AMERICAN COLLEGE OF PROSTHODONTISTS
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2026 Joint Educators Conference – Predoctoral

Friday, April 24, 2026

Joint Link 9:00 a.m. – 12:30 p.m. CT | Predoctoral Link 1:30 – 4:00 p.m. CT

Joint Link: https://prosthodontics-org.zoom.us/j/87635916888

Predoctoral Link: https://prosthodontics-org.zoom.us/s/83193536838

Predoctoral Education Committee

Dr. Cynthia Petrie, Chair
Dr. Amara C. Abrea-Serrano
Dr. Richard R. Seals, Jr.
Dr. Chin-Chuan Fu
Dr. Adriana Cordero Wilson
Dr. Ahmad Maalhagh-Fard
Dr. Yuan-Lynn Hsieh
Dr. Po Hsu Chen
Dr. Gustavo Leal

9:00 a.m. CT
Welcome Remarks
Kenneth S. Kurtz, DDS, FACP | ACP President

9:15 a.m. CT
Updates from the American Board of Prosthodontics
Geoffrey A. Thompson, DDS, MS, FACP | ABP President

10:15 a.m. CT
Break

10:45 a.m. CT
From Idea to Impact: An AI-Accelerated Blueprint for High-Quality Research in Prosthodontics
Dieter Schönwetter, PhD| University of Manitoba

12:00 p.m.
Advanced Standing Prosthodontics Training: Our CODA Accreditation Experience
Berna Saglik, DDS, MS, FACP | University of Michigan

12:30 p.m. CT
Lunch (on own)
Switch to predoctoral link

1:30 p.m. CT
Digital Complete Denture Education in Predoctoral Training: Integrating Hybrid, Modeless, and Immediate Denture Workflows
Kuan-Ming Chiu, DDS, FACP | Herman Ostrow School of Dentistry of USC

2:15 p.m. CT
Teaching and Learning Challenges in Predoctoral Prosthodontics
Anastasia Katsavochristou, DDS, MS | University at Buffalo School of Dental Medicine

3:15 p.m. CT
Digital Workflow in Restorative and Surgical Planning
Bin Yang, DMD, PhD, FACP | University of Illinois at Chicago College of Dentistry

4:00 p.m. CT
Closing Remarks and Adjournment
Cynthia S. Petrie, DDS, MS, FACP | Predoctoral Committee Chair

9:15am CT
Updates from the American Board of Prosthodontics
Geoffrey A. Thompson, DDS, MS, FACP
ABP President, Dental College of Georgia at Augusta University

This presentation will provide an overview of recent developments within the American Board of Prosthodontics (ABP), with a focus on changes to the examination structure and content, trends in candidate performance, and the status of board certification. Attendees will gain insights into the evolving standards and expectations of the ABP, helping educators better prepare their residents for the certification process, and promote excellence in prosthodontic training.

At the conclusion of this session, the attendee should be able to:

- Describe recent updates and modifications to the ABP examination process and how these changes impact prosthodontic education and resident preparation.
- Identify common patterns and errors observed among recent ABP examination candidates.
- Explain the current categories of ABP diplomates and related statistics.

Biography: Dr. Geoffrey A. Thompson is a professor of prosthodontics, and liaison to the graduate programs at the Dental College of Georgia. He received a BA in chemistry from the University of South Florida and attended Emory University School of Dentistry in Atlanta. In addition, he has earned a certificate in prosthodontics from Walter Reed Army Medical Center and a MS in dental materials from the University of Alabama at Birmingham. He is the Vice President of the American Board of Prosthodontics, Diplomate of the American Board of Prosthodontics, Fellow of the American College of Prosthodontists and the Academy of Prosthodontics, and a member of the American Academy of Fixed Prosthodontics. Dr. Thompson is active with research and has over 40 peer-reviewed publications in print. He has a special interest in prosthodontist-driven implant placement, mechanical testing of materials, and educating and training residents.

AGD Codes: 1180 Occlusion; 610 Fixed Prosthodontics; 670 Removable Prosthodontics; 690 Implants; 770 Self-Improvement

Disclosures: None

10:45 a.m. CT

From Idea to Impact: An AI-Accelerated Blueprint for High-Quality Research in Prosthodontics

Dieter J. Schonwetter, MA, PhD
University of Manitoba

The integration of artificial intelligence (AI) into academic research is rapidly transforming how clinicians and scholars generate, execute, and disseminate knowledge. This session provides a practical, end-to-end framework for conducting high-quality research in prosthodontics using AI-supported tools across the full research lifecycle. Participants will be guided through best practices in formulating precise research questions, conducting efficient literature reviews, identifying meaningful knowledge gaps, developing study protocols and ethics applications, and implementing robust data collection and analysis strategies. The session will also demonstrate how AI can enhance scientific writing and streamline reference management while maintaining academic rigor and integrity. Emphasis will be placed on critical evaluation of AI outputs, ethical considerations, and the responsible integration of these tools into scholarly practice. Attendees will leave with a structured, AI-augmented approach to accelerating research productivity without compromising methodological quality.

At the conclusion of this session, the attendee should be able to:

- Formulate precise, answerable research questions using structured frameworks and AI support.
- Conduct efficient, reproducible literature reviews with AI-assisted synthesis.
- Evaluate risks, limitations, and ethical considerations of AI in research.

Biography: Dieter J. Schonwetter, MA, PhD began working at the Dr. Gerald Niznick College of Dentistry at the University of Manitoba in 2004, starting as an Education Specialist and ascending to the role of Director of Student Affairs and Academic Services and professor. Dr. Schonwetter is heavily involved in research, earning many awards and grants. He has also mentored many students, contributed to many publications, and lectures internationally.

Disclosures: None

12:00 p.m. CT

Advanced Standing Prosthodontics Training: Our CODA Accreditation Experience

Berna Saglik, DDS, MS, FACP
University of Michigan

This presentation will provide an overview of the development, implementation, and accreditation of an Advanced Standing track within a prosthodontics graduate program, with emphasis on compliance with Commission on Dental Accreditation (CODA) standards. The session will highlight practical strategies for designing part-time and advanced standing pathways while maintaining educational equivalency, clinical competency, and program integrity.

Participants will gain insight into key components required for CODA review, including patient pool definition, enrollment considerations, curriculum equivalency, assessment strategies, and documentation requirements. This course reflects our institutional experience in the accreditation application and approval process and does not represent official guidance from CODA. Although approval has been granted, no participants have been enrolled in the program to date.

At the conclusion of this session, the attendee should be able to:

- Describe CODA requirements related to Advanced Standing programs in prosthodontics.
- Define criteria for determining educational equivalency for advanced standing trainees.
- Identify documentation required for program change reports and enrollment increases.

Biography: Dr. Berna Saglik earned her DDS from Marmara University in Istanbul, Turkey, and her MS in prosthodontics from the University of Michigan School of Dentistry. She is a Clinical Professor and Program Director of both the Graduate Prosthodontics Program and the Dental Postgraduate Program in prosthodontics at the University of Michigan. Dr. Saglik is A Fellow of the ACP and an active member of many other respected dental organizations. Dr. Saglik has received multiple teaching awards, is a published author, and maintains a faculty practice limited to prosthodontics.

ADG Code(s): 130 Electives

Disclosures: None

Predoctoral Meeting

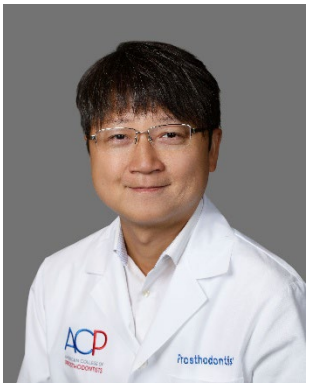
1:30 p.m. CT
Digital Complete Denture Education in Predoctoral Training: Integrating Hybrid, Modeless, and Immediate Denture Workflows
Kuan-Ming Chiu, DDS, FRCDC, FACP
Herman Ostrow School of Dentistry of USC

Digital complete denture therapy, supported by subtractive and additive manufacturing is reshaping predoctoral removable prosthodontic education. As CAD/CAM systems continue to evolve, educators must determine which conventional procedures should be retained, modified, or replaced within a competency-based four-year curriculum. However, the foundational principles remain unchanged: facially driven prosthetic design, accurate maxillomandibular records, sound occlusal scheme development, and appropriate denture tooth positioning.

This presentation will describe USC's predoctoral approach to complete denture education and compare a hybrid workflow with a fully digital modeless workflow. It will also discuss how digital tools can streamline immediate complete denture therapy while preserving core prosthodontic principles. The session is intended to stimulate discussion on curriculum design and clinical implementation in contemporary denture education.

At the conclusion of this session, the attendee should be able to:

- Compare hybrid and modeless complete denture workflows.
- Evaluate curricular roles of conventional and digital procedures.
- Apply digital strategies to immediate complete denture therapy.



Biography: Dr.Kuan-Ming Chiu is an Assistant Professor of Clinical Dentistry in **c**omprehensive **c**are at the Herman Ostrow School of Dentistry of USC. A Fellow of the American College of Prosthodontists and the Royal College of Dentists of Canada, Dr. Chiu teaches removable prosthodontics, with interests in complete dentures, removable partial dentures, digital workflows, and predoctoral education.

ADG Code(s): 670 Removable Prosthodontics

Disclosures: None

2:15 p.m. CT

Teaching and Learning Challenges in Predoctoral Prosthodontics

Anastasia Katsavochristou, DDS, MS
University at Buffalo School of Dental Medicine

Predoctoral education in prosthodontics comprises of a multi-leveled teaching and learning journey that not only introduces the dental student to the concepts of prosthodontics and develops the corresponding skills and techniques, but most importantly, it aims to transform the student into a lifelong, self-directed, independent learner. This presentation explores the cognitive transformation during this exciting and often challenging journey through the prosthodontics curriculum.

At the conclusion of this session, the attendee should be able to:

- Identify the educational objectives in predoctoral prosthodontics.
- Differentiate the distinct stages of learning.
- Correlate teaching methodologies to corresponding learning stages.

Biography: Dr. Anastasia Katsavochristou is a Clinical Assistant Professor at the University at Buffalo. She trained in prosthodontics at the University of Michigan and in maxillofacial prosthetics at UCLA. She has been an educator in all aspects of prosthodontics for over six years, and her passion is to support the students in their prosthodontic challenges.

ADG Code(s): 610 Fixed Prosthodontics, 670 Removable Prosthodontics

Disclosures: None

3:15 p.m. CT
Digital Workflow in Restorative and Surgical Planning
Bin Yang, DMD, MS, PhD, FACP
University of Illinois Chicago

This presentation outlines the integration of a fully digital, restorative-driven implant workflow into the predoctoral curriculum at the University of Illinois Chicago. The program is structured around a comprehensive sequence from CBCT-based diagnosis and digital treatment planning to guided implant placement and CAD/CAM restoration, while fostering interdisciplinary collaboration among students, faculty, and postgraduate residents.

This approach enhances student competency in digital implant workflows, improves accuracy and predictability through guided surgery, and standardizes clinical protocols across training environments.

At the conclusion of this session, the attendee should be able to:

- Understand that early integration of digital implant workflows is both feasible and impactful in predoctoral education.
- Know that a restorative-driven philosophy is critical for long-term implant success.
- Comprehend structured workflows and communication systems that enhance teaching consistency and patient outcomes.

Biography: Dr. Bin Yang is an Associate Professor and Director of the Predoctoral Implant Program at the University of Illinois Chicago College of Dentistry. A prosthodontist and dental biomaterials researcher, her work focuses on integrating evidence-based principles, digital workflows, and restorative-driven implant therapy into dental education and clinical practice. Dr. Yang is recognized for her innovative, inquiry-based teaching approach and leadership in developing vertically integrated implant curricula that enhance student competence and patient care.

ADG Code(s): 610 Fixed Prosthodontics, 690 Implants
Disclosures: None

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Participants are required to complete the online evaluation to receive their verification of participation (CE Certificate).
Attendees can access the evaluation using the link or QR code provided at the end of the course and in the post-event email. Upon submission, the CE Certificate will open in a new browser window, where it may be downloaded or printed.

Continuing Education (CE) Credits: This program qualifies for up to 5.25 CE credits. Credits will be provided at the completion of the program after submission of the program evaluation

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The American College of Prosthodontists is designated as an Approved PACE Program Provider by the Academy of General Dentistry. The formal continuing dental education programs of this program provider are accepted by AGD for Fellowship/ Mastership and membership maintenance credit. Approval does not imply acceptance by a state or provincial board of dentistry or AGD endorsement. The current term of approval extends from 11/01/2024 to 10/31/2028. Provider ID: 214690.

General Information: The 2026 ACP Joint Educators Conference: Postdoctoral is directly sponsored by the American College of Prosthodontists and the Education Foundation.

The American College of Prosthodontists (ACP) is dedicated to stimulating and supporting prosthodontics-related: research, education, clinical practice, patient care, outcomes, restoration of teeth and orofacial structures. Enhancing quality of care to improve patient outcomes through education is a strategic priority of the ACP & ACPEF.

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