

ADEA

AMERICAN DENTAL EDUCATION ASSOCIATION

80TH

**ANNUAL
SESSION &
EXPOSITION**

**SAN ANTONIO, TEXAS
MARCH 8-12, 2003**

AMERICAN DENTAL EDUCATION ASSOCIATION (ADEA) 2003
Poster Sessions: Poster Abstracts

Block 3, Tuesday, March 11, 2003
12:00 – 1:30 PM

90. A Clinical Program: Oral Maintenance and Prevention

Bebermeyer, Richard D., *University of Texas Health Science Center at Houston Dental Branch*, **Murphy, Amy B.**, *University of Texas Health Science Center at Houston Dental Branch*, **Valenza, John A.**, *University of Texas Health Science Center at Houston Dental Branch*, **Infante, Nina B.**, *University of Texas Health Science Center at Houston Dental Branch*, **Johnson, Ronald**, *University of Texas Health Science Center at Houston Dental Branch*, **Henshaw, Timothy P.**, *University of Texas Health Science Center at Houston Dental Branch*

The Oral Maintenance and Prevention (OMP) clinic rotation provides opportunity for dental and dental hygiene students to practice together in a simulated private practice environment, while providing maintenance, preventive dentistry, and quality assessments for patients.

In this rotation, students receive simulated private practice experience, including aspects of practice management; the patients receive post-treatment examinations and maintenance care; and the school gains valuable quality assessment information. Each dental student is matched with two dental hygiene students. Each student treats one patient per period; the patient is someone completed care in the dental or dental hygiene program in the last 6-18 months. All patients receive medical history update, examinations, oral hygiene instruction, necessary radiographs, prophylaxis, diagnosis, and treatment planning. Patients with treatment needs are assigned to the dental student who examines them in the OMP clinic. Dental students visit this clinic rotation two times, once in their third year and once in their fourth year. Dental hygiene students visit six times during their last year of education. Evaluation components - all used for quality improvements - include student evaluation of the rotation, patient satisfaction surveys, and quality assessment surveys. Data show students, patients, faculty, and administrators are very satisfied with this new program.

This new clinical experience provides an opportunity for dental and dental hygiene students to collaborate in a simulated private practice environment, while providing maintenance and preventive dentistry for recall patients. Assessment of quality of care allows for solving problems that may occur during past treatment and serves as a source of patients for students.

108. International Collaboration in Dental Education

Bebermeyer, Richard D., *University of Texas Health Science Center at Houston Dental Branch*, **Hobdell, Martin H.**, *University of Texas Health Science Center at Houston Dental Branch*, **Robison, Valerie A.**, *Johns Hopkins University*, **Dao, Quan T.H.**, *Faculty of Odonto- Stomatology, Medical University, Ho Chi Minh City, Vietnam*, **Huynh, Lan A.**, *Faculty of Minh City, Vietnam*

A program in Dental Public Health was established at the request of the Faculty of Odonto-Stomatology, Medical University, Ho Chi Minh City, Vietnam for dental faculty and government dental officers to improve the management of community dental programs for the underserved. Significance: International collaboration in dental education, involving a consortium of dental schools, enhanced local capacity for Dental Public Health education and the management of public dental programs. Key Features: The curriculum was developed in collaboration with the faculty in Vietnam to fit their requirements in terms of content and university regulations. It was designed to draw on the academic strengths of existing faculty in Vietnam and the Southeast Asian Region, including local medical school faculty and others from dental schools in Thailand and Hong Kong. Students studied for four months full-time, during a two-year period. Eleven core courses, supplemented with shorter electives, were taught. Teaching methods involved seminars, problem-based learning cases facilitated by local faculty, and field work. The program received vital support and sponsorship from the University of Texas Health Science Center at Houston (UTHSCH), the International College of Dentists (USA Section), and the American Dental Association Dentistry Overseas Committee of Health Volunteers Overseas. Evaluation and Results: The program concludes in fall of 2002. Evaluations by students, faculty, and administrators show that the goals are being achieved and participants are satisfied. Analysis shows that this has been a cost-effective program.

With support from the UTHSCH in collaboration with other universities and dental organizations, an advanced diploma/masters in Dental Public Health program was established in a distant developing nation. The establishment of similar partnerships may be advantageous to the development of dental educational institutions in other nations.

**Block 4, Tuesday, March 11, 2003
2:30 – 4:00 PM**

140. A Multicultural Audit of Dental Hygiene Students

Henson, Harold, *University of Texas Dental Branch at Houston*, **Warren, Donna**, *University of Texas Dental Branch at Houston*, **O’Neill, Paula N.**, *University of Texas Dental Branch at Houston*, **Turner, Stewart**, *University of Texas Dental Branch at Houston*

Purpose: To conduct an assessment of the current environment at the University of Texas Dental Branch at Houston School of Dental Hygiene to determine whether there were issues related to cultural diversity that needed to be addressed, to make recommendations for change, and ultimately to implement strategies to facilitate the necessary changes.

The University of Texas Dental Branch at Houston (DB) is aware that it is a school whose culture is shaped by the diverse members of the organization. Because of the diversity of the DB, the administration wanted to assure itself that its members were striving for equal opportunity in an environment supportive of that effort. An Ad Hoc Committee on Cultural Diversity was formed in late 1999 whose members reflected the diversity of the school. The committee reviewed the literature, conducted focus groups with each target audience, and then constructed survey instruments for each audience. The survey instruments developed were based upon one from the University of Michigan School of Dentistry, which gave permission to use and/or modify their survey. Each instrument was sent to the Committee for the Protection of Human Subjects for approval. This report focuses only on the assessment that was administered to all Dental Hygiene students (N=74). Ninety-one percent of the students responded to the survey. Of those, 71% first-year and 81% second-year students strongly agreed or agreed that the DB had an honest interest in diversity. Students (92% first year/60% second year) also strongly agreed/agreed that faculty equally encouraged them to pursue career development independent of their gender or ethnic background, and 94% of first-year and 66% of second-year students strongly agreed/ agreed that faculty encouraged them to pursue career development independent of their sexual orientation. Forty-four percent of first- year and 69% of second-year students strongly agreed/agreed that their advisors addressed cultural differences appropriately. And 59% of first-year and 63% of second-year students strongly agreed or agreed that the curriculum prepared them to work with patients of different ethnic/racial groups.

Results of the survey indicate that students felt comfortable for the most part about their cultural awareness and their abilities to handle cultural differences. However, students also expressed concern about their abilities to work with patients of different ethnic groups as well as patients whose first language was not English.

ADEA

TechnoFair and Expo: Abstracts of Presentations and Demonstrations

Tuesday, March 11, 2003

8:30 AM – 10:00 AM

Technology Demonstrations will occur via table-top displays (e-table clinics) to individuals or small groups in an exhibition style setting. Final schedule subject to change based on Educational Software Competition Finalist selections. Table assignments are subject to change so please check back on the Technofair 2003 Website and/or the printed program the day of the event for final table assignments.

Table #	Presenter	Title
8	Levine, Alan	Meeting Multiple Learning Styles through PowerPoint and WWW Lessons in a Dental Biochemistry Course

13. Diagnosis of Oral Lesions Using the Bayesian Network Decision Support Model

Chen, Jung-Wei, *University of Texas Health Science Center at Houston, Dental Branch*, **Flaitz, Catherine**, *University of Texas Health Science Center at Houston, Dental Branch*, **Xing, Yan**, *University of Texas Health Science Center at Houston*, **Wang, Yue**, *University of Texas Health Science Center at Houston*, **Yang, Lan**, *University of Texas Health Science Center at Houston*

Purpose: The purposes of this project are to demonstrate the Bayesian Network decision support model for differential diagnosis of oral lesions and to evaluate the accuracy of the model.

A Bayesian network (BN) is a graphical model that encodes probabilistic relationships among variables of interest. Due to its capability of handling uncertainty, it has been widely used in medical decision-making, risk assessment, and triage of patients. The purpose of this project is to demonstrate the BN decision support model for differential diagnosis of oral lesions and to evaluate the accuracy of the model. This differential diagnosis BN model is intended for educational use as a quick reference and interactive training tool for inexperienced dental students. In our BN design, oral soft tissue enlargements were categorized according to signs and symptoms, causative factors, growth rate, and location. Representative oral lesions were selected for this pilot study to demonstrate the diagnostic probability capability of this tool. Thirty clinical cases with patient histories and clinical photographs were evaluated. The primary working diagnosis matched the BN result for first ranking in 43% of the cases; second ranking in 10%; and third ranking in 17%. The BN model selected the correct diagnosis within the top three choices in 70% of the cases for an average ranking of 2.56. This BN decision support model has merit for teaching differential diagnosis to the novice. Refinement of the clinical characteristics of the lesions is needed for improving the probability of arriving at the correct diagnosis.

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OPENING CEREMONY AND PLENARY SESSION 11:00 AM – 12:30 PM

Sunday, March 89, 2003

ADEA Procter & Gamble Company Crest Dental Hygiene Teaching Excellence

AWARD

Recipient: Donna Warren, RDH, BS, MEd, Assistant Professor, Department of Dental Public Health and Dental Hygiene

2003-2004 ADEA/John O. Butler Company/Harry W. Bruce Jr. Legislative Fellowship

Recipient: Shelia Koh, DDS, Associate Professor, Department of Restorative Dentistry and Biomaterials

Journal of Dental Education 2002 Outstanding Manuscript Awards

Recipient: Anne Wiltshire, BDS, former Dental Public Health Resident, The University of Texas Health Science Center

ADEA

Faculty Development Workshops

Saturday, March 8

9:00 a.m. - 12:00 noon

#2 Quality Assurance and Institutional Information Management: Collaboration Among Three Dental Schools*

Principal Coordinator: Dr. Robert Cederberg, Baylor College of Dentistry, A Member of the Texas A&M University Health Science Center *Presenters:* Dr. Thomas Hasegawa, Baylor College of Dentistry, A Member of the Texas A&M University Health Science Center; **Dr. John Valenza, University of Texas Health Science Center at Houston Dental Branch;** Dr. William Dodge, University of Texas Health Science Center at San Antonio Dental School; and Dr. Lloyd A. George, Director of Quality Assurance at the University of Texas at Houston Dental Branch

Cooperation and collaboration among dental schools allow the schools to share information on how to manage clinic information so that the proverbial "wheel" need not be reinvented each time. The objectives of this workshop are:

- To compare and contrast Quality Assurance Programs (QAPs) at three dental schools;
- To outline how collaboration among these schools has helped to improve the educational programs at each school;
- To update and discuss each schools' response to HIPAA guidelines; and
- To review QA indices used in each of the three QAPs and allow participants to audit and critique three QA scenarios.

In small-group sessions, participants will audit three QA scenarios, followed by group reports and discussion. This workshop is important for all ADEA members with any oversight of patient treatment, especially those involved in the management of patient information.

Sunday, March 9

2:00 p.m. - 5:00 p.m.

#11 How to Write Problem-Based Learning (PBL) Cases: Integrating Behavioral, Clinical, and Basic Sciences*

Principal Coordinator: **Dr. Deborah Franklin**, University of Texas Health Science Center Dental Branch at Houston

Presenters: **Dr. Deborah Franklin; Dr. Paula O'Neill**, University of Texas Health Science Center-Houston Dental Branch

Workshop Category: Beginner

The objectives of the workshop are for participants to learn how to:

- Describe the teaching methodology of PBL;
- Write effective PBL cases; and
- Integrate behavioral, basic, and clinical sciences in PBL cases.

The workshop will begin with a description of the PBL process and continue with the advantages of using PBL with adult learners such as dental students, including contextualization of the content to be taught and promotion of critical thinking skills. Also included will be information on the logistics of the PBL process, the role of the student and the role of the facilitator, and methods of evaluation of the student, facilitator, and

process. The next segment will focus on how to write the PBL case, including writing objectives, hypothesis testing, using real vs. composite patients, using narrative vs. dialogue, weaving multiple content areas into the case, and a review of the elements of writing style. Presenters will individually assist participants in writing a PBL case. Participants should bring an outline or list of objectives that they would like to incorporate into a PBL case. This workshop, as there will be multiple opportunities for participants to be actively involved in case writing and in the PBL process.

This workshop focuses on a teaching methodology that will help faculty members present their content areas in the context of dental patient management and to integrate their content areas with behavioral, basic, and clinical sciences.

SECTION PROGRAM MEETINGS

Tuesday, March 11, 2003

1:00 – 2:30 PM

Minority Affairs Section Program

“Quid Pro Quo”—Stronger Alliances: A Sustainable Recruitment Effort

Panel Moderator: Dr. Cleverick D. Johnson

Panelists: David Emmers, George Bluespruce, Tyronne Rodriquez (D3-UTDB), Dr. Phil Pierpont

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