Faculty Development Workshops (FDWs) help participants gain skills that will enhance their performance as faculty members. These workshops offer a wide range of opportunities for faculty to increase their teaching effectiveness, expand their research skills, identify alternative service options, and become better administrators. Preregistration is required, and a fee is assessed.

Saturday, March 17
9:45 a.m.-12:45 p.m.

FDW #1. Clinical Assessment at Baylor: Combining Professionalism and Clinical Performance to a Final Grade*

FOCUS: Teaching Techniques

Principal Coordinator: Dr. Mohsen Taleghani, Baylor College of Dentistry
Other Presenter: Dr. Bill Wathen, Baylor College of Dentistry
Workshop Category: Intermediate CE CREDITS: 3

Both clinical and nonclinical competencies must be objectively assessed in competency-based teaching programs. This workshop for clinical faculty at all career levels will encourage attendees to contribute to the discussions. It will consider the segue from passive to active learning necessary for the fulfilled professional life and the modifications required in teaching strategies as clinical instructors become collegial mentors. Clear, objective, nonthreatening ways of evaluating daily clinical performance benefit both student and teacher. The importance of critical thinking and clinical decision making will be discussed, and participants will be encouraged to share their own experiences and thoughts. The workshop portion of the FDW will contrast, assess, and report back alternative methodologies. Topics included are the following: fundamental assessment strategies, student/instructor interactions, measuring student progress with progress examinations and competency examinations, quality-improvement feedback strategies, and overview of other assessment systems. The learning objectives of the FDW are to 1) explore the academic and administrative aspects of nongraded clinical evaluation of dental students in a competency-based education program; 2) present a rationale for evaluating professionalism competency in a nongraded system; 3) consider how numeric GPAs can be derived in a nongraded system; and 4) contrast assessment strategies represented by the attendees.

FDW #2. The Enjoyment of Conducting Clinical Trials*

FOCUS: Instructional Methods and Curriculum

Principal Coordinator: Dr. Edward Wright, University of Texas Health Science Center at San Antonio
Workshop Category: Beginner CE CREDITS: 3

Clinical trials obtain essential clinical information that can be quite different from what practitioners speculated prior to the study. Clinical trials are exciting and informative to conduct and may alter the manner in which practitioners treat their patients; furthermore, scientific journals appear to be eager to publish reports of these investigations. Participants will learn how informative and stimulating clinical trials can be; identify the types of clinical trials and degrees of significance for each; discuss various clinical trials and the strength of their components; realize that results are often different from what was anticipated; and learn about problems others have encountered and how to avoid or solve them. Participants will discuss the different types of clinical trials (case report, case series, case-control series, randomized controlled trial, etc.) and the alternatives for a control group. Five clinical trials will be presented, and the audience will discuss each’s hypothesis, ethics, recruitment, study population, generalizability, randomization, controls, outcome measures, blinding, follow-up, statistical analysis, and conclusions. Volunteers from the audience will be asked to present a current clinical trial, proposed clinical trial, or clinical trial being brainstormed. The audience will be asked to analyze the trial in regard to areas that are well done and to provide suggestions for improvement. Since many ADEA members are encouraged to perform research and publish findings, this workshop will attempt to stimulate their interest to perform a clinical trial, help them understand the type of trial they would like to perform, and show them how to develop the expertise to conduct one.

Sunday, March 18
10:45 a.m.-1:45 p.m.

FDW #3. Fit to Sit: Strategies to Maximize Function and Minimize Occupational Pain*

FOCUS: Instructional Methods and Curriculum

Principal Coordinator: Dr. Jane Forrest, University of Southern California
Other Presenter: Dr. Jacquelyn Dylla, University of Southern California
Workshop Category: Beginner CE CREDITS: 3

Dental professionals are exposed to several occupational risk factors that can lead to musculoskeletal pain and

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*fee assessed with registration
disorders (MSDs). Biomechanical and physiological changes due to prolonged static postures, such as sitting, can lead to MSDs, resulting in reduced work time or a career-ending disability. Although sixty years of literature cite this occupational problem, which often begins during a student’s education, the scientific knowledge in biomechanics, kinesiology, and occupational health has not been adequately translated into dental or dental hygiene curriculum or practice. Currently, there is no systematic process for teaching biomechanically efficient sitting positions and movements while students are learning new instrumentation skills. Suggestions to “maintain a neutral posture” or “keep the head fairly straight” may be ambiguous, and attempts to assume such positions may result in further discomfort or injury. Our workshop focuses on creating a systematic process and removing ambiguity. To do this, we have merged the knowledge of body mechanics from physical therapy with the techniques taught in dental and dental hygiene programs and created a user-friendly program that faculty can implement and evaluate. Topics covered in this workshop will include pathologies associated with static positioning and poor sitting posture, biomechanically efficient sitting positions and movements to help students minimize occupational pain and/or injury, and ways to incorporate content knowledge and skills into curricula, including how to measure outcomes. The presenters will introduce two instruments for faculty use with students: a self-assessment of pain questionnaire, and a posture assessment instrument for providing structured feedback.

FDW #4. Technology: A Valuable Tool for Faculty Standardization*

**FOCUS: Instructional Methods and Curriculum**

*Principal Coordinator: Dr. Kenneth Allen, New York University*

*Other Presenters: Dr. James Kaim, New York University; Dr. Elise Eisenberg, New York University*

*Workshop Category: Intermediate CE CREDITS: 3*

Dental students learn the core techniques for a procedure, as determined by their educational institution. A key concern, expressed consistently by dental students in both the clinical and preclinical environments, is the apparent lack of standardization by the faculty. This occurs when core technique protocols differ from that used by faculty in their private offices. This is especially true of the part-time faculty who play a significant role in clinic teaching. Considering the critically low faculty-student ratios, limited free time, and dependence on part-time faculty, an online system of education and an online system to evaluate this education are needed to provide a dependable means to deliver optimum faculty standardization and calibration. Since getting faculty together at the same time in the same place is difficult if not impossible, online education eliminates that barrier to faculty standardization. Schools have readily adopted this technology for student use; it can be readily adapted for the faculty. Our objective in this FDW is to teach those in leadership positions how to increase the effectiveness of faculty standardization and calibration in both the clinical and preclinical environments using online resources that are available 24/7. These resources include the use of online lessons accompanied with an online examination. The varied methodologies of faculty standardization will be reviewed, and the many uses of BlackBoard, a licensed Internet resource, will be reviewed and demonstrated. BlackBoard has the ability to educate using text, videos, and photographs. In addition, BlackBoard provides comprehensive tracking capabilities that allow us to monitor faculty participation and compliance. Participants will be asked to bring their own laptop computers and will be provided access to a functioning website.

FDW #5. Pediatric Patients with Special Needs: Virtual Patient Instructional Trials*

**FOCUS: Teaching Techniques**

*Principal Coordinator: Prof. Carla Sanders, University of Kentucky*

*Workshop Category: Intermediate CE CREDITS: 3*

This program will help to increase ADEA member awareness of the dental care issues facing families of children with disabilities/special needs. Additionally, implementation of virtual patient instructional modules within the general dental curriculum affords students virtual exposure to patients with developmental disabilities and has proven to improve students’ competencies in delivering care to this population. Research has demonstrated that the virtual patient educational format may be a very efficient instructional tool for student clinicians. Virtual patient instruction typically involves a case simulation, including both informational resources and a decision tree. Students interact with the program by reading informational points/resources, making decisions based on learning, and then viewing video clips that demonstrate the teaching point using actors and scripted scenarios. An interactive, multimedia, virtual patient module was designed and developed on compact disc (CD-ROM) through the University of Kentucky Preservice Health Training Project; the effectiveness study of this module will be presented. The principal learning objectives of this workshop are the following: 1) to teach dental educators, through interactive demonstration, how to both develop and implement virtual patient multimedia instruction in developmental disabilities within their curricula; 2) to improve dental educators’ promotion of curricula related

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*fee assessed with registration*
Faculty Development Workshops (cont.)

to developmental disabilities within their dental education programs; and 3) to increase educators’ awareness of the efficacy of the interactive, virtual patient format in improving student dentists’ comfort level and skills for working with the specific population of children with special needs/developmental disabilities.

FDW #6. Maximizing Community Outreach Education within the Dental Hygiene Curriculum*

FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Prof. Sharon Peterson, Community College of Southern Nevada
Workshop Category: Beginner CE CREDITS: 3
ADEA members are always looking to improve and reinvent their curricula to enhance student learning. The community curriculum is often considered an adjunct to the clinical experience. With the broadening scope of practice for dental hygienists in the community, educators need to make the “community experience” desirable, exciting, and the jewel of the curriculum. Community dental health should be a critical element in “creating opportunities” for students to better understand special populations, cultural diversity, and leadership. If we want students to assimilate and utilize these concepts in private practice, experience must be the educator. Conversely, educators need to learn how to place students in active learning environments that demonstrate nontraditional practice settings allowed by state regulation. After attending this workshop, the educator will be able to 1) identify resources for creating opportunities with solid community partners; 2) provide students with tools for organizing community outreach projects; and 3) learn how to maximize “active community learning” with creativity and accountability. The workshop will include investment principles; using the ADPIE system; logic models and action plans; creative lesson plans; teaching cultural diversity and leadership; and funding mechanisms.

Sunday, March 18
2:15-5:15 p.m.

FDW #7. The Objective Structured Clinical Exam (OSCE): A Method for Testing Application and Knowledge*

FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Dr. Alton McWhorter, Baylor College of Dentistry
Other Presenter: Dr. Carolyn Wilson, Baylor College of Dentistry
Workshop Category: Beginner CE CREDITS: 3
The OSCE allows testing of students’ grasp of concepts rather than their ability to memorize facts. It is testing at a higher level, enabling an examination of students’ ability to assimilate and organize information. The OSCE also provides tremendous feedback to faculty about the effectiveness of teaching. Use of the OSCE can pinpoint students’ areas of confusion and lack of understanding. This allows the faculty to cover that information again so that the student has a clear understanding of the information. The Department of Pediatric Dentistry at Baylor College of Dentistry has used the OSCE for twelve years, incorporating this testing format throughout the predoctoral pediatric dentistry curriculum. Since we began testing with the OSCE, we have revamped our department’s curriculum, and we feel we are graduating general dentists who are better prepared to treat children if they choose to do so. The presenters will provide valuable insight into exhibit/station design (including more complex, interactive exhibits, as well as proctored stations where faculty act as standardized patients or parents and the use of standardized patients), the logistics of test administration, and OSCE use for testing competencies. Attendees will work in small groups to develop sample questions and exhibits that could be used to determine students’ level of competency with concepts that have been presented. A worksheet will guide attendees through the process of questions and associated exhibit/station design. Completed projects will be presented and discussed by workshop participants to share ideas and troubleshoot points of confusion or oversight in station design. A discussion of the validity and reliability of the OSCE will be presented to confirm its value for uses such as determining course grades or preparedness for clinic entry. The interactive format of the program allows attendees to ask questions throughout and gives them the opportunity to examine this alternative testing format to determine its use in their discipline.

FDW #8. How Much Is Enough? Getting the Right Space for the Right Price*

FOCUS: Excellence in the Academy
Principal Coordinator: Dr. John Williams, University of North Carolina at Chapel Hill
Other Presenter: Mr. K. Ramsay, KC Ramsay AIA, Architect
Workshop Category: Beginner CE CREDITS: 3
Faculty and staff of dental schools are many times on their own when the task is to determine facilities requirements (quantity and quality) to house dental education and research. Without standards and personal experience it is difficult to define needs and then explain and defend them.
to planning and design professionals and administrators at a school’s host institution. Given the age and quality of many dental educational facilities and the scarcity of resources, it is prudent to apply best planning practices to maximize a successful facilities upgrade. This FDW will cover the following: 1) how to become an active participant in the planning, design, and construction process for new or renovated facilities to ensure that you and your program get the amount and quality of space you need to complete your academic mission; 2) how to allocate space when there isn’t enough—and there is never enough: metrics, rules of thumb, tips, and tricks for making sure you and your programs get just what you need; 3) guidelines for planning and allocating research space in interdisciplinary and cross-program environments; and 4) participants will be in on the ground floor of a new national survey proposal designed to build a useful database of dental education facilities and identify trends in dental education facilities across the country. The FDW will be limited to twenty participants to maximize small group interaction and active learning. Each participant who registers in advance will be invited to submit one question on a topic for consideration for Part Two: Space Allocation in Mission-Driven Organizations. The pre-FDW exercise will permit a quick transition from the theoretical to practical questions to be addressed in the workshop.

FDW #9. Implementation of Tobacco Cessation Strategies in the Dental Curriculum

**FOCUS: Instructional Methods and Curriculum**

**Principal Coordinator:** Prof. Joan Davis, Southern Illinois University

**Workshop Category:** Beginner  

**CE CREDITS:** 3

Smoking continues to be the number one preventable cause of death in the United States, so the need for a comprehensive cessation intervention for every tobacco user is compelling. Dental health care providers are in an excellent position to offer assistance in helping their tobacco-using patients to quit. Unfortunately, quitting smoking/chewing is a complicated, frustrating experience for many users and may require various levels of interventions to succeed. This workshop will review and invite discussion of strategies and course materials to address reported barriers of lack of time and expertise educators often face when trying to include tobacco education in their curricula. By presenting a combination of knowledge and strong behavioral elements, participants will be able to assess their own cessation programs for strengths and weaknesses. Strategies on how to impart tobacco cessation knowledge and clinical competency to dental and dental hygiene students will be a primary focus of this session.

FDW #10. Active Learning Strategies for Millennials and Generation Y Students*

**FOCUS: Teaching Techniques**

**Principal Coordinator:** Dr. Judith Skelton, University of Kentucky

**Other Presenter:** Dr. Karen West, University of Nevada, Las Vegas

**Workshop Category:** Beginner  

**CE CREDITS:** 3

Our entering students are part of Generation Y or Millennials. This workshop focuses on identifying the defining characteristics of these students and how to improve learning and enhance the students’ educational process through the use of active learning strategies in the classroom. Active learning strategies include any technique that engages students and requires them to be involved (beyond taking notes in a lecture setting) through thinking and integrating information into their cognitive structures. There are hundreds of quick and effective ways to enliven any class meeting regardless of the number of students in the classroom (whether there are two or 200). Included in this workshop will be a variety of practical strategies ranging from ways to initiate students into the active learning process to team building and problem-solving activities within the classroom. Research has shown that students learn best by doing; however, in many cases the classroom lecture format continues to be the norm. Our new students will challenge us to provide more meaningful educational experiences, and this workshop is designed to provide faculty with additional teaching strategies for their toolboxes. The strategies chosen for this workshop can be applicable for any faculty, novice to experienced, and for any subject area. At the conclusion of this workshop, participants will be able to 1) identify defining characteristics of Generation Y students; 2) practice active learning techniques; 3) link defining characteristics of Millennials with learning strategies; 4) identify applications of active learning in your teaching roles; and 5) improve learning and enhance the students’ educational process through the use of active learning strategies in the classroom.

**Monday, March 19**

**9:45 a.m.-12:45 p.m.**

FDW #11. Millennials’ Generational Differences: Discovering Teaching Strategies to Match Their Learning Styles*

**FOCUS: Instructional Methods and Curriculum**

**Principal Coordinator:** Dr. Paula O’Neill, University of Texas Health Science Center at Houston

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*fee assessed with registration
Students entering dental schools today are not the students our educational system was designed to teach. They are called the Millennials, Gen Xers, and Echo Boomers. Their approach to learning has created a discontinuity that is significant for dental educators. They think and process information differently from previous students, creating a challenge that is difficult to meet. This challenge is created by a number of characteristics. The Millennials want immediate results and expect control of their educational environment. They like learning in groups and prefer audio, video, and interactive media such as the Internet, Podcasts, interactive devices such as a Blackberry, cell phones, and digital games over reading and lectures. They want immediate feedback without having to adhere to boundaries or rules and want to learn only what they “have to learn” in the style of learning that they choose. They don’t see any linkage between effort and academic achievement. Using these characteristics as a basis, the goal of this interactive workshop is to focus on enhancing existing teaching strategies and incorporating new ones to meet the learning styles and interests of these new Millennials. The workshop will focus on creating teaching and learning opportunities for dental educators by enhancing instructional strategies to support the learning needs of the Millennials. This workshop will help faculty members, both new and experienced, discover the link between Millennials’ learning styles and innovative instructional strategies that enhance the learning environment and engage these students. The workshop should also enhance participants’ aptitudes for excellence in the academy.

FDW #12. Teaching Ethics Through Cases: Using Critical Reflection and Deliberation Strategies*

**FOCUS: Instructional Methods and Curriculum**

**Principal Coordinator:** Dr. Lawrence Garetto, Indiana University

**Other Presenters:** Dr. Larry Jenson, University of California, San Francisco; Dr. Phyllis Beemsterboer, Oregon Health & Science University

**Workshop Category:** Beginner  
**CE CREDITS:** 3

The term “evidence-based” (EB) has become a popular phrase used in the title of many articles. Some articles discuss the process, whereas others lead the reader to believe that EB methodology has been used in conducting the research or in presenting a synthesis of the findings, which often is not the case. As EB decision making becomes standard practice, individuals must develop EB searching skills and be knowledgeable of what constitutes the evidence and how it is reported. This workshop supports the ADA accreditation standards related to evidence-based dentistry and dental hygiene. By integrating good science with clinical judgment and patient preferences, students enhance their decision-making ability and maximize the potential for successful patient care outcomes. This workshop will include a review of searching skills, examples of publications to critique, and how to integrate evidence-based skills into curricula and clinical practice. At its conclusion, participants will be able to 1) define evidence-based decision-making (EBDM) and describe the five steps and skills necessary to practice EBDM; 2) discuss how to present ethical problems or dilemmas that may arise in dental settings. Workshop discussion will center on how to engage students working in small groups to openly discuss aspects of the case through the framework of an ethical decision-making model under the guidance of faculty facilitators. Using the codes of conduct/ethics from dental professional organizations along with other resources, a recognition and understanding of implied contract between the dental profession and society and between dental professionals and patients is developed. The objective of this workshop by members of the American Society for Dental Ethics is to help participants improve their skills in teaching ethics by examining the use of cases as a tool to help students develop ethical awareness and a culture of professionalism.
distinctions between research and evidence; 3) identify key
features of PubMed for efficiently searching the scientific
literature; 4) examine characteristics of evidence-based
articles, article summaries, and systematic reviews; 5) 
evaluate the strengths and weaknesses of research articles
and systematic reviews using internationally accepted
criteria (CASP, CONSORT, and QUOROM); and 6) 
discuss how to integrate the use of an evidence-based
approach into the curriculum and clinical program.

Monday, March 19, 1:30-4:30 p.m.

FDW #14. The Spirograph Model on Test Item
Development: Reducing the Complexities of the Task*

FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Dr. Dieter Schönwetter, University
of Manitoba
Other Presenter: Prof. Laura Macdonald, University of
Manitoba
Workshop Category: Beginner CE CREDITS: 3
A competency of educators is to be able to create valid
and reliable test items. The complexities of designing
valid and reliable test items are simplified using a
spirograph model to illustrate the interactions of learning
theories and principles with curriculum content and
learning outcomes, all in relation to standards of practice.
Participants in this workshop will contextualize the
competency of test design using the spirograph model.
They will build a strong theoretical framework based
on test design principles. Templates will increase their
efficiency of writing items that adequately represent the
course content material (construct validity). Participants
will differentiate the cognitive level being assessed and
conduct test item analysis. Group exercises will be used to
help develop skills necessary for use in test development.
Using the spirograph model, participants will refine their
test writing skills and enhance this competency as an
educator. Innovative test item construction techniques
are welcome, and an opportunity to share best practices
by participants will be encouraged. Participants are
also invited to bring samples of their test questions for
feedback from facilitators and will receive a package of
test item construction resources. Active participation
in this workshop will yield the following outcomes for
participants: 1) a strong theoretical framework on test
design principles; 2) an increased efficiency in writing
items that adequately represent the course content material
(construct validity); 3) the ability to identify the cognitive
level being assessed and how to conduct test item analysis;
and 4) tips on reducing test item clues for students.

Monday, March 19, 1:15-4:15 p.m.

FDW #15. Integrating Web-Based Curricula
into Dental and Allied Dental Programs*

FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Prof. Donna Warren-Morris,
University of Texas Health Science Center at Houston
Other Presenters: Prof. Jayne McWherter, University
of Texas Health Science Center at Houston; Prof. Darla
McKitrick, University of Texas Health Science Center at
Houston; Prof. Harold Henson, University of Texas Health
Science Center at Houston
Workshop Category: Beginner CE CREDITS: 3
For educators thinking of incorporating web-based
technology into their programs or courses, this workshop
will give them practical information and strategies for
success. The topics include preliminary design of courses,
crucial support and resources, active/interactive learning
strategies, student evaluations, common online learning
obstacles, a preventive approach to academic integrity,
and the valuable mentoring process. Course designs and
teaching/learning/evaluation strategies from an actual
web-based program will be presented. Participation in
this program will enable the dental/allied dental educator
to 1) identify courses or components of courses in dental/
allied dental education that lend themselves to online
instruction; 2) incorporate best practices into initial online
course design and development that ensure attainment
of course goals and objectives; 3) design online courses
that promote active/interactive learning, critical thinking,
and translational application; 4) identify crucial technical
support and student resources for online programs; 5)
identify best practices for online teaching that facilitate
learning and overcome common obstacles in online
courses; 6) identify best practices for evaluation of students
in online courses; 7) identify a preventive approach to
academic dishonesty in online education; 8) recognize
the benefits of mentoring relationships with colleagues to
promote the sharing of information in the development of
innovative online courses that promote student motivation
and learning; and 9) utilize the practical information and
strategies presented to assist in the development of new
courses and/or improve existing courses.

FDW #16. Enhancing Performance Evaluations
for Administrators: What You Appraise Is What
You Get*

FOCUS: Excellence in the Academy
Principal Coordinator: Dr. David Dunning, University
of Nebraska
Faculty Development Workshops (cont.)

Other Presenters: Dr. Tim Durham, University of Nebraska; Dr. Brian Lange, University of Nebraska
Workshop Category: Advanced  CE CREDITS: 3
Evaluation has long been considered a highly complex domain for individual learners. Add to this the dynamics of human resource management and the tendency for people to dread being evaluated, and it becomes obvious that performance evaluation can become a daunting process. The theme of the 2007 ADEA Annual Session is “creating opportunities,” and one method for creating opportunities is improving the evaluation of department chairs, directors, and assistant/associate deans. It is vital for administrators in dental colleges to have training in performance evaluation processes, particularly as applied to administrative faculty. The ADEA Council of Sections Project Pool recently funded a two-phased study identifying the state of the art in the performance evaluation of department chairs and assistant/associate deans in dental colleges. This workshop will build on the results of this study. Participants will evaluate performance appraisal practices in dental schools and then describe strategies for augmenting these evaluations. Finally, participants will develop a model of best practices for their colleges. At the conclusion of the workshop, participants will have learned how to 1) evaluate performance appraisal practices for administrators in dental colleges; 2) describe specific strategies for augmenting the performance evaluation of administrators; and 3) develop a model of best practices for evaluating administrators.

FDW #17. Balancing a Dental Career and Physical Health: Teaching the Art of Posture and Well-Being*

FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Dr. Judith Porter, University of Maryland
Other Presenter: Dr. Michael Belenky, University of Maryland
Workshop Category: Beginner  CE CREDITS: 3
Balancing a career in dentistry with the enjoyment of a personal life is rarely addressed in formal dental education. Yet teaching dentists and dental hygienists skills to maintain their physical health is an important key to support a productive career in dentistry. As dental educators, we have the responsibility of teaching students not only how to improve the dental health of their patients but also how to protect their own health. We may teach ergonomics but, since correct posture is not always possible, we must also teach the importance of guarding against the cumulative trauma of sustained static positions and the stressors of a demanding profession. The practice of dentistry involves working long hours in sustained postures that may cause or aggravate musculoskeletal disorders that tend to increase with years in practice. Teaching young dentists and dental hygienists ways to maintain physical health and wellness, therefore, is as important as urging them to be lifelong learners in the art of dentistry. Correct posture is individually attained and is a skill that can be taught. Further instruction on exercises and stretches with prophylactic meaning helps sustain the dental health care professional when good posture is not possible or when any position must be sustained too long. Relaxation and stress relief, likewise, are life skills worthy of our time as educators. In this workshop, participants will learn how to teach eight steps to occupational health and peak performance; a ten-step path to achieve freedom from stress, fatigue, and discomfort; exercises and stretches that can be accomplished before, between, and after scheduled patient appointments to maintain physical health in a dental career; ways to recognize and minimize stress in dental education and practice to help balance career and personal life; and the benefits of daily relaxation techniques.

FDW #18. Portfolio Assessment of Student Competency: An Opportunity to Get Down to the Business of Evaluation*

FOCUS: Teaching Techniques
Principal Coordinator: Prof. Joanna Asadoorian, University of Manitoba
Other Presenters: Dr. Doug Brothwell, University of Manitoba; Dr. Cynthia Gadbury-Amyot, University of Missouri-Kansas City; Prof. Lorie Holt, University of Missouri-Kansas City
Workshop Category: Intermediate  CE CREDITS: 3
As more programs institute portfolios as a means of assessing student competency, it will be essential that faculty are able to conduct evaluations in a meaningful, valid, and reliable way while ensuring calibration with other evaluators. Knowledge of the research, having the opportunity of learning from experienced faculty, and participating in facilitated hands-on practice groups are all imperative for development of evaluation skills for portfolios in allied dental and dental programs. This presentation is intended to provide the opportunity for participants who are considering introducing portfolio assessment, or have done so already, to develop methods for evaluation of portfolios in their programs. The presentation will begin with a brief review of the current knowledge supporting portfolio assessment in dental and allied dental programs. The session will then provide the theoretical underpinning for portfolio assessment including discussions regarding validity, reliability, evaluation...
rubrics, and issues of faculty calibration. This will be followed by a panel discussion of some current methods of evaluation being used for portfolio assessments in several jurisdictions and at various levels of development. The latter half of the workshop will provide participants the opportunity, using real examples of student portfolios and existing rubrics from both undergraduate and graduate programs, to critique existing rubrics and develop models suitable for their own program competencies. Participants in this workshop will learn how to 1) summarize the current utility of portfolios for the assessment of student competency in allied dental/dental programs; 2) discuss the research regarding the validity, reliability, and calibration of evaluations of portfolio assessments; and 3) describe various methods, including the use of evaluation rubrics, for evaluating portfolios in allied dental/dental programs.

**FDW #19. Career Enhancement Strategies for New Educators: Designing an Orientation Program for New Faculty***

*FOCUS: Excellence in the Academy*

**Principal Coordinator:** Dr. Lavern Holyfield, Baylor College of Dentistry

**Other Presenters:** Dr. Charles Berry, Baylor College of Dentistry; Dr. Peter Buschang, Baylor College of Dentistry

**Workshop Category:** Intermediate  
**CE CREDITS:** 3

The workshop addresses the need for institutions to provide a formal, comprehensive orientation process for new faculty. The workshop explores actions that are useful in developing (or revising) a new faculty orientation plan from conception to implementation, which is designed to facilitate the success of new faculty members in a constantly changing academic environment through a series of professional development programs including a general orientation seminar, mentoring, and peer review. This workshop will provide a new faculty orientation model adaptable to other dental education institutions that, when implemented, can positively impact faculty retention. At the end of the program, participants will be equipped to design a process through which basic, general information will be delivered to new and/or junior faculty in order to facilitate their ability to thrive and succeed in a constantly changing academic environment. Course-specific objectives are to analyze data to assess the need for development or revision of a faculty orientation program; identify key players in designing/implementing a new faculty orientation program; and implement/revise a new faculty orientation process.

**FDW #20. A Pragmatic Approach to Genetics Education: A Blend of PBL and Patient Simulations***

*FOCUS: Teaching Techniques*

**Principal Coordinator:** Dr. Lynn Johnson, University of Michigan

**Other Presenters:** Mr. Michael Bleed, University of Michigan; Mr. Dan Brueell, University of Michigan; Ms. Sarah Brittain, University of Michigan

**Workshop Category:** Beginner  
**CE CREDITS:** 3

Recent surveys of practitioners demonstrated a dearth of genetics knowledge and an inability to use genetics information in patient care. The contributions of hereditary factors to the development of caries, periodontal disease, oral cancer, absent or malformed teeth, and other common oral disorders are gaining increasing awareness as well as the implications of systemic genetic diseases on dental care. Dental educators need to prepare future clinicians with the knowledge and skills necessary to discuss genetic factors that contribute to common dental concerns. Problem-based learning and patient simulations combined with faculty education have been proven to be effective strategies to integrate genetics education into current curricula. Two issues will be addressed by this workshop. The first is genetics since trends indicate that genetics will play a significant role in the school curricula of the future. Second is teaching strategies. Few dental educators have had the opportunity to learn successful strategies for teaching problem-solving skills, e.g., problem-based learning (PBL) and computer-based patient simulations. This workshop will enable participants to learn the basics of PBL and how to apply the PBL process to a case presented via a computer-base patient simulation. Prior to the workshop, registrants will complete a web-based questionnaire that describes their expectations, PBL and patient simulation experiences, and their genetics curriculum needs. This FDW is targeted to new dental educators who are interested in using the proven strategies of PBL and computer-based patient simulations to teach problem-solving skills with a focus on patients with genetic conditions.

**FDW #21. Transforming a Lecture-Based Course by Implementing Team-Based Learning***

*FOCUS: Instructional Methods and Curriculum*

**Principal Coordinator:** Dr. Douglas Simmons, University of Texas Health Science Center at Houston

+closed or by invitation

*fee assessed with registration
Most dental faculty agree that faculty-led small groups are the optimum method of teaching dental students the theory and skills necessary to practice dentistry. Yet most dental schools continue to use large-group lectures because of a nationwide shortage of dental faculty. In addition, an explosion of new knowledge associated with the practice of dentistry has placed a tremendous stress on faculty members to provide students with up-to-date educational experiences. Team-based learning addresses this dilemma by allowing a teacher to use small-group learning in a class with a large number of students. It is an instructional strategy that transforms small groups into high-performance learning teams. Usually, to implement this strategy requires a change in the structure of a course. In team-based learning, small groups are the basis of a semester-long instructional strategy in which a sequence of small-group activities are linked together to accomplish two purposes simultaneously: deepening student learning and enhancing team development. This workshop will introduce the participants to team-based learning as a teaching strategy. It will also describe the steps a faculty member should take developing or restructuring a course to use team-based learning. It will explain the difference between small-group teaching techniques and the use of small groups in team-based learning. In the workshop, the Instructional Activity Sequence and Readiness Assurance Process will be discussed and demonstrated. The benefits to faculty and students of team-based learning will be presented and discussed. Participants will be provided a practical experience using the readiness assurance process, application exercise, and peer evaluation. Finally, participants will be introduced to a process for restructuring a course to use the team-based learning strategy.

FDW #22. A Chairside CAD/CAM System Training*

**FOCUS: Teaching Techniques**

**Principal Coordinator:** Dr. Jacob Park, University of Texas Health Science Center at San Antonio  
**Other Presenter:** Mr. Harold Auten, Sirona Dental Systems  
**Workshop Category:** Beginner  
**CE CREDITS:** 3

Numerous dental schools in the United States teach CAD/CAM dentistry as one of their official or elective programs. Since the demand for CAD/CAM curriculum will be high, there will be a serious shortage of competent educators. This course is designed for all levels of dental educators. With consistent changes and development of technology and software, it is vital to remain informed. The participants will be given the information needed to keep up-to-date with the latest efficient use of new CAD/CAM technology and software. Topics of discussion include efficient use of three-dimensional software, dental student participation, cavity preparation design, case selection, effective use of design tools, selection of materials, implant crown, effective management of occlusion, and implications of CAD/CAM dentistry for the traditional dental education system. At the conclusion of the workshop, participants will understand the evolution of CAD/CAM technology; the proper restorative construction method; indications and contraindications for use of CAD/CAM-generated restorations in the clinical environment; proper tooth preparation techniques for inlays, onlays, crowns, and veneer restorations; and the delivery and cementation sequence for CAD/CAM-generated restorations. Participants will have a chance to do their own optical impressions on prepared special models, design several cases (correlation, database, and replication mode), try several different design edit tools, try the milled chairside CAD/CAM restoration on the model, and practice insertion of the restoration with dual cure adhesive bonding cement, finishing, and polishing.

FDW #23. Pedagogy for Practitioners: The Excellence in Clinical Teaching Program*

**FOCUS: Excellence in the Academy**

**Principal Coordinator:** Dr. Maureen McAndrew, New York University  
**Other Presenters:** Dr. Tracy Kamens, New York University; Dr. Anthony Palatta, New York University  
**Workshop Category:** Beginner  
**CE CREDITS:** 3

Many ADEA members are talented clinicians who are not well versed in current educational theory and practices. To address this need, three faculty at New York University College of Dentistry (NYUCD) with advanced degrees in education developed and implemented a five-session pedagogy program for clinical faculty. This workshop will share the NYUCD faculty’s experiences with its pedagogy program, provide ADEA members with some background in pedagogy, and encourage the development of similar programs at other dental schools. This program will present an abbreviated version of the five-session pedagogy program, “Excellence in Clinical Teaching,” created for clinical faculty at NYUCD last year. This interactive program will include instruction in learning theory and learning styles, motivation, giving effective feedback, mutual respect, dealing with difficult students, conflict resolution, and generational and cultural differences. Sharing of best practices, roleplays, videos of simulated faculty-student clinical encounters, sharing
of best practices, and discussions will be included in the program. The syllabus and assessment mechanisms for the course will be discussed and shared with the participants. The objectives of this workshop are to describe a new pedagogy program for clinical faculty at NYUCD; discuss the selection process for participation and the assessment component of the program; provide participants with a grounding in generational issues, student development, and learning theory; assist participants in modeling their behavior to enhance student motivation; provide a venue in which participants can share their best teaching practices; and encourage the development or refinement of similar pedagogy programs for clinical faculty at other dental schools.

FDW #24. Enhancing the Dental Pipeline Through Recruitment and Academic Service-Learning Strategies*

**FOCUS: Access**

**Principal Coordinator:** Dr. John Killip, University of Missouri-Kansas City

**Other Presenters:** Dr. Bonnie Branson, University of Missouri-Kansas City; Dr. Michael McCunniff, University of Missouri-Kansas City

**Workshop Category:** Intermediate  

CE CREDITS: 3

Tooth decay remains a significant problem in low-income populations and racial/ethnic minority groups. According to the Oral Health America 2003 report, the nation’s oral health grade is a C for the second year in a row, reflecting stalled progress in advancing oral health for all Americans. Missouri’s overall oral health report card was a C- overall and a D in care for the elderly. These problems are exaggerated in rural areas of the state. The University of Missouri-Kansas City (UMKC) School of Dentistry developed a model for recruitment and dental/dental hygiene student clinical rotations, which can provide a blueprint for other dental schools. The goal of this workshop is to address the role the state of Missouri and the UMKC School of Dentistry play in developing unique and effective solutions to providing access to oral health care in underserved areas. By initiating the applicant pipeline early in the high school years and supporting the students throughout their academic experience, the State of Missouri provides solutions that lead to graduate (D.D.S./DH) placement in underserved practice settings. In this workshop, participants will recognize the key facts related to the oral health care needs of underserved communities; define the key components and principles; discuss key principles and implementation of Academic Service-Learning (ASL) modules; appreciate the model of ASL implemented at a midwestern dental school; describe student development and support strategies coupled with service-learning experiences that will impact access to care in underserved communities; and learn community-based recruitment strategies that encourage practice in underserved settings.

**Tuesday, March 20**

**1:15-4:15 p.m.**

FDW #25. The Modular Curriculum: A New Paradigm for Dental School*

**FOCUS: Instructional Methods and Curriculum**

**Principal Coordinator:** Dr. Robert Cederberg, Arizona School of Dentistry and Oral Health

**Other Presenters:** Dr. Scott Morrison, Arizona School of Dentistry and Oral Health; Prof. Kneka Smith, Arizona School of Dentistry and Oral Health; Dr. Janet Woldt, Arizona School of Dentistry and Oral Health

**Workshop Category:** Beginner  

CE CREDITS: 3

This workshop is important for all ADEA members whose schools have been, or are considering, redesigning or modifying their current curriculum. Many publications have suggested that the quality of the traditional undergraduate dental curriculum has deteriorated significantly in recent years. The modular curriculum is one option that dental schools may consider as faculty resources and higher education funding continue to erode. The objective of this workshop is to present an overview of a new and innovative curriculum as implemented by the country’s newest dental school. Participants will be able to: 1) describe the pros and cons of an integrated modular dental curriculum; 2) identify accreditation compliance issues in a multisite clinical program including faculty calibration, continuity of care, student assessment, internal and external site communication, and quality assurance; 3) describe a new paradigm for faculty recruitment and retention; and 4) describe a unique online system for grading, assessing, and tracking student progress at an external site clinic. Topics for this workshop will include a description of the content for each of the four years, and information will be presented regarding logistics, planning, sequencing, testing, and assessment. Discussion will also focus on recruitment of external site faculty, preclinical curriculum delivery, onsite clinical experiences, and fourth-year external site rotations.

FDW #26. Into the Great Wide Open: Innovative Practices for Group Leaders*

**FOCUS: Teaching Techniques**

*fee assessed with registration
Workshop Category: Intermediate CE CREDITS: 3
Virtually every dental school in the nation utilizes a group practice or general practice model for clinical education. Group practice leaders are faced with a variety of challenges that are unique to their position. This workshop will focus on creating individualized systems to improve educational outcomes for group leaders and faculty who teach in the group practice setting. Participants will develop skills to overcome their unique challenges such as balancing productivity and ethics, utilizing technology to enhance clinical learning, and facilitating partnering between faculty and students. Group practice leaders often bear the responsibility of the students’ clinical educational experiences, yet are provided with little formal training or support for their position. This FDW will give group practice leaders and faculty who teach in a group practice setting an opportunity to explore some best practices and to brainstorm with their peers. In addition, this FDW will provide group leaders with the skills necessary to meet their goals and will create a resource network for continued growth and discussion. Topics covered will include maintaining an ethical environment while increasing productivity; community/service-learning; team approach/creating opportunities for mentorship/counseling while maintaining authority; dealing with diversity; utilization of information systems in clinical instruction; and simultaneously improving the educational environment and patient care.

FDW #27. Tools and Strategies for Integrating Cultural Competence into the Curriculum*

FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Dr. Pam Overman, University of Missouri-Kansas City
Other Presenter: Dr. Jane Forrest, University of Southern California
Workshop Category: Beginner CE CREDITS: 3
Changing demographics make it a necessity that our future health care systems and providers become competent in cross-cultural situations. The purpose of this workshop is to convene those who are interested in teaching cultural competence to allow an exchange of learning strategies for teaching this set of skills and knowledge. This workshop will use the Camphina-Bacote and the Cross model of cultural competence and will address attitudes, knowledge, skills, and encounters important for self- and health care systems as they address cross-cultural communication. Tools for self- and organizational assessment will be introduced. Interactive strategies for exploring these challenging concepts will be provided. Participants are encouraged to bring resources that they have used to foster sharing of best practices. The objectives of the workshop are to 1) discuss the constructs of cultural competence and models that can be used to frame cultural competence training; 2) identify strategies for teaching knowledge, skills, and awareness of attitudes in cross-cultural encounters; 3) share instruments that can be used for faculty and student self-assessment and for assessing the organizational culture; 4) discuss strategies for integrating relevant course content with clinical and community experiences; 5) explore challenges and opportunities encountered by those who undertake training in cultural competence; and 6) discuss available resources that support teaching cultural competence and becoming a culturally competent health care provider.

FDW #28. Cyclical Educational Publishing*

FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Dr. Robert Watkins, Jr., University of North Carolina at Chapel Hill
Other Presenters: Mr. Mark Simpson, University of North Carolina at Chapel Hill; Dr. Todd Watkins, VitalSource Technologies; Dr. Linc Conn, University of Texas Health Science Center at San Antonio
Workshop Category: Intermediate CE CREDITS: 3
For years, publishing has sought to create fewer titles that appeal to larger audiences; however, in health education, large tomes do not properly serve niche educational needs. ADEA members will benefit from seeing examples of these new models, understanding the many different roles in the process, and understanding their opportunities in these systems. Educational publishing, or content creation for educational support, owes its current state to a system of technologies and business models that do not keep pace with changes in other industries. This symposium will show working models for 1) collaborative creation of document sections and chapters, 2) editing and version management, 3) flagging and submitting for production, 4) extensible translation into multiple product deliverables, 5) business rules, pricing, and point of sale, 6) faculty, school, and publisher contracts for intellectual property, 7) registration for copyright and practical application of “fair use,” 8) payment of stakeholders, 9) feedback from users, and 10) archive of previous version and restart of process.