LOL — Learn Out Loud!
Turning Up the Volume to
Engage Predoctoral Students in
Periodontology

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“The Sexy Side of Perio”
How To Engage Millenial Predoctoral Students in Periodontology

**THE GREAT DIVIDE**

**WORKPLACE PERCEPTIONS THAT MILLENNIALS NEED TO RISE ABOVE**

**HOW MILLENNIALS DESCRIBE THEMSELVES**
- People-savvy: 65%
- Tech-savvy: 35%
- Loyal to their employers: 82%
- Fun-loving: 14%
- Hard working: 86%

**HOW HR PROFESSIONALS DESCRIBE MILLENNIALS**
- People-savvy: 14%
- Tech-savvy: 86%
- Loyal to their employers: 1%
- Fun-loving: 39%
- Hard working: 11%
How To Engage Millenial Predoctoral Students in Periodontology

- #selfie
- #alwaysconnected
- #adhd #millenials
- Community Outreach/Socially Conscious
- Work Life Balance
- Diverse
Challenges in Predoctoral Engagement

• Condensed didactic curriculum
• Monetary pressures
• Extramural rotations
• Administrative Support
• Faculty overcommitment
• Large class size
• Student indebtedness
PDO PreWorkShop Survey

- 47 respondents
- 12 questions
- Manifold intra- and extra-mural challenges for predoctoral engagement
- Diverse strategies for increasing predoctoral engagement
- Lack of metrics to effectively measure predoctoral engagement
Challenges in Predoctoral Engagement

- Patient desires or awareness: 17
- Discipline and/or procedure emphasis: 11
- Student interest: 16
- Financial and/or clinical production emphasis: 10
- Expanding surgical scope of other dental specialties: 4
- Increasing clinical and/or curricular demands upon dental students: 27
- Clinical teaching model and time allotment: 16
- Preclinical teaching model and time allotment: 4
- Didactic curriculum timeline/constaints: 11

Response Count
Methods of Engagement at PDO Institutions

<table>
<thead>
<tr>
<th>Method</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>Increasing exposure to periodontology and/or varied periodontal clinical procedures in the clinical curriculum</td>
<td>35</td>
</tr>
<tr>
<td>Elective and/or honors curricula for select students</td>
<td>29</td>
</tr>
<tr>
<td>Alteration of periodontal assessment/clinical expectations within the clinical curriculum</td>
<td>30</td>
</tr>
<tr>
<td>Increasing exposure to periodontology within the didactic curriculum</td>
<td>26</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
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</tbody>
</table>
Opportunities for the PDO/AAP

- Predoctoral student outreach efforts: 24
- Shared resources for development of elective/selective programs in periodontology: 33
- Increased publication rates about periodontal disease epidemiology and ideal treatment: 7
- Validated assessment tools for assessing student satisfaction with periodontal curricula: 26
- Focused workshops on dental student engagement: 28
UAB Didactic and Clinical Model

- Periodontal Didactic Courses in DMD years 1-3
- Periodontists as facilitators and seminar leaders in CBE
- Periodontists and periodontal residents teaching perio within the CCC
- DMD3/DMD4 Periodontal Selective Program (AY 13/14 reboot)
UAB Periodontal Selective Program

- 3rd year of program reboot
- CE style seminar class in the 3rd year
- Vertical integration with clinical surgical opportunities in the 4th year
- Year 1 — 10 applications
- Year 2 — 33 applications
- Year 3 — 37 applications
Metrics for Predoctoral Engagement

• Referral Patterns
  • Consistent or growing numbers of referral cases from DMD students, despite flat or decreased numbers of patient visits for other departments/CCC
  • Increased PG and CCCPerio clinical revenue
• Postdoctoral Applications
• Residents as Partners, rather than impediments
Small Group Discussion