HANDS-ON WORKSHOPS

Hands-on Workshops (HOW) will take place at the ExCeL London Convention Center. Registrations will be processed on a first-come, first-served basis.

For workshops that have limited attendance and/or a fee associated, if you register in advance, a ticket will be printed on your name badge sheet. If a session fills up, you can request to be placed on a waiting list. Individuals on the waiting list are encouraged to arrive at the applicable session at the meeting in case there are attendees who do not show up; entry will be facilitated by the Organizer. **Workshops with a fee associated having pricing listed in U.S. Dollars, inclusive of 20% UK Value Added Tax (VAT).**

More information including speakers/descriptions will be available when the online Scientific Program is released in late May 2018.

**WEDNESDAY, JULY 25, 2018**
9:30 A.M. – 11 A.M.

**HOW #1: Working in Partnership to Transform Lives and Address Health Inequalities**

**Organizer(s):** Jennifer Gallagher (King’s College London, England)

**Sponsoring Group/Network:** Global Oral Health Inequalities Research Network, Behavioral, Epidemiologic, and Health Services Research

**Description:** Globally all countries are seeking creative collaborative solutions to promoting health and addressing health inequalities. The UN High-Level Commission on Health Employment and Economic Growth (2016) in its transformative health agenda stated that the "workforce should be geared towards: a multi-disciplinary approach, social determinants of health, health promotion, disease prevention, primary care and people centred, community-based services".

This workshop will draw on the expertise of leaders working at global/national, community and individual levels and present the evidence on partnerships for health. This will provide a platform for debate and discussion on the role of partnerships in addressing oral health inequalities. National partnerships play a role in shared learning at a global level, with evidence that high income countries can learn about health and health services from poorer countries and vice versa.

At community level, a partnership approach provides a framework for communities and local organisations to work together to improve health and well-being, build resilience and reduce inequalities. The approach, based on
the principles of co-production, engages the most disadvantaged communities and empowers people to build capacity for health, well-being and resilience; engage, shape and take action on specific health and well-being needs and issues. Examples from the “Well London” programme which has worked in thirty of the most disadvantaged neighbourhoods across London over the past decade will be examined.

Health Coaching is emerging as part of an effective translational tool to empower and support individual behavioural change and its deployment to address non-communicable diseases [NCDs] in a Low /Middle Income [LIMC] setting will be explored.

WEDNESDAY, JULY 25, 2018
11:15 A.M. – 12:45 P.M.

HOW #2: Presenting and Interpreting Evidence for a Global Dental Ecosystem  
**Organizer(s):** Jan Clarkson (University of Dundee, Scotland, UK); Analia Keenan (New York University, USA)  
**Sponsoring Group/Network:** Evidence-based Dentistry Network

**Description:** An evidence ecosystem involves collaboration between those involved in the funding, generation, synthesis, publication, dissemination, and implementation of applied clinical research. This workshop provides the opportunity for those included in the evidence ecosystem to openly discuss issues in the presentation and interpretation of research findings. It will also explore ways in which stakeholders can work more closely to progress the uptake of high quality, impartial research evidence.

An extended practical session will follow presentations, where attendees will have the opportunity to apply the principles delivered in the presentations. Specifically, attendees will be asked to:
- Examine how information is presented in systematic reviews;
- Use information from a systematic review and Summary of Findings tables with real-world scenarios and consider how to proceed in the face of the evidence of benefits and harms presented; and
- Consider the advantages and disadvantages of presenting key results of a systematic review in different formats, e.g. evidence summaries, infographics, and podcasts.

The session will end with an open discussion of how key stakeholders can work together to ensure that research evidence is presented, interpreted and disseminated in ways that enhance clinical care.

WEDNESDAY, JULY 25, 2018
11:15 A.M. – 12:45 P.M.

HOW #3: Uses of Bone Anchorage in Orthodontics  
**Organizer(s):** Maria Cadenas de Llano Pérula (KU Leuven University, Belgium); Guy Willems (KU Leuven University, Belgium)  
**Sponsoring Group/Network:** Orthodontics Research

**Description:** A number of clinical studies and systematic reviews have been published in the last years concerning the use of skeletal anchorage in orthodontics. This workshop intends to review the results of the recent research particularly focusing on the following topics: success rates of temporary anchorage devices in
orthodontics, main reasons for failure, anatomic considerations for implant placement, orthopedic and dental effects, orthodontic biomechanics when using bone anchorage, bone borne vs tooth borne palatal expansion, bone borne vs tooth borne molar distalization.

The session has been organized with experts in the field aiming to improve the knowledge of the attendants on the previously described points by analyzing the available scientific evidence. By the end of the workshop, the attendants should be able to select the location and type of anchorage depending on the treatment goals, know the orthopedic and orthodontic possibilities of bone anchorage, be familiar with the recent evidence surrounding skeletally supported palatal expansion and distalization and be aware of the failure rates and possible side effects of bone anchorage, such as periodontal damage or root resorption.

**WEDNESDAY, JULY 25, 2018**

**1:30 P.M. – 3 P.M.**

**HOW #4: ‘GoT: Game of Training’ – Enable Trainees/Researchers to Achieve Their Potential**

**Organizer(s):** Leona Walsh (Cardiff University, Wales, UK)

**Sponsoring Group/Network:** Network for Practice -based Research, Behavioral, Epidemiologic, and Health Services Research, Education Research

(Attendance limited to 50 people, must register to attend. Fee: $30)

**Description:** Progression through postgraduate (and undergraduate) training is challenging. Research shows that complex factors can affect trainees’/residents’/researchers’ ability to complete a training/research programme (Zbieranowski et al 2013; Long 2009; Cox 2006; Reamy & Harman 2006). To maximise attainment, issues of concern and remediation plans need to be established early.

Evidence suggests that developing educators’ knowledge in supporting trainees enhances positive outcomes following remediation (Steinert 2013, Kilminster & Jolly 2000). The Wales Deanery, Cardiff University/UK, have developed and evaluated an innovative and interactive faculty development hands-on game-workshop to enhance skills in supporting trainees. This unique delivery by experienced educators allows participants to work through a variety of challenges that may adversely affect a trainee’s progression throughout the training continuum, focussing on effective support, through early recognition and remediation. This area of educational research is vital to ensure appropriate support for future clinicians and/or researchers. It is achieved through an interactive exciting ‘board game’ with a lay-out similar to the monopoly board game.

This interactive workshop aims to generate debate around trainee progression, introduce new strategies and share evidenced-based practice to aid remediation. Participants will have an opportunity, by ‘playing-the- game’ to discuss resources available to resolve the challenges. They will receive a brief evidence-informed introduction on managing trainees’ support needs and relevant support strategies.

Participants will be informed about measurement of the effectiveness of this interactive process and through the final plenary session contribute to open debate on measuring effectiveness and success when dealing with trainees/researchers in difficulty.
The target audience can include educators (and students/trainees) across the continuum of student/trainee progression including clinical and research programmes. Delegates will take ideas and evidence back to apply to their programmes to minimise trainee attrition.

Anecdotally, through our interactive study days to date, we also notice a change in attitudes towards trainee support mechanisms and remediation from the large variety of medical and dental specialties, where it is clear that trainers have attended training and taken aboard the non-punitive nature of support. This interactive board-game would be equally valuable tool for a large number of different healthcare professionals taking part together.

WEDNESDAY, JULY 25, 2018
3:15 P.M. – 4:45 P.M.

HOW #5: Teaching is Learning Twice; Peer Assisted Learning in Dental Education
Organizer(s): Hanan Omar (International Medical University, Kuala Lumpur, Malaysia)
Sponsoring Group/Network: Education Research
Supported by: International Medical University, School of Dentistry

Description: Peer assisted learning (PAL) has occurred informally in health profession education. The benefits of formal PAL are well documented in literature, with positive impact on competencies, attitude, stakeholder engagement and resource management. PAL’s success is attributed to many factors including faculty support, instructional design, learning space, roles of the peer leader and group size. Well-structured PAL activities promote higher-order cognitive skills, foster collaboration, contributing to the transition from passive to active, engaged and reflective learners. This workshop will start by discussing the evidence behind PAL in health profession education and dental education and an interactive overview of the theoretical framework, learning models and various implementation examples of PAL. This will be followed by discussion of the role of stakeholders in enriching the PAL experience. Participants will be divided into small groups to identify, develop and suggest implementation strategies for PAL activities contextual to their needs. Discussions addressing the challenges in sustaining and evaluating PAL will follow. The use of technology-enhanced learning as a vehicle for enhancing peer assisted learning (PAL) will be addressed. The speakers will share their experience in engaging dental students in various PAL activities and the outcomes obtained.

THURSDAY, JULY 26, 2018
8 A.M. – 9:30 A.M.

HOW #6: Qualitative Evidence Synthesis – Why & How?
Organizer(s): Rebecca Wassall (Newcastle University, UK)
Sponsoring Group/Network: Geriatric Oral Research, Evidence-based Dentistry Network

Description: Evidence based practice involves the use of the “best external evidence” to inform clinical decision making. The published evidence used to underpin clinical guidelines is almost exclusively quantitative. However, evidence based dentistry for older people should also take account of patients’ views, preferences and priorities.
A qualitative evidence synthesis of relevant studies can provide specific information about the many issues that need to be taken into account. Although there are many hundreds of published qualitative evidence syntheses that can be used for clinical guidelines, there are relatively few available for dentistry.

HOW #7: Roadmap to Assessing Professionalism in Clinical Setting
Organizer(s): Liang Lin Seow (International Medical University, Bukit Jalil, Malaysia)
Sponsoring Group/Network: Education Research
Supported by: International Medical University

Description: Professionalism is a broad competency needed by healthcare workers to act effectively and efficiently and should be seen as a central part of both undergraduate and postgraduate curricula. Professionalism has been listed as one of the accreditation standards for Dental Education Program by the Commission on Dental Accreditation. Good communication skills, sound clinical knowledge and skills and sound understanding of ethics constitute the foundation of professionalism. Patients, medical/dental societies, and accrediting organizations expect the practitioners to be professional. Furthermore, professionalism is associated with better clinical outcomes. Therefore, medical/dental learners and practicing physicians should be taught and assessed for professionalism. Assessment is vital in education to assess progress and direct future learning. A number of methods can be used to teach professionalism (e.g. didactic lectures, web-based modules, role modeling, reflection, interactive methods, etc.). Because of the nature of professionalism, no single tool for assessing it exists. In the literature various assessment tools have been used in assessing professionalism in healthcare education eg. written assessment, competency-based assessment, performance based assessment, portfolio, critical incident reports etc.

This workshop will be divided into 3 parts: (i) Interactive discussion on aspects and dimensions of professionalism, including examples of unprofessional behaviors of students (ii) The organizer will also share the experience of implementing work-based system with direct observation of the students. Participants will be divided into small groups and analyze various tools that have been used in the literature in assessing professionalism and present their findings, (iii) Participants will draw up implementation strategies for assessing professionalism in their own educational programme.

THURSDAY, JULY 26, 2018
9:45 A.M. – 11:15 A.M.

HOW #13: Addressing the Gap in Evidence for Marginalised Groups
Organizer(s): Janine Owens (University of Sheffield, United Kingdom)
Sponsoring Group/Network: Evidence-based Dentistry Network, Behavioral, Epidemiologic, and Health Services Research

Description: Current oral health research for marginalised groups may be said to possess an entirely clinical focus because there is a lack of user involvement. For example, their needs are often neglected in clinical trials and reviews of effectiveness. Evidence suggests that marginalised adults and children and particularly those with intellectual disabilities are frequently treated like objects of care, rather than people and partners in care. Marginalised groups may be said to be at risk and viewed as vulnerable and in need of protecting. This includes ethical issues around consent and capacity. Traditionally, we have protected people perceived as vulnerable by excluding them from research. This leaves us with a gap and a dilemma because how can we develop an evidence
base when groups are explicitly excluded where consent might be problematic, populations are hard to reach and medical vulnerabilities may provide challenges? Research methods currently used in dentistry often fail to be inclusive and engender participation by the people for whom the research may be said to benefit. If we are committed to providing an evidence base and simultaneously treating marginalised groups with dignity and respect then we need to find ways of including them in their oral health care. For this workshop we intend to assist participants in developing and guiding thinking, through discussion and hands-on exercises, about the areas that need to be addressed for marginalised groups of their choice using up to date research and case studies, simultaneously developing participant’s skills as researchers.

THURSDAY, JULY 26, 2018
12:45 P.M. – 2 P.M.

HOW #10: Meet-a-Mentor Lunch for New Investigators
Organizer(s): International Association for Dental Research
Sponsored by: Colgate-Palmolive Company
(Attendance limited to 80 people, must register to attend. Fee: $30 USD)

Description: The Meet-a-Mentor luncheon session format is designed to enhance the learning experience for new investigators. This is an opportunity for all new investigators to network with noted mentors in specific research fields. Senior scientists, who are also past recipients of the IADR Distinguished Scientist Award and/or past Mentor Awardees, will lead motivational and realistic discussions about the paths they took during their academic careers.

Ten lunch tables will be organized by research topic or career pathway and one mentor will be assigned to each table. When registering, participants to not need to select a specific table and are free to move among topics/tables during the session.

THURSDAY, JULY 26, 2018
2:15 P.M. – 3:45 P.M.

HOW #8: Priming Women for Success in Dental Research
Organizer(s): Flavia Teles (University of Pennsylvania, Philadelphia, USA); Tamanna Tiwari (University of Colorado, Aurora, USA)
Sponsoring Group/Network: Women in Science Network
(Attendance limited to 70 people, must register to attend. Fee: $24)

Description: In the past 30 years, the percentage of females in dentistry increased significantly. According to the ADA, women constituted only 3% of dentists in 1982. This percentage increased to 22% in 2004, and is projected to reach 30% by 2020. In addition, women enrolled in dental schools and in advanced dental education programs increased from 25% percent in 1985 to 44% in 2005 and from 30% in 1995 to 39% in 2007, respectively.

Although women are more likely than men to choose academic careers and to remain in dental education for the long term, the career of women in academic dentistry does not progress at the same rate as that of their male counterparts.
Research-intensive dental academic institutions regard research, publications and grants as the main factors considered for faculty promotion and tenure. Therefore, women should be proactive in ensuring that they have the conditions they need and a career plan in place to start and move up in the academic ladder.

The objective of this hands-on workshop will be to train women researchers in different elements of career development important for progress in their careers. The introduction to the workshop will be conducted by two speakers, who will provide evidence of the gender gaps in current dental research and academics in several countries. The attendees will be then distributed into small groups led by 1-2 recognized tenured research faculty, for a hands-on assessment of “dos and don’ts” of preparation of CVs, Letters of Recommendations (LOR), presentations, interviews and a 5-year career plan. In addition, the table leaders will address essential negotiation strategies as they pertain to compensation, development, and promotion. Then, the table leaders will participate in a 20 minute open discussion to address open-ended questions.

FRIDAY, JULY 27, 2018
8 A.M. – 9:30 A.M.

HOW #9: Implementing an Integrated Approach to the Measurement of Oral Health
Organizer(s): David Williams (Queen Mary University of London, UK); Michael Glick (University of Buffalo, New York, USA)
Sponsoring Group/Network: Global Oral Health Inequalities Research Network, Behavioral, Epidemiologic, and Health Services Research

Description: The IADR-GOHIRA call for action to reduce oral health inequalities prioritised the development “in partnership with evidence-based medicine and dentistry organizations, of a knowledge base that uses a standard set of reporting criteria”. In response, the World Dental Federation (FDI) and the International Consortium for Health Outcomes Measurement (ICHOM) have collaborated to develop a standard minimum dataset to measure oral health across the life course for common, preventable conditions that researchers, healthcare providers and policy-makers can implement reliably and reproducibly. The domains included in the measurement of oral health were determined by an expert Working Group of 22 members from the global oral health research community, with public/patient representation, using a modified Delphi process.

The aim of this Hands-on-Workshop is to develop the strategy to translate the FDI-ICHOM instrument for the measurement of oral health, from concept to implementation and adoption at scale, and to explore research applications. The workshop comprises three keynote presentations followed by work in three breakout groups that will focus on: taking the project from concept to implementation at scale; the use of the instrument in the development of value-based oral healthcare; and the practicalities of using the dataset across disciplines, from day-to-day clinical practice to epidemiological research, including research designed specifically to evaluate whether it can be used as a tool to reduce inequalities.

In a final plenary discussion, a framework will be developed for the implementation phase of the project, focusing on intersectoral research collaboration between IADR, FDI and ICHOM.
FRIDAY, JULY 27, 2018
2 P.M. – 3:30 P.M.

HOW #11: Towards an International Working Definition for Quality of Oral Health Care
Organizer(s): Stefan Listl (Radboud University, Heidelberg, Germany); Elsbeth Kalenderian (University of California, San Francisco, USA)
(Attendance limited to 50 people, must register to attend.)

Sponsoring Group/Network: Network for Practice -based Research, Behavioral, Epidemiologic, and Health Services Research, Evidence-based Dentistry Network

Description: To facilitate quality improvements in oral health care, there is a continuing need to establish and implement more harmonized measures reflecting the processes and outcomes associated with dental care. Yet, there is no internationally consented definition for quality of oral health care. The purpose of this workshop is therefore to establish a working definition for quality of oral health care. Leaning on the conceptual framework for quality of care of the Institute of Medicine (IOM) and state-of-the-art World Café methodology, the session is structured as follows:

1. Conceptualizing quality of care: framework of the Institute of Medicine
2. World Café breakout groups - six moderated tables, whereby each table discusses a cluster of topics, participants change tables after each round, and every participant discusses each cluster of topics once; the topic clusters are: (a) safety, (b) effectiveness, (c) person-centeredness, (d) timeliness, (e) efficiency, and (f) equity
3. Outlook @ e-voting: summary of hands-on workshop and next steps

The workshop will identify items for quality of oral health care whose relevance will be voted upon by workshop participants who will be invited to participate in an electronic survey. This will allow us to establish a working definition for quality of oral health care which can facilitate further conversations and activities aiming at quality improvement in oral health care.

SATURDAY, JULY 28, 2018
8 A.M. – 9:30 A.M.

HOW #12: Reality Bytes: Are We Unfollowing Dental Professionalism on Social Media?
Organizer(s): Alison Patrick (University of Sheffield, United Kingdom)
Sponsoring Group/Network: Behavioral, Epidemiologic, and Health Services Research

Description: Social media has created a new communication channel changing human relationships. When human relationships change, relations between providers and patients change and with them traditional professional boundaries. The use of social media in dentistry introduces new questions about the scope of professional regulation and where the proper division between professional life and private life should be drawn. Currently for some regulatory bodies, the response to social media use has been to regulate heavily, drawing little distinction between a dental professional's private life and their professional practice or indeed professional principles and personal morality.
Justifications for such heavy regulation often centre on bringing the ‘profession into disrepute’ and worries about damage to the social acceptability of dentistry as a profession. This contributes to concerns relating to loss of trust and damaging the social contract. However, despite the inclusion of dental professionals’ private lives in professional regulation, there has been little analysis or agreement on the parameters of what amounts to reputationally damaging behavior in social media. If we are to regulate professional and private behavior on social media, relying on claims breach of trust and professional reputation, greater specificity and better justification is needed.

This session will stimulate reflection and debate on the impact of social media on the dental profession. This event will bring together academics in the fields of dentistry, ethics, law and sociology in order to scope out the parameters of current research on this topic. The diversity of the speakers will make for a multidisciplinary session that should prove to be both provoking and insightful.

SATURDAY, JULY 28, 2018
8 A.M. – 4 P.M.

HOW #14: DC/TMD: Clinical Examination and Axis II Assessment
Organizer(s): Michail Koutris (Academic Centre for Dentistry Amsterdam, Netherlands)
Sponsoring Group/Network: International Network for Orofacial Pain and Related Disorders
Methodology
(Attendance limited to 80 people, must register to attend. Fee: $360)

Description: This hand-on workshop will demonstrate and allow participants to practice the DC/TMD clinical examination and Axis II in English. The Diagnostic Criteria for Temporomandibular Disorders (DC/TMD) is a validated classification system for the commonest TMDs. The DC/TMD is developed and recommended for both research and clinical purposes. It has been introduced in 2014 and has been implemented worldwide. Currently, numerous translations of the entire protocol are either completed or in process. The DC/TMD protocol includes instruments for the clinical assessment of the patients (Axis I) together with instruments assessing self-reported symptoms and the psychosocial aspects of the patients (Axis II). In order to use the DC/TMD protocol the researcher/clinician is required to get familiar with the procedure through self-study of the available material and the accompanied video which explains in details the clinical examination procedure. Moreover, a thorough calibration session is also recommended for reliable and valid outcomes of the patients’ assessment. The purpose of the present HOW is to provide participants with the theoretical information of Axis I and II assessment tools, demonstrate the entire protocol, and get participants practice with each other in an interactive way. Only limited number of participants can take place in order to reassure the interactive character of the HOW.