Lunch and Learn Programs

Lunch and Learn programs offer participants the opportunity to hear focused presentations and hold roundtable discussions on a specific topic. Each table’s discussion is limited to ten participants. The opportunity to join any individual table is on a first-come, first-served basis. Preregistration is required. This year most Lunch and Learns will be presented on both Monday and Tuesday.

Monday, March 19
11:30 a.m.-1:00 p.m.

1. The Group Leader/Preceptor Faculty Position: An Underutilized Faculty Recruitment Resource
   
   **FOCUS: Instructional Methods and Curriculum**
   
   **Principal Coordinator:** Dr. Robert Hirsch, University of Minnesota
   
   **CE CREDITS:** 1.5
   
   The challenge of recruiting faculty for predoctoral education programs can be a daunting task. The position of group leader/preceptor can open an avenue for practicing general dentists to enter a new challenging career without totally sacrificing their dental practice. These clinical faculty positions can be a natural fit for these practitioners even if they have very little or no formal background in teaching. Discussion in this lunch and learn will include the varied roles this type of faculty plays in different schools; means of helping these faculty be on the same page as far as continuity of information for students; the fit of this type of faculty to comprehensive care clinic programs; the great resource they provide for practical aspects of practice management concepts; and strategies for recruitment.

2. Using Composite Restorative Material in the Dental Anatomy and Occlusion Course
   
   **FOCUS: Teaching Techniques**
   
   **Principal Coordinator:** Dr. Edward Wright, University of Texas Health Science Center at San Antonio
   
   **CE CREDITS:** 1.5
   
   It is increasingly common for dentists to place composite restorations in posterior teeth. At the University of Texas Health Science Center at San Antonio (UTHSCSA) Dental School, DS1 students are now taught to develop and refine their skills in forming the occlusal anatomy using resin-based composite restorative material during their dental anatomy and occlusion course. Participants at this lunch and learn will learn how UTHSCSA is using resin-based composite restorative material in the dental anatomy and occlusion course; understand how concerns of cost, of bonding the composite to stone casts, and of procedure being too difficult for DS1 students were overcome; and observe and handle stone casts with portions of the teeth replaced by composite restorative material formed by DS1 students.

3. The Modular Predoctoral Dental Basic Sciences Preclinical Curriculum
   
   **FOCUS: Instructional Methods and Curriculum**
   
   **Principal Coordinator:** Dr. Janet Woldt, Arizona School of Dentistry and Oral Health
   
   **CE CREDITS:** 1.5
   
   Dental educators need to have knowledge of nontraditional curricula and the direction of educational reform. This program will inform participants about a modular predoctoral curriculum and how it affects this generation of dental students and, subsequently, practicing dentists. Given a copy of the Arizona School of Dentistry and Oral Health (ASDOH) modular curriculum, participants will be able to recognize the differences between traditional and modular predoctoral dental curricula. Upon viewing and discussing the modular curriculum with other attendees, participants will be able to cite its strengths and weaknesses. Upon completion of the session, participants will be able to garner ideas on how their school/program might implement a modular curriculum.

4. Implementation of Tobacco Cessation Strategies within the Dental Curricula
   
   **FOCUS: Instructional Methods and Curriculum**
   
   **Principal Coordinator:** Prof. Lorinda Coan, Indiana University
   
   **Additional Presenter:** Dr. Laura Romito, Indiana University
   
   **CE CREDITS:** 1.5
   
   The ADA and the ADHA have both embraced the importance of tobacco cessation by several initiatives and the provision of resources to schools and practitioners. While dentists and hygienists are reliable in asking if patients use tobacco, there still seems to be a void in practitioners actively assisting patients in deciding to quit using tobacco. Innovative strategies and active training of students and faculty may help overcome this barrier and directly impact the health of the public. Upon completion of this lunch and learn, participants will be able to identify barriers to dental hygiene students and practitioners in implementing tobacco cessation strategies; identify barriers to dental hygiene faculty in incorporating tobacco cessation content within curricula; explain strategies to overcome these barriers;
and identify resources available to assist in incorporation of tobacco cessation in dental hygiene curricula.

5. Pedagogy for Practitioners: The Excellence in Clinical Teaching Program

**FOCUS: Excellence in the Academy**

*Principal Coordinator:* Dr. Maureen McAndrew, New York University

**CE CREDITS:** 1.5

This lunch and learn will present an overview of a pedagogy program “Excellence in Clinical Teaching” created for clinical faculty at New York University College of Dentistry this year. The five-session interactive program conducted by faculty with advanced degrees in education offers instruction in learning theory and learning styles, student motivation, giving effective feedback, mutual respect, dealing with difficult students, conflict resolution, and generational and cultural differences. Roleplays, videos, sharing of best practices, and discussions are presented in small-group seminars. The syllabus and assessment mechanisms for the course will be shared with the participants. In addition to describing this pedagogy program, this lunch and learn will provide the opportunity for participants to discuss the selection process for participation and the assessment component.

6. Integration of Dental Public Health and Community Dentistry Across the Predoctoral Dental Curriculum

**FOCUS: Instructional Methods and Curriculum**

*Principal Coordinator:* Ms. Kneka Smith, Arizona School of Dentistry and Oral Health

**CE CREDITS:** 1.5

The need for practicing dentists to be knowledgeable of public health issues is great in the United States. Further, dentists with leadership abilities and a knowledge of and desire for community service are in great demand, as the country is in a crisis with regard to access to care in underserved communities. Upon viewing the Arizona School of Dentistry and Oral Health (ASDOH) curriculum in this lunch and learn, participants will be able to explore options of integrating dental public health content into their curricula. Upon completion of the session, participants will be able to evaluate the need for community service requirements and activities in the predoctoral dental curriculum, as well as being able to state the benefits to the dental student, dental community, and general public of integrating dental public health content into the curriculum.

7. Student Application Process and Review: Going Paperless

**FOCUS: Excellence in the Academy**

*Principal Coordinator:* Mrs. Nina Infante, University of Texas Health Science Center at Houston

**CE CREDITS:** 1.5

Dental and allied dental educators are experiencing shortage of time, increased workload, and the need to identify the best applicants possible. The applicant pool is shrinking in some states as more dental hygiene schools in particular are opening; thus, close scrutiny of the applications is becoming more critical. With the increase in faculty workloads, necessary time to review the applications is not as available as it once was. This program will explain the paperless system to review applications at the University of Texas Health Science Center at Houston Dental Branch. Participation in this program will enable the educator to recognize the value of the paperless student application to streamline the process and, thus, save time for committee members; calibrate with other members of the admissions committee; and identify one computer program successfully used for paperless admission.

8. Multidisciplinary OSCEs: Development, Implementation, and Relationship to National Board II Performance

**FOCUS: Instructional Methods and Curriculum**

*Principal Coordinator:* Dr. Shilpa Kolhatkar, University of Detroit Mercy

**CE CREDITS:** 1.5

OSCE-type exams are increasingly being used to objectively evaluate student performance, and dental educators would benefit from knowing the relationships among various evaluation methods. After this lunch and learn, participants will be able to identify key skills that can be evaluated in the OSCE; understand the critical steps in developing an OSCE station; evaluate the relationship between student performance in an OSCE in the third year of dental school and performance on the National Dental Board Exam; utilize the data obtained to modify course content; and describe how to identify students who can benefit from early feedback/intervention.

10. How to Succeed in Academia: What You Need to Know

**FOCUS: Excellence in the Academy**

*Principal Coordinator:* Dr. Marylynn Froeschle, University of Nebraska

**CE CREDITS:** 1.5
The purpose of this program is to present an overview of issues influencing academic success and discuss strategies for a rewarding academic career. There will be four areas of focus: creating a professional niche, gaining academic savvy, understanding environmental dynamics, and enhancing organizational/administrative skills. The impact these areas can have on an academic career will be explored. Discussion points will be supplemented with reference material and examples. Participants will be encouraged to share experiences. At the conclusion of this lunch and learn, participants will be able to best utilize their professional expertise and strengths; describe their personal criteria for academic success; understand the academic environment; understand institutional and departmental expectations; and identify components of survival skills for academic advancement.

22. Tools for the New Educator

**FOCUS: Teaching Techniques**

**Principal Coordinators:** Dr. Dieter Schönwetter, University of Manitoba; Dr. Tish Nihill, University of Illinois at Chicago

**CE CREDITS:** 1.5

This lunch and learn will focus on how to best identify a set of teaching tools, including current handbooks on teaching dentistry and dental hygiene, journals dedicated to teaching and learning, relevant articles related to addressing teaching and learning issues, websites, and links to humor sites, media sites, and netcasting sites. This collection of teaching tools will be useful for the new teaching oral health professional as well as for those mentoring and developing oral health instructors. A model of one such teaching resource toolkit will be on display as an example. Following this session, participants will be required to submit ten teaching resources in the ADEA Communities of Interest; these will be compiled for the benefit of all who attend.

**Monday, March 19**

**1:15-2:45 p.m.**

11. The BOHCA Educational Program: A Service-Learning Program in a Texas-Mexico Border Town

**FOCUS: Access**

**Principal Coordinator:** Prof. Magda de la Torre, University of Texas Health Science Center at San Antonio

**CE CREDITS:** 1.5

The Building Oral Health Care Access (BOHCA) Educational Program provides an extended service-learning experience to educate dental hygiene students on the lack of oral health care, cultural competency, and social responsibility along the Texas-Mexico border region, while providing oral health care. The program demonstrates positive and effective collaboration and partnership among an academic institution, community health center, and the community. This lunch and learn will help participants develop an increased social awareness about public health programs that address oral health disparities along the Texas-Mexico border region; address sociocultural issues about providing culturally competent oral health care to selected populations; increase knowledge of high prevalence of diabetes among Hispanic dental patients; and describe the impact of service-learning programs on dental hygiene students and the community.

12. The Role of the White Coat Ceremony in Dental Education

**FOCUS: Excellence in the Academy**

**Principal Coordinator:** Dr. Kevin Frazier, Medical College of Georgia

**CE CREDITS:** 1.5

The White Coat Ceremony was initially a medical school activity that has recently become part of the rites of passage for other health professional schools. A Dental White Coat Ceremony is an excellent opportunity to introduce or reinforce the expectation of ethical behavior that is a hallmark of our profession. The purpose of this session is to introduce the concept of a White Coat Ceremony to dental schools that currently do not have one. Additionally, schools with existing ceremonies may benefit from new ideas that may enable them to enhance their own programs. At the end of this session, participants will be able to describe the rationale for a White Coat Ceremony in professional education; list several reasons for including such a ceremony in dental education; describe a generic ceremony using examples from selected schools; and list several funding sources to support a White Coat Ceremony in their schools.

13. Peer-Assisted Learning: Students Teaching Students

**FOCUS: Instructional Methods and Curriculum**

**Principal Coordinator:** Prof. Christine Klausner, University of Michigan

**Additional Presenter:** Dr. Wendy Kerschbaum, University of Michigan

**CE CREDITS:** 1.5

Lunch and Learn Programs (cont.)
Faculty shortages and budget constraints encourage/force dental and dental hygiene programs to find alternative methods to support student learning. Peer Assisted Learning (PAL) has proved to be an excellent way to provide knowledgeable individuals (upperclass students) the opportunity to assist first-year students with laboratory, preclinical, and clinical first patient treatment experiences. PAL helps to ease student/faculty ratios, provides opportunities for one-on-one instruction, frees faculty to deal with special concerns, creates a less stressful learning environment, and introduces upperclass students to academic careers. The lunch and learn will define PAL and list different forms; describe how it can be implemented as an educational strategy; examine benefits and concerns regarding the use of PAL; and invite participants to ask questions and present their experiences with PAL.

14. Taking the Next Step: Advanced Dental Hygiene Traineeship in Periodontics
FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Prof. Ann Wetmore, University of Texas Health Science Center at Houston
CE CREDITS: 1.5
With the aging population and increased prevalence of periodontal disease, the R.D.H. with periodontal expertise will be an asset to the oral health care community. Postgraduate study in a specialty area could provide the opportunity for graduate dental hygienists to acquire advanced knowledge and skills in order to practice or teach dental hygiene with mastery. Dental and dental hygiene programs could use this program as a model to include advanced periodontal education for the dental hygienist in their curricula. Participants in this lunch and learn will learn about a pilot project at the University of Texas Health Science Center at Houston Dental Branch to further the education of registered dental hygienists; recognize the importance of advancing the periodontal knowledge of the R.D.H.; consider the value of adding a similar program in periodontics to their curricula; and discuss the development of similar types of traineeships for the R.D.H. within the scope of oral care.

15. An Innovative Design Template and a Set of “Intelligent Tools” to Challenge Dental Educators
FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Dr. Anton Gotlieb, Nova Southeastern University
CE CREDITS: 1.5
The learning objectives of this program are to provide the dental school preclinical or clinical instructor with an innovative design template and set of corresponding tools to facilitate the implementation of curricular organization, assessment, and use of an appropriate rubric for teaching units of study that require a focus on understanding. This template is designed to aid the instructor in framing guiding questions that will help dental students develop and reveal their understanding of the principles of Removable Partial Denture (RPD) design by way of explanation, application, perspective, empathy, and self-knowledge by reflection. This design template, with its corresponding tools, is applicable to most facets of the curriculum taught in the preclinical and clinical setting today. The design template in this presentation utilizes a unit on RPD design to demonstrate these teaching tools.

16. Leadership Development for Student Leaders: Getting Started
FOCUS: Instructional Methods and Curriculum
Principal Coordinator: Dr. Kristin Victoroff, Case School of Dental Medicine
Additional Presenters: Mr. Keith Schneider, Case School of Dental Medicine; Ms. Crystal Perry, Case School of Dental Medicine
CE CREDITS: 1.5
Interest in leadership development has blossomed over the last two decades, as evidenced by the growing number of leadership development programs at the national and state level in dentistry and other professions. While national and state level programs in dentistry are vitally important, dental professionals may also benefit from leadership development opportunities at the local level early in their careers. During this lunch and learn, we will discuss the meanings of the word “leadership”; discuss key issues to consider when initiating a leadership development program for student leaders; describe the process we used at Case School of Dental Medicine for needs assessment; share the results of data collection from students and two dental student leaders’ perspectives on why student leadership development is important; describe elements/topics typically included in leadership development programs and common approaches to teaching and learning used in such programs; and discuss resources for further learning.

17. Dealing with Difficult Patients in the Dental School
FOCUS: Teaching Techniques
Principal Coordinator: Dr. Katherine Schrubbe, Marquette University
Lunch and Learn Programs (cont.)

CE CREDITS: 1.5

A significant part of providing high-quality dental care and managing risk in the dental school setting includes dealing with “difficult” patients. This lunch and learn will focus on the types of difficult patients that students may encounter. There will be a discussion related to the implications and expectations of patients who seek care in an educational setting. Finally, the program will work with participants to formulate strategies for dealing with difficult patients in the dental school setting. After the program, participants will be able to understand the importance of providing quality care and managing risk in relation to dealing with and managing difficult patients in the dental school setting; discuss different types of difficult patients; understand common characteristics of difficult patients; and recognize the implications and expectations of patients who seek care in a learning environment.

18. Integration of Dental Hygiene and Dental Students in a Clinical Setting

**FOCUS:** Instructional Methods and Curriculum

**Principal Coordinator:** Prof. Holly Rice, University of Texas Health Science Center at Houston

CE CREDITS: 1.5

If we expect students to perform adequately in the real world, then it is imperative that experiences be offered that simulate private practice. A novel program has been developed at the University of Texas Health Science Center at Houston Dental Branch. The Oral Maintenance and Prevention Rotation is designed to give dental and dental hygiene students the opportunity to provide dental hygiene services in a setting that simulates the private practice team concept. This lunch and learn will prepare the dental/allied educator to design an integrated learning experience for dental and allied dental students to work closely in a team concept approach to providing dental services; recognize or identify scheduling considerations for faculty, students, patients, and staff; identify strategies for the coordination of dental and allied dental faculty instruction; discuss various methods of evaluation; and discuss obstacles that may arise and suggested preventive strategies.

21. Does the Scholarship of Teaching Matter in Promotion and Tenure?

**FOCUS:** Excellence in the Academy

**Principal Coordinators:** Dr. Ted Pate, University of Texas Health Science Center at Houston; Dr. Paula O’Neill, University of Texas Health Science Center at Houston

CE CREDITS: 1.5

This lunch and learn will focus on using the scholarship of teaching and learning to support promotion and tenure processes. Attendees are expected to bring examples of how their schools do or do not support the scholarship of teaching and learning. This conversation will explore examples and strategies of this form of scholarship that can be implemented within their schools to provide value to the promotion and tenure process. Participants will also be encouraged to post their strategies in the ADEA Scholarship of Teaching and Learning Community of Interest to enrich the community at large.

**Tuesday, March 20**

**11:30 a.m.-1:00 p.m.**

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23. Promotion Based on Teaching: The Educator’s Portfolio

**FOCUS: Excellence in the Academy**

*Principal Coordinators:* Dr. Nadeem Karimbux, Harvard School of Dental Medicine; Dr. Ed Hines, Meharry Medical College

**CE CREDITS:** 1.5

The development of an educator’s portfolio is critical for faculty who are serving as clinician-educators. Most academic institutions promote faculty based on research grants and research publications, but there is a movement to promote faculty based on their teaching contributions. The issue facing a promotions committee is how to evaluate outcomes that measure a faculty member’s contributions in the educational realm. This lunch and learn will give attendees the basic tools necessary to document educational activities. Attendees will be required to bring a CV and share it with the group. Publications and sample CVs that highlight how an educator’s portfolio is developed will be distributed. A worksheet will be distributed for educators to further develop their portfolios. Attendees will be asked to return to their own institutions to develop their educator portfolios and to commit to future interactive sessions with the facilitator in the Communities of Interest.

**Tuesday, March 20**

**1:15-2:45 p.m.**

1. The Group Leader/Preceptor Faculty Position: An Underutilized Faculty Recruitment Resource

*FOCUS: Instructional Methods and Curriculum*

*Principal Coordinator:* Dr. Robert Hirsch, University of Minnesota

*fee assessed with registration*
The challenge of recruiting faculty for predoctoral education programs can be a daunting task. The position of group leader/preceptor can open an avenue for practicing general dentists to enter a new challenging career without totally sacrificing their dental practice. These clinical faculty positions can be a natural fit for these practitioners even if they have very little or no formal background in teaching. Discussion in this lunch and learn will include the varied roles this type of faculty plays in different schools; means of helping these faculty be on the same page as far as continuity of information for students; the fit of this type of faculty to comprehensive care clinic programs; the great resource they provide for practical aspects of practice management concepts; and strategies for recruitment.

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**FOCUS: Instructional Methods and Curriculum**

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Additional Presenter: Dr. Laura Romito, Indiana University

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7. Student Application Process and Review: Going Paperless

**FOCUS: Excellence in the Academy**

Principal Coordinator: Prof. Nina Infante, University of Texas Health Science Center at Houston

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8. Multidisciplinary OSCEs: Development, Implementation, and Relationship to National Board II Performance

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**FOCUS: Teaching Techniques**

Principal Coordinators: Prof. Mickey Wener, University of Manitoba; Dr. Dieter Schönwetter, University of Manitoba

CE CREDITS: 1.5

Few factors contribute to the success of a dental appointment experience and its long-term outcome as much as the oral health professional’s communication skills. This session will focus on a patient feedback questionnaire being developed to provide primarily students, but also academics and clinical support staff, with feedback on their communication skills while providing...
Lunch and Learn Programs (cont.)

care for patients on site at the University of Manitoba Faculty of Dentistry clinic. Participating in this research in progress presentation will provide audience members with insights into the importance of communication between oral health practitioners and patients; knowledge of the gaps in literature on this subject; information on how best to evaluate the communication process between dentistry and dental hygiene student practitioners and patients; and the opportunity to network and potentially develop an international research team with the common goal of addressing the research gaps on this subject.

10. How to Succeed in Academia: What You Need to Know

**FOCUS: Excellence in the Academy**

**Principal Coordinator:** Dr. Marylynn Froeschle, University of Nebraska

**CE CREDITS:** 1.5

The purpose of this program is to present an overview of issues influencing academic success and discuss strategies for a rewarding academic career. There will be four areas of focus: creating a professional niche, gaining academic savvy, understanding environmental dynamics, and enhancing organizational/administrative skills. The impact these areas can have on an academic career will be explored. Discussion points will be supplemented with reference material and examples. Participants will be encouraged to share experiences. At the conclusion of this lunch and learn, participants will be able to best utilize their professional expertise and strengths; describe their personal criteria for academic success; understand the academic environment; understand institutional and departmental expectations; and identify components of survival skills for academic advancement.

19. Findings of Review Course for National Board Dental Examination, Part I

**FOCUS: Instructional Methods and Curriculum**

**Principal Coordinator:** Dr. Edward Wright, University of Texas Health Science Center at San Antonio

**CE CREDITS:** 1.5

Junior students at the University of Texas Health Science Center at San Antonio (UTHSCSA) Dental School were given a National Board, Part I, Review Course. After the students took the examination, the class was surveyed, and focus groups were conducted to assess the beneficial and negative aspects of teaching methods (lectures vs. review of old questions), timing in the curriculum, assignment of a school grade for the test score, etc. These findings will be discussed, and participants will be encouraged to discuss their experiences. In this lunch and learn, participants will learn about the UTHSCSA’s National Board Dental Examination, Part I, Review Course; understand what UTHSCSA predoctoral students thought were beneficial and negative aspects of the review and how it could be improved; and learn what other schools are providing their predoctoral students and exchange ideas as to what is helping to improve board performance.

20. Creating a Clinical Performance Assessment System: The Baylor Experience

**FOCUS: Instructional Methods and Curriculum**

**Principal Coordinator:** Dr. Mohsen Taleghani, Baylor College of Dentistry

**CE CREDITS:** 1.5

Clinical faculty are responsible for assessing overall performance of students assigned to their supervision. Methodology for maintaining daily documentation of student clinical as well as nonclinical performance is critical to quality improvement activities in dental education as well as objective evaluation of student competencies. The major advantages of objective assessment strategies are 1) daily data entry that provides instant feedback to students; 2) a centralized data pool instantly available to relevant faculty; 3) development of QA forms that specify student performance areas and clinical steps that need improvement; and 4) enhancement of the teaching environment. At the end of this session, participants will be able to discuss the rationale used in developing assessment forms for nongraded student clinical performance at Baylor; begin development of similar forms for their own institutions; begin sequential implementation procedures at their schools; calibrate their own faculty members; and articulate consensus best practice strategies from schools represented at the session.

24. Successful Mentoring Strategies

**FOCUS: Excellence in the Academy**

**Principal Coordinators:** Dr. Paula Friedman, Boston University; Dr. Paula O’Neill, University of Texas Health Science Center at Houston

**CE CREDITS:** 1.5

The role of mentors and mentoring will be discussed as a vehicle toward professional development and career satisfaction and as a pivot point in assuming leadership roles in dental education. Examples from dental and business literature will support the conversation, as well as contributions from and personal experiences of lunch and learn participants. Participants will be encouraged to post their successful mentoring strategies in the ADEA.
Lunch and Learn Programs (cont.)

Scholarship of Teaching and Learning Community to continue the dialogue after the meeting.

25. Best Practices in Faculty Recruitment and Retention

**FOCUS: Excellence in the Academy**

**Principal Coordinator:** Ms. Sue Sandmeyer, American Dental Education Association

**CE CREDITS:** 1.5

Best practices are the most innovative strategies, approaches, programs, processes, and systems that institutions use to fulfill their missions of teaching, research, and patient care. Attendees are expected to bring one faculty recruitment and retention best practice used at his or her institution to share with others. An assignment after this lunch and learn will be given to keep the collaboration going. Attendees will be encouraged to post at least one faculty recruitment and retention best practice in the ADEA Scholarship of Teaching and Learning Community. This interactive program, during and after the meeting, will highlight strategies that faculty can take back to their schools for possible implementation and add to the body of knowledge of best practices in faculty recruitment and retention.