center for Patients with Special Needs.

Attendees will depart for Pitt SDM at 1:30 p.m., and depart from the dental school at 4:30 p.m.

OPTION 2: Network With Colleagues

Use this time to develop and activate relationships to increase your business, enhance your knowledge, expand your sphere of influence and shape the BFACA and dental education community.

5:30 – 7:30 p.m.  
Networking Reception and Dinner
Co-Sponsored by A-dec and Hu-Friedy Manufacturing Co., LLC
Friday, October 12

7:00 a.m. – 3:30 p.m.  Registration

8:00 – 9:00 a.m.  Networking Breakfast

9:00 – 9:15 a.m.  Welcome

9:15 – 10:00 a.m.  Creative Patient Financing

Jeffrey Goldstein, M.B.A., Ph.D., Dental Center Director - General Clinic, University of California, Los Angeles, School of Dentistry

Ira Beresnoy, M.P.H., Senior Director of Clinic Operations, New York University College of Dentistry

Sean Mong, D.D.S., Director, Predoctoral Clinics, University of California, San Francisco, School of Dentistry

Achieving a balance among clinic revenue, patient needs and ability to pay, and student requirements can often require creative patient financing. Panel members will discuss the various financing options used at their schools, the financial implications and the interrelationship with student requirements. Examples include a specific amount of money allotted to each student to pay for patient care, credit options, yearly promotions and “friends and family” discounts.

Learning Objectives

• List and describe at least three patient care financing options used in dental schools.
• Describe the financial implications of different financing options and how the associated costs were derived.
• Identify financing options that could be implemented at your home institution and first steps in an action plan.
• Describe how to incorporate student requirement needs into various financing options.

10:00 – 10:45 a.m.  Professionalism: A Path to Production, Engagement and Well-being

Hubert Chan, D.M.D., Assistant Dean for Clinical Education, Western University of Health Sciences College of Dental Medicine

Alexander Lee, D.M.D., Associate Professor and Coordinator of Dental Informatics, Western University of Health Sciences College of Dental Medicine
Melissa Burton, D.D.S., M.H.A., Assistant Dean for Clinical Education, Midwestern University of Health Sciences College of Dental Medicine-Illinois

Professionalism, a requirement for achieving and maintaining competence in the practice of dentistry, has been defined in the dental education community through six values: Competence, fairness, integrity, responsibility, respect, and service-mindedness. Assessment of these values can prove difficult without longitudinal studies to track student progress. At Western University of Health Sciences College of Dental Medicine-Illinois, supervising faculty assess students on professionalism after every clinical encounter using iFF, a mobile formative feedback application for patients that records evidence-based keywords that characterize their patient experiences. Student core clinical experiences are captured using ProgressIQ, an assessment hub that consolidates data from multiple sources and includes student GPA, course grades, class ranking, institutional learning outcomes (ILOs) and clinical procedural data. This presentation will focus on a study of whether dental students with most observed professional traits in a given semester performed differently in terms of production, productivity and procedural compliance versus their peers.

Learning Objectives
• Summarize professionalism in dental education.
• Explain the possibilities and benefits of assessing professionalism in dental education and its effects on curriculum and/or operations outcomes.
• Identify possible areas in the curriculum and/or operations that can use professionalism assessments to improve outcomes.

10:45 – 11:00 a.m.  Networking Break

11:00 – 11:25 a.m.  Compliance, Chart Audits and Record Management: It’s not Just a Student Issue!

Marina Black, M.B.A., Director of Clinical and Financial Operations, Loma Linda University School of Dentistry

The art of dental chart audits is an essential task that must be practiced daily to remain in compliance with patients’ records. However, conducting chart audits can get overlooked in busy day-to-day clinic operations. Auditing charts improves work flow and minimizes risk, provides an opportunity to discover and recover lost revenue, and ensures the continuity of the patient record. At Loma Linda University School of Dentistry, we implemented a chart audit process using patient evaluation forms, management tools and custom reports to maintain the continuity of the patient record. Our system provides
oversight and accountability for quality assessment and process improvement to ensure the accuracy of patient record management.

Learning Objectives
• Describe the process improvement plan for quality improvement related to chart audits.
• Identify data elements used for chart audits.
• Explain how a grade evaluation form is used to measure quality assurance in chart audits record management.

11:25 – 11:45 a.m.  
**Infection Control Audits: Past, Present and Future**

Marina Jimenez, M.H.A., Senior Clinical Administrator of Faculty Practice and Director of Quality Assurance and Patient Relations, Herman Ostrow School of Dentistry of USC

Using a mobile and user-friendly, web-based audit program has significantly assisted the Herman Ostrow School of Dentistry of USC in capturing more meaningful chairside infection control audit information. The web platform eliminates traditional pen and paper and the administrative burden of data entry while simplifying the audit process. The web platform requires minimal training and has greatly improved auditor compliance, efficiency and accuracy of data entry. Data is easily extracted at any time for patient safety or quality purposes and allows for quick and efficient sharing of reports and data between clinics. The ease of tracking assists in managing the audit data, reducing exposure to risk and allowing timely identification of areas that fall below the established benchmark for compliance.

Learning Objectives
• Describe how a web-based audit program can assist in data collection.
• Compare the benefits of mobile web-based collection of data vs. pen and paper.
• Demonstrate how to distribute an audit tool to an end user.
• Describe how to collect data and run reports using the web-based audit program.
• Demonstrate how to interpret results of the reports.

11:45 a.m. – 12:15 p.m.  
**Small Group Discussions**

12:15 – 1:15 p.m.  
**Networking Lunch**

1:15 – 1:45 p.m.  
**Clinical Productivity Differences Based on Various Clinical Models**

John Won, D.D.S., M.S., Assistant Professor and Head of the Department of General Dentistry, Loma Linda University School of Dentistry
Clinical experience is a fundamental component of dental education. However, finding the best way to motivate students to attain clinical experience and communicate these measures across an institution are challenging. Over the past 10 years, Loma Linda University School of Dentistry (LLUSD) has used four models to track students’ clinical experiences: A points-based curriculum, a procedure-based curriculum, a case completion curriculum and a practice management curriculum. The study objective was to compare the quantity of clinical experiences generated by students when their productivity was measured in the various curricula. The results demonstrate a statistically significant difference between the student experiences attained in the points-based curriculum and the practice management curriculum, as compared with the case completion curriculum and the procedure-based curriculum. Future studies are required to further elucidate the impact of the different curricula on clinical productivity.

Learning Objectives
- Describe the four different clinical curriculum models used at LLUSD from 2010–2018.
- Describe the differences in clinical productivity associated with the various clinical curriculum models.
- Explain other variables that can affect clinical productivity that are not directly associated with clinical curriculum models.

1:45 – 2:50 p.m. Attend one of two Concurrent Sessions
Participants will select one session to attend from each time block. There will be a five-minute break between each round to allow time for transition.
- Round 1: 1:50 – 2:20 p.m.
- Round 2: 2:25 – 2:50 p.m.

1:50 – 2:20 p.m. OPTION 1: Business and Financial—How to Conduct Effective Meetings That Accomplish Intended Goals

Jessica Hilburg, D.D.S., Associate Dean for Clinical Affairs, New York University College of Dentistry

Golda Erdfarb, D.D.S., Touro College of Dental Medicine at New York Medical College

We often attend meetings where afterward we wonder if anything was accomplished. People may seem inattentive and disengaged, and some may even try to monopolize the discussion. The topic and goals are lost and no progress is made on the issues at hand. Learn how to effectively lead and conduct a productive and purposeful meeting so participants feel they can contribute and be heard.

Learning Objectives
- Describe how to conduct meetings that are succinct and valuable.
• Explain techniques for communicating with participants so they are engaged and attentive.
• Describe specific guidelines for running meetings smoothly.

OPTION 2: Clinic Administration—Coordinated Quality Improvement Program (CQIP): A Formalized System for Quality Assurance

Ricardo Schwedhelm, D.D.S., M.S.D., Clinical Professor, Department of Restorative Dentistry, University of Washington School of Dentistry

The presentation will describe how the University of Washington School of Dentistry ensures the safe and quality care of its patients through its Coordinated Quality Improvement Program. The program’s goals are to (1) continuously review data relevant to patient care without consequence to the provider(s) involved, and (2) encourage peer review and schoolwide reporting of adverse treatment outcomes with the aim of formulating policies to ensure safe and quality patient care.

Learning Objectives
• Explain how a formalized quality improvement program can effect changes in patient care.
• Describe a method for assessing patient treatment data to improve the quality of patient care.
• Summarize the legal benefits of structuring a formalized quality program.

2:25 – 2:50 p.m.

OPTION 1: Business and Financial—A Model for Implementing Meaningful Use (MU) Program Objectives in Predoctoral Clinics

Biana Roykh, D.D.S., M.P.H., Interim Associate Dean for Clinical Affairs, University of California, San Francisco, School of Dentistry

Larissa Kure, M.P.A., Associate Dean for Administration and Finance and Chief Business Officer for the Dental Center, University of California, San Francisco, School of Dentistry

As a part of the American Reinvestment and Recovery Act of 2009, the U.S. government introduced the Meaningful Use (MU) program, which allowed eligible medical providers to receive incentive pay by showing the “meaningful use” of a certified electronic health record. To receive incentive, pay providers had to meet a number of objectives designed to have a positive impact on patient care. This presentation will focus on how the University of California, San Francisco, School of Dentistry adapted the program; built consensus and agreement to engage in the program; and developed trust within the community by reinvesting MU revenue into its faculty, staff and students. The presentation will also describe the lessons learned that could be translated to other program implementations.
Learning Objectives

• Summarize how a national program designed for the medical field can be adapted to dentistry and incorporated into the existing dental school work flow.
• Describe the implementation of an MU program to build consensus, get buy-in, and develop trust with clinical faculty, staff and students.
• Identify lessons learned that can be used for program implementations at other schools.

2:25 – 2:50 p.m.  
**OPTION 2: Clinic Administration—Digital Badges in Dental Education**

Taylor Squire, 2019 D.D.S. Candidate, University at Buffalo School of Dental Medicine

A “digital badge” is a new way to track, credential and reward academic and professional success. The online graphic image, or “badge,” represents an achievement, and clicking on it displays more information about its verified, specific criteria. This presentation will describe the benefits of using digital badges in an academic setting to motivate students and create incremental goals toward competence and academic success.

Learning Objectives

• Describe a “digital badge.”
• Explain the role of digital badges in education in general.
• Identify how digital badges could be incorporated into dental schools.

3:00 – 3:30 p.m.  
**Get Involved With ADEA BFACA**

Every successful organization requires an active membership to achieve its goals. While not everyone can fill an officer role, service in such a position is a wonderful way to get more involved, work with a great group of BFACA officers and ADEA staff, have a direct voice in the organizational activities of the section (such as planning the annual meeting) and give back in return for those who led before us. If you think you would like to serve as an officer, or are just curious about what’s involved, please join the current BFACA leadership team for a brief discussion about how to take the next step in influencing the direction of dental education. The rewards far outweigh the investment of time and effort.

3:00 – 4:30 p.m.  
**Network With Colleagues**

Use this time to develop and activate relationships to increase your business, enhance your knowledge, expand your sphere of influence and shape the BFACA and dental education community.

4:30 p.m.  
**Dinner on Your Own**
Saturday, October 13

7:30 – 8:30 a.m.  Networking Breakfast

8:30 – 10:00 a.m.  Dean’s Panel: The Dental School of the Future—It’s Not Just Brick and Mortar

Cecile Feldman, D.M.D., M.B.A., Dean, Rutgers, The State University of New Jersey, School of Dental Medicine

Daniel Haas, D.D.S., Ph.D., Dean, University of Toronto Faculty of Dentistry

Moderator
David L. George, D.D.S., M.B.A., M.S., FAGD, Chief of Staff, University of Maryland Dental School

Vision 2030—What do we think the dental school in 2030 will look like? Even now, the traditional “brick and mortar” school is evolving into unprecedented models, such as less physically centralized, state-of-the-art, less traditional, fully digital and every model in between. Rapid changes in technology, shifting demographics in the workforce, limited funding sources, complexity of teaching different generation learners, and a rapidly changing health care system all intersect at the crossroads of dental education.

Learning Objectives
• Identify and discuss imminent changes in dental education as they relate to future funding sources, workforce, and student learning.
• Describe how models of dental education may look in the future.
• Define the challenges that future leaders in dental education may face.

10:00 a.m.  Synthesis and Wrap-up

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The American Dental Education Association designates this activity for 8.0 continuing education credits.

Continuing education (CE) credit is awarded for participation in individual designated educational sessions and not for overall 2017 ADEA BFACA Meeting attendance.
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.