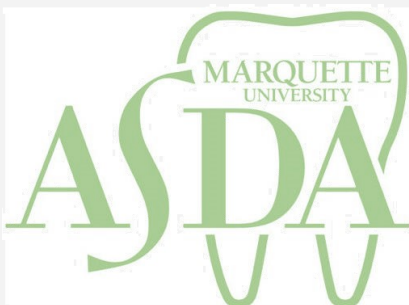


marquette *Impressions*



Photo Credit: Kevin Doncaster: Seedling

new *beginnings* — fall 2018



Advice to incoming classes, new staff interviews,
changes in the dental school
& *more inside this issue*



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letter from *the editor*



From the time I was a little girl, I always loved autumn. Cooling temperatures, changing colors, and the aroma of fall foods all signaled that change was in the air. It also meant that a new school year was starting, and this opened up the opportunity for “New Beginnings.”

That is the theme of this issue of the ASDA Newsletter. Within these pages, you’ll find articles about students and faculty who are embracing their own “New Beginnings.” They are advancing their knowledge and assuming new leadership roles. They are sharing all the reasons why MUSoD is the best place for them to grow both personally and professionally. Finally, they are using what they have learned to make the “New Beginnings” for someone else just a little easier.

I hope the people in these articles inspire you to make the most of your time here in dental school. If you haven’t already, consider volunteering, tutoring, getting involved with research, or applying for a leadership position. I can’t wait to hear about what everyone accomplishes in their own “New Beginnings.”

Sara DeGrave
Editor-In-Chief
Class of 2020

"Why Did You



By: Josie Tokarev, Class of 2022

This past May I made the move from Miami to Milwaukee. I tried looking up what the opposite of a snowbird would be, but there doesn't seem to be a general term since most people don't migrate north to escape warm weather. Here I am, a Cuban girl raised in Miami, whose coldest jacket helps withstand about thirty degrees, and I am so excited to be here! Almost every person I have encountered in Milwaukee has asked me why in the world I would make the move. I learned about Marquette my junior year of college. I knew I would never have the chance to visit the school before applying, but it sure did look great on paper! It fit all of the requirements of what I was looking for in a dental school. I knew I wanted a clinically strong school that was well-known in the community, had numerous opportunities for community outreach, and had exposure to specialties in-house. I also later found out about the Pre-Enrollment Support Program (PESP) via the university website, which I had not seen most other schools offer for incoming dental students. It just seemed that the more I researched about the school, the more it sounded like the best fit for my personality.

Two years later, I found myself in the middle of interviews. Marquette's notice to interview was the most memorable because I received it during the after-

math of Hurricane Irma. While I was lucky to have multiple offers of admission, Marquette managed to stand out. I interviewed on a Monday in October and I remember noting the atmosphere of the school compared to other schools I had been to so far. That day I was also able to meet two phenomenal women, Ms. Yarlian Vazquez and Ms. Amber May from the Office of Diversity. I watched them interact with the many dental students who would spend time in their warm, friendly offices. I knew I wanted a space for myself like that wherever I decided to go to dental school, and no other school compared.

I'm amazed to see how events have progressed from December 1st to now. I feel so blessed to have been able to experience PESP with a cohort of amazing hardworking students. The faculty and other students have been so welcoming. I can truly tell you after having moved here that "Midwest nice" is real a thing! The city of Milwaukee was so much fun this summer and I have lots of pictures to remember what it was like as the rest of the school year continues. Overall, I couldn't have asked for a better school environment than the one I have received at Marquette! I'm truly excited to get to know the rest of my class and make the best out of our time here as students. All I ask is that you withhold judgment as the temperature drops and this Cuban girl waddles around for the first couple of weeks trying to figure out what a winter wardrobe looks like! ●



Choose Marquette?"

By: Eleni Langas, Class of 2022

I knew I wanted to pursue my dental education at Marquette after I participated in a pre-dental weekend my freshman year of college. At the pre-dental weekend, I met with current students who only said positive things about their experiences at MUSoD. I instantly fell in love with the welcoming and enthusiastic atmosphere. At the pre-dental weekend, we also got to work in the SIM lab, which is when I truly felt like a student there. I loved that feeling. Working in the state-of-the-art SIM lab opened my eyes to the beautiful facility Marquette has. In my eyes, other dental schools just could not compete. Three years later, I applied to Marquette and got invited for an interview. I was ecstatic!

On interview day, I noticed that many students were working together in and outside of classes. This reaffirmed what I saw my freshman year: MUSoD has a collaborative atmosphere. I know that dental school will be difficult; however, I feel confident that I will be able to rely on my classmates, and vice versa, to work together to make it through. The program at MUSoD is designed to prepare me to be a strong professional. The early clinical experiences at Marquette helped me narrow down my selection to one school even further.

Some schools only allow students to work with patients starting their junior year. However, Marquette does a great job integrating early clinical experience. During the decision-making process, I remembered this, which made choosing Marquette pretty easy. I understood that early entry into clinic would help me develop better patient care skills. Since students are allowed to work with patients their first year, I truly feel that Marquette will guide me on the road to success.

Ultimately, I chose Marquette because I wanted a school with a “family feel.” To me, family is very important since it is highly valued in my culture. I wanted a school that not only made me feel at home, but that I would also be proud to show to family and friends. Marquette University School of Dentistry was the only dental school on my list that hit every checkmark--and then some. I’m so happy to be a part of the Marquette family. ●

"Why Did You Choose Marquette?"

By: Mary Lovell, Class of 2022

The day I received the news that I was invited for an interview at Marquette University School of Dentistry I was in the car with my parents in Detroit, Michigan, coming home from traveling for meeting my dad attended. He was taking a nap in the backseat while my mom was driving to keep up with the semis. My phone went off and it was an email from Marquette. I opened it with extreme hesitation, as it felt like my entire life's work was coming down to the content of this email. I screamed; I got an interview! My dad woke up and also started screaming, grabbing the seat in front of him, asking if we had hit something.

Let's back up. My parents' first date was at a Marquette basketball game, and they've joked for years that both of us kids would end up there eventually. My younger brother, Stephen, is a sophomore in Marquette's business school this year, studying finance and supply chain management. Thankfully, I was offered a seat at Marquette University School of Dentistry this past December.

I chose Marquette because it's close to home. I grew up in Stoughton, Wisconsin, and currently live in Green Bay, Wisconsin. When I was 9 years old, a tornado hit my house in Stoughton while my mom was home. Thankfully, she survived. From that day forward, home has always been a large aspect of my life because of how important family is to me. Being close to my family and having a great support system during the next four years is critical to my success. My mom has recently undergone cancer

treatments and is doing well, but I know being close to her will help me be more focused on my schoolwork and personal life.



I take pride in knowing Marquette cares so much about my education. The first day I called Cassie Stewart in Admissions to inquire about dental school, I was a freshman in college and the idea of graduate school seemed frightening. However, after emailing, calling, and meeting many times, I knew Marquette was the school for me. She took the time to help me understand the process of applying and I'm grateful for all of her help. Marquette truly cares about each and every one of their students. I'm so thankful to have been given the opportunity to join Marquette's family, and make my own family's joke a reality. ●

“What Are You Most Looking Forward to in Dental School?”

By: Amanda Witzlib, Class of 2022

During my gap year between my undergraduate studies and dental school, I worked as a dental assistant. Every day we



saw a variety of patients. Our dentists performed several procedures to get people of out pain, spread awareness about the importance of oral health and establish trusting relationships. As an assistant, I have had the pleasure of witnessing the pure joy from patients who are receiving their first pair of dentures that fit properly or the relief after an extraction of a tooth

that was giving them severe pain. These moments have stuck with me and will always serve as a reminder of the important impact dentistry can have on others.

At the end of every day, I would reflect on the connections I have made with patients and the impact that the entire dental team was able to have on them. In dental school, and as a future dentist, I look forward to making such connections even stronger and providing care that is tailored to each patient as an individual.

Dental school will be an incredibly hard and rewarding journey; I feel so grateful to take on this challenge with the Class of 2022. ●

THE MYSTERY FACT GAME

GUESS WHO

Collected from
MUSoD, Class of 2022

Answers on Page 15

1

I was born premature, but with fully erupted mandibular central incisors

2

1. I am fluent in Russian
2. I competed in the Junior Olympics for rhythmic gymnastics for three years in a row

3

1. I am a third generation Marquette dental student
2. I was born and raised in Wasilla, Alaska
3. My wife is a PA student at Marquette

4

1. I sang acapella at UW-Madison
2. I once saw Aaron Rodgers cutting down a Christmas tree in Oconto
3. One of the reasons I chose Marquette is because I'm hoping Dwyane Wade will let me take care of his teeth

5

1. I was a college softball pitcher, my highest speed was 68 mph. #retirednotexpired
2. During my free time I paint and draw. My favorite styles are realistic portraits and abstract fluid art.
3. My aspirations include traveling to Haiti and other communities in need to provide dental care and assistance.

6

1. I am fluent in French
2. My deciding moment to enter dental school was after teaching French in the High Atlas mountains of Morocco and seeing a group of French dentists doing a clinic in the village
3. I am a 4th generation Alaskan, born and raised in Anchorage, AK
4. I'm 6'3"

7

1. My first language was Polish
2. During undergrad I skated as a part of the Ice Crew for a minor league hockey team.

8

I grew up dancing competitively and traded my tutu and point shoes in for a gun. I now trap shoot and hunt with my dad!

9

I spent 4 months in Europe and traveled to 11 different countries

10

1. I grew up two blocks from Wrigley Field
2. I speak three languages

Advice for D1s

Collected by Arrita Mallory, Class of 2020

Sometimes it's enough of a challenge to simply make it out of D1 year alive! Class of 2021 students share insight on what they recommend incoming students do to survive and thrive as they navigate dental school and its challenges.

Ashley Chen:

1. Look composed-ish: Dry shampoo will become your best friend during exam weeks. Consider wearing jewelry or hair accessories to distract onlookers from your sleep-deprived, bloodshot eyes.
2. Nourish your hard-working body: Memorize the route to Student Services on Day 1 to maximize snacking opportunities. In addition, mark Linda, Amber, and Daisy as VIPs in your email contact list. You'll never miss those "leftover food" emails again!
3. On a serious note, *stay in your lane. Don't compare yourself to your speedy lab neighbor, the peer that never studies, or the classmate that should move his bed to the library. You were smart and talented enough to get here, and you will make it! Marquette chose you because you're a unique individual and we know you'll be successful!*

Tim Semon:

“People always ask me: what are the keys to surviving D1 year? My biggest advice is to make time for yourself to stay healthy. I hardly ate during the fall and didn't work out, which negatively impacted my grades. More importantly, it impacted my overall health. During the spring, it was my goal to become more active and sustain a healthy diet. Following that regimen made the spring less stressful and more successful.”

Kendal Lane:

“Make some friends in the older classes! They are the best people to turn to when you have a question (even if it seems silly) or are freaking out about something. We were just in your shoes and can help you make the most of dental school. So attend some of the super fun school events and don't be shy about asking for help!”

Chris Flood:

“Treat it like a marathon, not a sprint! You're here for the long haul, so find a level of studying you can maintain. If you study too much or too late, it's easy to feel burnt out and overwhelmed. Spending some time taking care of yourself (exercise, sleep, etc.) will really help you go the distance!”



SCDA Newsletter

By: Sara DeGrave, Class of 2020

Contributor: Justyna Chojnowski, Class of 2021

The Marquette Chapter of SCDA, which stands for Special Care Dentistry Association, serves as a resource to all students and faculty who are interested in serving patients with special needs. In addition to social media and e-mail correspondence, the club will be trying out a new form of communication this year: newsletters. Justyna Chojnowski, a current D2, was chosen by last year's executive committee to lead the new initiative.

SCDA sparked her interest early at orientation D1 year. Before she took on a leadership role, she was "just a regular member." She went to a few events and "Lunch and Learns," but her involvement didn't extend beyond that. As she became more acclimated to school and the work-

load, Chojnowski felt ready to take on more. She decided to apply for the Newsletter position. Since she already had experience helping with her high school yearbook and morning announcements, she knew she would be a good fit.

According to Chojnowski, the newsletter will be published once per semester and be approximately 1-2 pages in length. The content will focus on events that have happened throughout the semester, any relevant research related to SCDA, and other information that members of SCDA feel are relevant that they would also like to share with their peers. The issues will be sent out in an e-mail. Watch for the first one at the end of November/beginning of December 2018!●

What I'm Looking Forward to D2 year

D1 year has its ups and downs as students begin to transition to a new environment and curriculum. Here are some of the voices of rising D2 students sharing what they are most looking forward to this next school year. - Arrita Mallory

- - - - -
"I'm not kidding when I say I'm pretty excited to learn about prosthodontics. While science stuff is important, I really enjoy the artistic component of dentistry and learning more about stuff that's routine in the day-to-day life as a clinician."

-Grant Mickesh

"We got our Board exams out of the way and 62 credits in the books, but we know this last tough semester is going to give us everything we hoped and dreamed it would. I am excited to learn about different treatments, and the clinical application of our dense education. I have no inspiration, nor motivation, to specialize, so I can't wait to get to work up in clinic and gain as much experience as possible during my D2, D3, and D4 years!"

-Turner Schmidt

"I'm looking forward to continue strengthening and nourishing the relationships formed through dental school so far. Our first year was an exciting time of meeting many incredible people, but I'm excited for a year with everyone now that our relationships have progressed to a level deeper than the "getting to know each other phase." Surviving 62 credits and the National Board Exam with 100 classmates really has a way of making them feel more like family than colleagues! I'm looking forward to another year of enjoying this crazy ride with all of my favorite people. I feel blessed to be part of such a supportive and ambitious community."

-Sam DeRidder

new beginnings new opportunities

By: Sam Miller, Class of 2021

Beginning something new can be intimidating. Dental school marked the beginning of a lot of new things for me: a new city, new people, and—with lab-work—a new kind of education. Most times, being in a new situation can be uncomfortable. A lot of times, it's not until after looking back that those feelings of discomfort turn out to just be growing pains.

When I reflect on my involvement in ASDA, I realize that opportunities were often masked as something that would overwhelm me. I now realize that by saying "yes" to those opportunities, I grew in ways that I didn't imagine previously.

My journey in ASDA began at Marquette's Leadership Retreat the summer before my D1 year. When I was about to start school, most of my friends had just moved to Chicago, a place I thought I would've also called home for the majority of my twenties.

Without knowing anyone in Milwaukee, I was pretty anxious to get to know the people I'd spend the next four years with, so I decided to branch out and go on Marquette's Leadership Retreat. The retreat introduced me to a bunch of people who I now consider great friends, as well as an idea of what ASDA does.

As D1 year progressed, classes got hectic and the vision for why I came to dental school got lost in the tens of thousands of slides downloaded to my OneNote (I'll give someone an ASDA shirt if they can give me the final count on slides first semester).

Even though it was tough to find a time to catch my breath during first year, I tried to think of ASDA as my favorite two-credit course that would introduce me to the profession. Through "Lunch and Learns" and national conferences, ASDA allowed me to break out of Raynor Library and learn about important things that had to be left out of our curriculum that's already packed to the core.

I realized that the struggles of dental school aren't just at MUSoD but are felt at literally each school. I was able to commiserate with dentists who made it to the other side, and they ensured me that as tough as it is, it's all worth it in the end.

Being involved gave me fresh perspectives and, honestly, it revitalized my passion for dentistry.

When it came time to apply for positions, I didn't know how to give back. To get into dental school, most people held leadership positions in the past. Brian must've forgotten his glasses the day I applied, but I luckily fell through the cracks.

When people suggested that I apply for president-elect, I was incredibly humbled. I had no idea if I had what it takes to fill in such huge shoes.

For me, ASDA was an escape from school and—at the same time—put school in a different light. Being involved in ASDA's Ideal Chapter felt like family. Although we accomplished a lot, it never felt like work. I was a fan of ASDA for the connections I made, the platform for self-growth, and truly some of the best memories of dental school.

Although it was humbling to apply for President-Elect, I knew that I wanted people to have the same opportunities that I had.

So here I am now: once again in a new situation, but with an incredible opportunity. While I sometimes feel the growing pains of becoming a better communicator—I need to learn how to shorten up emails so people actually read them—I hope to one day look back and see that I was able to enhance some people's dental school experience through this platform.

I hope people think of the reasons to get involved, and shut out the noises for why they shouldn't. I hope they say "yes" to opportunities because in the end, it can change them for the better. ●



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Hannah Bonikowske & Amanda Beltrame
Class of 2020

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Advice to a D2

So you're finally a D2...you're no longer the new kid on the block and you're starting to know the in's and out's of Marquette's dental school. But are you ready to succeed in the classes that await you in this upcoming semester? Here are a few tips and tricks to help get you through the tortuous D2 Fall semester:

Pharmacology

Notecards! Notecards! Notecards! For this class, you basically have to memorize every detail about a ton of drugs, so I'd recommend making notecards, or better yet, a Quizlet that you can share with the rest of your class.

Make the notecards during the lecture as the drug gets introduced; it's a great way to use the lecture time and force you to pay attention.

Removable Prosthodontics 1

Keep up on studying throughout the semester. It will help you on quizzes, and you'll be glad that you don't have to go overboard studying when finals come around.

The midterm and final for this class are short response/fill in the blank, so there's no multiple choice to use to jolt your memory - you need to be able to have 100% memory recall.

Making the perfect impression/cast and setting teeth can be frustrating, but don't get down on yourself - this is a great class to get a tutor for that can help you with tricks on how to best set teeth.

Dr. Ahmed is super nice and has a wealth of knowledge. Take advantage of what he can



teach you!

Fixed Prosthodontics 1

Be extremely careful with proximal contacts on your crowns. They can be the difference between an A and an F.

It's never a bad idea to have an extra jade stone cast. If you knock the margin while die trimming, you'll be glad to have a backup; and if you don't end up needing it, you can trim it and use it as your solid cast.

The quizzes come from the textbook, but there are really great chapter summaries to help your studying.

Oral Medicine & Diagnosis 3: Oral Pathology

Highlight the book! This is a great way to keep you focused while studying the never-ending powerpoints. Plus, since you are allowed to use the textbook during the tests, you'll easily be able to find the information you're looking for.

The lectures perfectly follow the books, so reading is a great way to review the lectures.

Oral Medicine & Diagnosis 2: Treatment Planning

This class can seem very unorganized, but there is actually a lot of useful information, such as how to interpret radiographs.

Stay on top of the lectures, especially how you organize them. You'll be given lectures in the first week of class that won't be tested on until finals. The most stressful thing about this class was figuring out which lectures were being tested on for each exam.

Clinical Periodontal Therapy

There aren't a lot of points in this class so it's important to keep up and do well on the quizzes and tests.

You'll be working with the periodontists a lot when you get into clinic, so you can use this class to get to know who they are.

This is a very low stress class, but you'll be seeing a lot of really cool cases.

Clinic

Get to know doctors, hygienists, other students in your clinic, your clinic coordinator, and your group leader, since you'll be spending the next few years with them.

Take this time to learn axiUm and the layout of your clinic.

Watch what upperclassmen do closely while assisting because you will be in their place sooner than you think, and it will be nice to have an idea of how to handle clinical situations.

All this aside, don't fret! D2 year can be one of the best years of dental school! You've had time to make friends, and you don't yet have huge clinic responsibilities. Have fun and good luck! ●

Answers From Guess Who Puzzle

1. Camila Negron
2. Marjorey Razdolsky
3. Tanner Menard
4. Matthew Mueller
5. Amanda Witzlib
6. Amanda Lindemuth
7. Melissa Drab
8. Rachel Bohn
9. Anja Amundson
10. Eleni Langas

going Digital



By: Ben Gosselin, Class of 2021

It was only a matter of time before today's latest digital technology made its way into the Simulation Laboratory at Marquette University School of Dentistry. Building on the foundations of Dental Anatomy and basic operative courses, Digital Dentistry aims to incorporate intra-oral scanning and computer aided design of direct/indirect restorations into the curriculum.

This newly offered course provides an introduction to a field of dentistry that many patients and students have not had the opportunity to experience. As the profession continues to progress and keep current with the technological advances occurring in all aspects of healthcare, this course ensures that MUSoD graduates will persist as leaders in dental care as it evolves.

As staff and students continue to teach and learn from each other, the software is further explored, and the possibilities are more understood, Digital Dentistry will have a more solidified position in the curriculum and its benefits will only further be maximized in daily clinic life in school and post-graduation.

Marquette University aims to "Be The Difference." This new opportunity is just another way that the school continues to set the standard for dentistry and remains committed to educating dentists who will advance the future. ●

Welcoming our NEW MUSoD Group Leaders!!

By: Emily Schuler, Class of 2021

Dr. Hank Rossi – Clinic D



A graduate of Northwestern University Dental School, Dr. Rossi has been in private practice for the past 35 years. He has practiced in Greenwich, CT, Port Washington and Howards Grove, WI. He joined Marquette as a part-time faculty member in 2014 and now brings his knowledge and experience in the field to Clinic D, as its newest Group Leader since Dr. Nenn's promotion to Clinical Director. Dr. Rossi's experiences

in dentistry extend far beyond being chairside with patients. He has worked as an associate and owner, purchased two different practices, sold a practice, and built one of his offices. Dr. Rossi is married and has a son in Marquette's grad school as well as a daughter in Nestle's executive training program.

If you could offer one piece of advice to our student body, what would it be?

Dr. Rossi: "...strive for & focus on high quality, long term care and good outcomes will follow."

What is your favorite part about being a Group Leader?

Dr. Rossi: "I look forward to helping students apply their knowledge and gain confidence in a patient based clinical setting."

When you aren't at MUSoD, where could students find you?

Dr. Rossi: "I love sailing, though I have little time now. I care for our home & garden and try to escape to FL a few times per year."

If you are curious about how Dr. Rossi founded a non-profit 501(c)3 organization, providing sealant clinics to underserved populations, and was able to patent a dental device, stop by his office in Clinic D to learn more!

Dr. Michele Pindyck – Clinic A



Originally from Mequon, WI, Dr. Pindyck received her bachelor's degree from the University of Wisconsin- Madison and moved to the West Coast shortly thereafter to conduct research on Neurological Movement Disorders. While she was out in Portland, Oregon, she found herself applying to dental schools and decided on Arizona School of Dentistry & Oral Health. After graduating from there in 2011, she began working as an associate at a private practice in

Oregon, where she saw Medicaid, HMO, and PPO patients. She has moved to New York and back, is a mother of twins, and has a passion for working for the underserved population. After volunteering her time at a Free Dental Clinic in Elkhorn, WI and later becoming their lead dentist for two days a week, she began working at Marquette as part-time adjunct faculty and discovered academics to be another one of her passions.

What is your favorite part about being a Group Leader?

Dr. Pindyck: "...working one on one with the students and developing a meaningful relationship in helping each student graduate. Having graduated somewhat recently, I know how daunting the feeling is and can relate to the stress that the dental students currently have academically and also financially."

Who was your mentor in dental school?

Dr. Pindyck: "My mentor in school and to this day is my endodontics professor. He helped me through the very tough times in dental school and in a way "adopted" me as his daughter. I have seen him every year since and he even helped me name my son, Micah. He taught me to always know my limitations but also push myself to some discomfort in order to learn and thrive in the field."

What is your favorite tooth and why?

Dr. Pindyck: "No clue ;) Never even thought about it. I would have to say the maxillary third molar with the heart shaped coronal morphology. Cannot even tell you why!"

What do you love most about dentistry?

Dr. Pindyck: "Being able to make a difference with people. The most humbling experience I have had in dentistry in delivering a denture to a woman who had broken down teeth for 25 years and when she saw her dentures in, she began to cry. I made a difference in that woman's life and to this day still keep in touch with her. Dentistry is such a small thing in the grand scheme of overall health but very underestimated."

If you want to know what Dr. Pindyck thought about practicing dentistry in Mid-Town Manhattan as an I depended contractor at a private clinic or you are curious about her opportunity to work at assisted living facilities with mobile dental equipment to provide much-needed dental care, take a stroll through Clinic A!



reflections on ASDA involvement

By: Jeimy Diaz Abreu, Class of 2020

My journey through dental school, like many journeys thus far, has been filled with lots of uncertainties. My first year in dental school, like everything in life that is a first, was my adjustment period. I have made great friends, but still missed my undergraduate friends from home. I enjoyed going to class, but still reminisced on the classes and environment I was previously accustomed to. I was internally conflicted between what my life used to be like at home and the new life I started away from home.

After the reality check that was D1 year, I came to realize that I needed to be more involved. I was hoping that this would help me find an academic purpose that would help me learn to fully embrace the dental school experience. Fall semester of my D2 year, I became very motivated to get more involved in our ASDA chapter's Legislative team. Due to the political unrest in our country, I thought this was a great way to learn more about the importance of being an active member of the dental community and implications of policy. I was excited to learn how to voice thoughts and concerns to our elected leaders and representatives. I learned a lot as a member of the Legislative committee, but ultimately decided that I wanted to branch out and learn about other ASDA opportunities.

I attended several Lunch and Learn meetings to be-

come acquainted with all of the committees and opportunities available. Simply attending the Personal Finance Lunch and Learn motivated me to take on the new goal of organizing my financial life. I started by tracking my expenses, creating monthly budgets, allocating funds for travel, and more. Even though it took several months for me to personally “get it together,” it was a fun and responsible adventure to learn and implement while in school.

A few months later, I attended the ASDA general body meeting that introduced the leadership positions that were going to be available for the upcoming school year. The position that sparked my interest most was Treasurer! I decided to apply for this position because I thought it was a great way to not only become more involved, but to also apply my new skills of financial tracking and planning while contributing to the organization's mission. This was the perfect opportunity for me to be an active member of our chapter, and I was thrilled upon being notified that I was elected Treasurer of Marquette ASDA for the 2018-2019 school year!

My main goal as Treasurer is to be a resource for all of the committees. The importance of budgeting, careful planning, and foresight helps make the ideas that each committee has a reality. Ultimately, my hope is for committee leaders and members to feel comfortable getting to know me, as a leader, and gain confidence in collaborating with me and others on the Executive Committee in order to make this year the best ASDA year to date! ●

“ax” the experts

By: Sara DeGrave, Class of 2020

Contributor: Drew teDuits, Class of 2020

Jumping from book work to clinical work can be an overwhelming experience. One of the greatest hurdles is learning the school’s patient management software, AxiUm. Thankfully, there are student AxiUm trainers whose role it is to make the process a little easier.

Each group in clinic has two trainers: one D3 and one D4. Drew teDuits is a D3 trainer in Clinic A. He enjoys being an AxiUm trainer because “it’s a great way to stay ahead of the curve” in regards to software changes. He also genuinely enjoys helping other students when they have questions in clinic.

It is important that all the trainers stay up-to-date. One of their duties is to attend regular meetings with Mr. Wirtz. He talks with them about upcoming changes and projects and answers any questions that they--or other students--have.

The biggest duty of AxiUm trainers, though, is “just being available to answer questions or help anyone who needs it in our respective clinics.” If students are struggling with AxiUm, teDuits encourages them to reach out to any of the trainers. The names of all the trainers are located on the board at the front of each clinic.

Even if you’re already a pro at using AxiUm, they may be able to offer you a few helpful hints. For instance, deTuits favorite feature on AxiUm is the “Unapproved” tab, which is located in the “Personal Planner” section. By clicking on the magnifying glass icon, students can check if they have any notes, findings, forms, etc. that have not been approved. “It’s a great way to make sure you’re staying on top of things,” claims deTuits.

If you’re interested in being an AxiUm trainer (and the group doesn’t already have someone in your year), ask your group leader for more information. You’ll be rewarded with knowledge, appreciation from your peers, and yes--even some service points. ●





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Another Application?! – Applying to Residency Programs

By: Tessa Marx, Class of 2019

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The process of applying to post-doctoral residency programs can seem daunting. You may be thinking to yourself, “All I wanna do is root canals, but I feel like I JUST went through this whole thing when I was applying to dental school!” Applications fees, personal statements, interviews – it all seems like a lot at the beginning. Here are a few tips to calm your nerves and help get ya started.

Get Organized Early

Start assembling a CV right now! At the very minimum, have a running document keeping track of service you participate in, leadership roles you hold, councils you sit on, research and publications, and more. Write everything down while it’s fresh in your mind rather than trying to search for dates and details years later. Another advantage to starting your CV early is to evaluate if you’re a well-rounded applicant. You might find you’ve been super research heavy and may consider sprinkling in a dash of service.

It’s also never too early to start thinking about finances. You could be spending between \$100-200 per program just to apply. Flights across the country for last-minute interview invitations, as well as hotels and Ubers, add up exponentially. Start setting aside some of that loan dough for application season!

Build Relationships

Find a mentor in the field you’re interested in. They can provide valuable insight into the specialty and help you discover what type of provider you want to

become. One way to do this is to become a member of the academy for your specialty of interest. Many academies have free or very reduced student memberships. This will help you stay up to date on news, research, and leaders in the field. Another way to find a mentor is shadowing. Call up local offices and ask if you could observe for even just a half day. Many community dentists are more than happy to share their knowledge and will open their doors to you! (Others may not. But most will!!)

Additionally, seek out mentors among your school faculty. Many programs ask for a ‘professional evaluation’ from the head of the specialty department. You don’t want the first time you talk to the head of the Oral Surgery to be when you’re asking for a letter of recommendation!

Research

This applies to both the schools, and yourself! Sit down and really think about what is important to you. Why do you want to pursue this specialty? Is there a specific population you adore working with? Contemplate the ‘why’ that motivates you. This will help you to find programs that align with your interests and values. Once you have a general list of schools, dive into their details. Are they PASS or Match? Do they require a recommendation from a specific faculty member? Are they hospital-based or university-based? Research or clinical focused? Do they provide an externship opportunity that interests you? Consider creating an excel document (or google sheets if you want to share with fam and friends!) to keep track along the way.

Stay Positive

Everyone has their own journey and are great applicants for different reasons. Collaborate with your colleagues, and enjoy the present and the process! ●

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What's New with the New Exam?
By: Arrita Mallory, Class of 2020
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For years the trajectory to licensure included completing the National Board Dental Examinations (NBDE) Part I sometime during the first two years of one's dental education and then completing Part II during the fourth year of dental school. Over the years, discussion of changes to this current testing structure were mostly rumors and hearsay. Changes to the examination infrastructure have been underway since 2009, with a goal of the Joint Commission on National Dental Examinations (JCND E) being that an examination would be developed that would integrate the basic, behavioral, and clinical sciences.

The announcement of this monumental change has officially come forth, with implementation plans and guidelines available to the public. So what does a dental student today need to know? How will these changes affect our paths to licensure?

Integrated National Board Dental Examination At a Glance:

- Integration of basic, behavioral, and clinical sciences will better reflect clinical decision-making skills; this was the main impetus for changing the examination process.
- The exam might be (surprisingly) shorter! The JCND E expects that the new exam will contain approximately 300-450 items compared to the NBDE Part I's 400 and Part II's 500. However, the exam is expected to take one and a half days to complete.

- It will still be a pass/fail exam.
- The exam is slated to be administered starting in August of 2020, so students who enroll in dental school in 2019 or later may be required to take the INDBE in lieu of NBDE Parts I and II. The NBDE Part I is expected to no longer be administered in July of 2020.

Overall, the reasoning for this transition to an integrated exam seems to make sense with the current demands of dental professional education. Similar concepts of integrating didactic and clinical knowledge are echoed in the Rounds research presentations MUSoD students participate in and allow students to further develop critical thinking skills. More information will be released as the JCND E works to continue evaluating the prototype exams and receive feedback from administrators and educators, but certainly students entering dental school in the new few years can expect big changes in their path to licensure. ●

Who's New in Radiology?

Jennifer Bjork and Reagan Saxe are the newest additions to the dental school's Predoctoral Radiology Program. They help students develop the skills that are necessary to take diagnostic radiographs. It wasn't that long ago, though, that they were beginner students themselves. Both women came from a background in medical x-ray technology and had to learn a lot when they arrived at Marquette. These are their stories.



student rotation in CT (Computed Tomography), I was hooked. The field combined everything I loved: direct patient care, a fast-paced work environment, ability to make decisions independently, 3D reconstruction, and the feeling I was helping people. In CT, you have scheduled outpa-

tients/inpatients regularly during your day, but a large portion of the job is ER/trauma cases that are unscheduled.”

Tell me about your background as a medical x-ray technologist. What was your day-to-day job like?

Reagan: “After graduating from the UW-Madison, I worked in downtown Milwaukee for a couple years. I found that my work was not satisfying, and I felt I needed to be doing ‘more.’ My mother-in-law was employed as an x-ray technologist, and after talking to her, I decided to pursue a career in the medical imaging field. I enrolled at St. Mary’s Milwaukee Radiologic Technology School with the intention of going on to Ultrasound; but, after my first

Jennifer: “For the past 25 years, I have worked in both the hospital and clinic settings. I started my career doing general x-ray, and then I moved into surgery. I provided x-ray support during surgeries, urology, and pain clinic procedures. In 2000, I started working in CT. A typical day in CT would have me working with outpatients, inpatients, and patients that came through the Emergency Department. I would be responsible for verifying that the correct order had been placed, obtaining a thorough patient history, and then performing the scan. I would perform scans as simple as a head CT to Coronary Angiography.”



What inspired/motivated you to switch from the medical to the dental field?

Reagan: “My husband was the first to see the ad for the position at Marquette. When he brought it to my attention, I thought it sounded really interesting, but I didn’t know if my background matched the position. As a radiologic technologist, we are not trained in taking radiographs of teeth. However, after rereading the job listing, I saw it mentioned cone beam CT, something that I have had years of experience with in a medical application. I decided to send in my resume and give it a try. Although I absolutely loved my time in medical CT, the work/life balance was difficult to achieve. Call, staffing shortages, and holidays spent at the hospital away from family became motivating factors to look for change. My position at Marquette has offered me the opportunity to push myself and step outside my (very) comfortable comfort-zone and into a job where I can both educate and be educated. I count myself lucky that my mentors Vickie Romans and Sherry Ortiz took time to demonstrate that there is an art and technique to taking them. At the most basic level, I took this position because it pushed me to try new things, which I love. Hopefully that will be imparted to the students I have contact with at Marquette. I felt at my age and stage in life it was a great challenge to undertake.”

Jennifer: “In my career, I had worked in most areas of radiology, so when this job presented itself, I

thought it would be a great way to push me out of my comfort zone. I had always enjoyed working with x-ray students and training people new to CT, so being able to move into a teaching role was very appealing.”

What have you enjoyed most about working in the dental field?

Reagan: “I have really enjoyed my interactions with the students and other faculty at the school. One of the things I loved most in medical care is direct patient care, which I’m still able to have in working with students. I’m incredibly grateful for the support from colleagues within the Predoctoral Radiology Program. Vicki Romans, Dr. Koenig, and Vickie Szolzwinski have been incredibly understanding with my plethora of questions in a bid to understand the inner workings of the school and the differences in approach, diagnosis, and treatment between the medical and dental arena.”

Jennifer: “The entire MUSoD community. Every faculty, student, and staff member has been warm and welcoming since my first day here. My colleagues in Radiology are great to work. Having Vicki Romans (whose background is also medical imaging) to mentor me and show me all the ‘tricks’ that go into dental x-ray has been great. I was also lucky to be able to work with Sherry Ortiz for a few months before she retired. I love working with the students and the energy and enthusiasm they bring every day.”





What has been the biggest challenge about switching to the dental field?

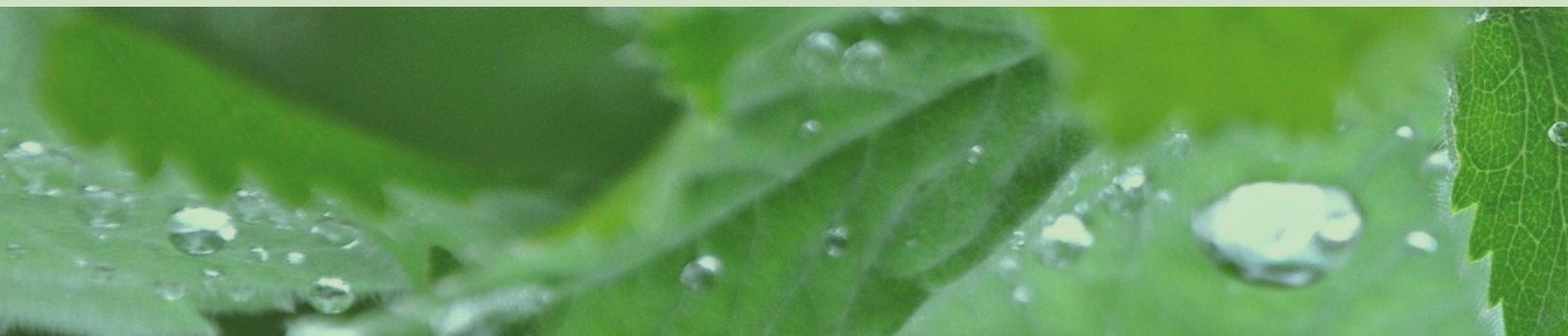
Reagan: “Prior to taking my first intraoral radiograph, I never realized what a restrictive space the mouth can be. Narrow arches, tori, strong gag reflexes & TMJ issues further challenge oral imaging. The other challenge that I’ve had is moving from 20-plus years of medical imaging to an entirely new field. Some days this feels like jumping into a cold pool after sitting in a hot tub for two decades.”

Jennifer: “I had never realized how different every mouth can be! One day you think you have mastered taking dental x-rays and the next day you have a patient come in that you can barely fit the film in. Having to learn how to adjust to many different mouth shapes and sizes to get the correct radiographs has been challenging at times, but every day I learn something new. As I continue to learn all the ‘tricks’ I know that I will be a better teacher to the dental students.”

Tell me about your life outside of Marquette.

Reagan: “My husband, Andy, and I have been blessed with two wonderful kids. Our daughter, Riley, is starting her sophomore year at the University of Minnesota and my son, Cole, is a junior in high school. When I’m not at work, I like to spend my time watching movies, gardening and kayaking. A couple years ago, my husband and I started raising bees. We’re up to 5 hives currently. We’ve had a great harvest and made a lot of friends sharing the best honey in the world!”

Jennifer: “I live in Milwaukee with my husband, Stephen, and our two sons, Ian & Spencer. We enjoy attending sporting events and go to many festivals during the summer. I am an avid cyclist (with pedals, not a motor) and you can often find me biking to work. I recently completed my first self-supported bike tour in which I rode my bike from St. Paul, MN back to Milwaukee.” ●



Mentor Program kicks-off 24th year with 500+ at dinner



Students and mentors get acquainted at the annual Kick-Off Dinner.

More than 500 mentor-dentists and student-protégés packed the Marquette Alumni Memorial Union Ballroom for the 24th Annual Mentor Program Kick-Off Dinner on Sept. 24. Thank you to our 30 door prize donors who made the evening extra exciting. The Mentor Program is co-sponsored by the Wisconsin Dental Association, Marquette University School of Dentistry and the Pierre Fauchard Academy. Some interesting 2018-2019 program year facts:

> 330 total student-protégés > 175 total mentor-dentists, including 26 new mentees

Please visit WDA.ORG for more information about the Mentor Program under the Dental Professionals dropdown.



Save the date!

Nov. 3, 2018

Practice Transitions
Presentation & Panel Discussion

Jan. 12, 2019

Marquette Golden Eagles Men's
Basketball Game vs. Seton Hall

March 19, 2019

WDA Legislative Day

April 6, 2019

Oral Surgery Presentation

Please watch your email for Mentor Program information and updates and add "wda.org" email to your trusted senders list. Thank you!

Thanks to MOM volunteers!



A special thank you to all Marquette University School of Dentistry students, faculty and staff who volunteered at the ninth Wisconsin Dental Association and WDA Foundation Mission of Mercy event on June 22-23. Because of you, more than \$1.3 million in needed dental care was provided to children and adults, ages 1 - 90, during 2,087 patient visits. In just two days:

- 1,409 volunteers, including 209 dentists
- 8,332 dental procedures
- 1,090 X-rays
- 1,436 fillings
- 3,923 extractions
- 618 cleanings
- 801 sealant/fluoride treatments
- 72 root canals and therapeutic pulpotomies
- 196 full or partial dentures

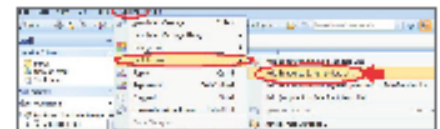
More than 15,000 children and adults have now received in excess of \$10.4 million in donated care at WDA Mission of Mercy events since 2009. Visit WDA.org for photos, comments from patients, public officials and volunteers, media coverage and videos.

Utilize WDA communications

As student Wisconsin Dental Association members, you receive the WDA Journal in your student mailbox, WDA Insider members-only blog to your e-mail inbox, access to WDA.org members-only section and other WDA e-newsletters such as the Tongue 'n' Cheek, and Teeth, too! patient e-newsletter.



To log in to the WDA.org members-only section (including access the WDA Insider members-only blog), your username is your ADA number and your password is whatever you use to log in to ADA.org. ADA.org and WDA.org are linked together through single



sign on, so when you're logged in to one website, you're automatically logged in to the other.

To ensure WDA emails are not going into your spam filter, add info@wda.org to your safe, trusted or approved sender's list, address book and/or contact list:

1. Go to "Actions" on your email menu bar. Select "Junk Email" from pull down menu. Select "Add Sender to Safe Senders List"

2. Right-click in the message and select "Add the Sender to Safe Senders List"

Should you have further questions, please contact WDA Electronic Communications Coordinator Amanda Peterson at apeterson@wda.org or 414-755-4112.

Award-winning electronic communications are a benefit of WDA membership and an easy way to stay current on oral health topics and developments in organized dentistry.

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EDITOR IN CHIEF—

SARA DEGRAVE

CONTENT EDITOR—

ARRITA MALLORY

CONTENT EDITOR ASSISTANT—

MARI LIESTMAN

PHOTOGRAPHER— **KATARINA DASBACH**

LAYOUT & DESIGN— **ALYSE KNUTH**

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contact sara.degrave@mu.edu