The delivery of effective patient care is contingent on the accessibility and translation of domain-specific knowledge. Adaptive expertise is a desirable construct in the training of clinicians in today’s increasingly complex clinical environments, as the procedural fluency but balanced with it conceptual understanding, knowledge integration and innovation. Learning sciences have demonstrated that environments calibrated for longitudinal learning and productive struggle are supportive of adaptive expertise development. Dentistry, a surgical specialty concerned with the preservation of oral health, remains largely unexplored in learning sciences literature. Dentistry presents an interesting subject area because it requires a developed knowledge of medical, biophysical, and aesthetic sciences, fine manual dexterity, as well as unique communication and management skills. Dental residencies for general practice are typically elective after undergraduate training and often take place in the relatively foreign hospital setting, with added complexity of managing multi-comorbidities, complex deno-facial trauma and severe space infections. Here we aim to qualitatively elucidate the characteristics of learning taking place in the dental residency (Mount Sinai Hospital – Toronto) borrowing from the social constructivist tradition and using adaptive expertise and reflexivity as synthesizing lenses. The following chart describes the rationale.

12 former residents were interviewed, initial and focused coding of transcripts completed and early conceptual categories developed. We aim to further conceptualize categories in terms of learning opportunities and outcomes. It is apparent from the data that further interviews of remaining invited residents (6), and possibly program administrators, may be important to reach theoretical saturation. While the analysis is incomplete, our goal was to showcase progress in synthesis. Ultimately, we aim to elucidate what the defined adaptive expertise. This in turn will inform curriculum reform enabling us to be more purposeful in ensuring learners find those opportunities and also enable faculty to create the.

The following chart illustrates current categories and codes emerging from data.

**REFERENCES**
- Lockhart, R. S. (2002). Levels of processing, transfer-appropriate processing, and the concept of robust encoding. Memory, 10(5-6), 397-403.