



## **IADR/LAR General Session with WCPD HANDS-ON WORKSHOPS**

Hands-on Workshops (HOW) will take place at the Agora 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. Individuals on the waiting list are encouraged to arrive at the applicable session at the meeting case there are attendees who do not show up; entry will be facilitated by the Organizer.

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**HOW #1:** Meet-a-Mentor Networking Session for New Investigators

**Organizer(s):** IADR Global Headquarters

**Sponsoring Group/Network(s):** International Association for Dental Research (IADR)

**Description:** The Meet-a-Mentor Networking 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 will lead motivational and realistic discussions about the paths they took during their academic careers.

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

**Attendance Limit:** 72

**Cost:** \$30

**HOW #2:** Diversity, Equality, Inclusion and Belonging (DEIB) in Dental Education Research

**Organizer(s):** Jonathan San Diego (King's College London, England, UK)

**Sponsoring Group/Network(s):** Education Research

**Description:** This workshop is designed to promote an interactive discussion, a call to action, and a commitment from the research community to become more active partners as it relates to improving diversity, equity, inclusion, and belonging (DEIB) challenges and issues in dental education research. Invited leading scholars and researchers will explore the current state and also identify emerging practices to further DEIB. In order to enhance the quality of research and innovation, DEIB approaches that minimize and reduce biases must be upheld in areas involving publication, research support, and research funding. Additionally, strategies must be designed and undertaken to address the following key areas: decolonizing the curriculum, inclusive education, cultural competence, creating a humanistic environment, racism, structural

competency, inclusive and equitable recruitment and admissions practices, and gender equality. This also includes more inclusive representation in the sciences and dental research.

In this workshop, participants will outline, identify, and discuss DEIB issues and theoretical frameworks, and best practices for advancing DEIB impacting dental research and education, including their related implications. Additionally, they will take part in short vignettes and mini-case study scenarios, in dental research and education. Participants will further engage in discussions regarding how strategies can be used and adapted based on organizational cultures to move agendas forward related to DEIB topics. This includes assessing needs, identifying guiding principles and goals, and designing innovative strategies in dental education and research to address DEIB training needs, identify and propose guiding principles for related education research, fill knowledge gaps, and determine resources.

### **HOW #3: Enhancing Educational Research Projects**

**Organizer(s):** Samantha Byrne (University of Melbourne, Victoria, Australia); Michael Botelho (University of Hong Kong, Hong Kong); Barry Quinn (University of Liverpool, UK)

**Sponsoring Group/Network(s):** Education Research, Behavioral, Epidemiologic, and Health Services Research

**Description:** This workshop is designed to guide participants through the process of designing their own education research project with a robust strategy to enhance outcome quality. Following engagement with pre-workshop materials, participants are invited to bring an education problem they currently face to the workshop. A list of nine provocations will be employed to enable participants to consider aspects of education research project design including how the research is positioned within established research paradigms, education theories, frameworks and pedagogies informing the research, and ethical considerations of the research. Participants will explore qualitative and quantitative methods in education research. Participants will discuss their research with one another and will leave the workshop with an enhanced research plan.

### **HOW #4: Supporting Dental Patients with Special Health Care Needs**

**Organizer(s):** Carilynne Yarascavitch (University of Toronto, Ontario, Canada)

**Sponsoring Group/Network(s):** Dental Anesthesiology and Special Care Research, Oral Health Research Group, Pediatric Oral Health Research Group, Prosthodontics Group

**Description:** Patients who require special care may have intellectual, physical, or mixed disabilities as well as complex systemic health concerns that create unique challenges for providing dentistry. Support provided may be non-pharmacological in nature, such as behavioral support, and also pharmacological, including local anesthesia and/or sedation. This multi-national interdisciplinary workshop will consist of presentations from experts with audience participation during facilitated case-based discussion. The session will begin with a pre-workshop knowledge reflection by participants (5 minutes) followed by a mini-lecture by experts to introduce the topic (10 minutes). Interactive case presentations (60 minutes) will use online polling to engage participants in decision-making before revealing how the pediatric or adult patient care was achieved, with discussion throughout. The session will close with a wrap-up mini-lecture reviewing clinical and research implications and a final opportunity to ask additional questions (10 minutes). A summary of take-home messages will be provided by the speakers

prior to completion of a post-workshop knowledge reflection by participants (5 minutes). This session will provide inspiration for learners early in their dental career and engage and challenge paradigms of care for established providers. Attendees should bring a wifi enabled personal device to participate in online polling.

**HOW #5:** Facilitating Behavioral Change. A Step-by-Step Approach

**Organizer(s):** Arnaldo Perez (University of Alberta, Edmonton, Canada); Maryam Amin (University of Alberta, Edmonton, Canada)

**Sponsoring Group/Network(s):** Education Research

**Description:** Behaviors play an important role in dental education and clinical practice, including screening, prevention, and management of oral diseases. Changing oral health behaviors is possible but challenging as behaviors are usually determined by many factors at different levels (e.g., individual, family, community). Research has shown that most interventions fail to change behaviors because they are not data driven and theoretically informed, so that what needs to be changed and how is largely assumed as opposed to assessed. Current approaches to facilitate behavioral change suggest that facilitators, including care providers, should engage in the following steps: (1) recognizing a health issue caused by behavioral factors, (2) defining a target behavior, (3) identifying behavioral determinants, (4) selecting and applying proper behavioral change techniques, and (5) evaluating the impact of the behavioral intervention. Participants in this workshop will have the opportunity to learn and practice the actions involved in each step through situations and scenarios similar to those they encounter in clinical practice. Despite the importance of behavioral change to provide patient-centered care and prevent and manage oral health diseases, this content is insufficiently covered in dental programs and continuing dental education courses.