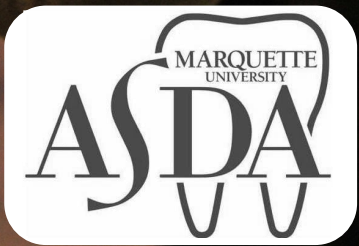


# marquette impressions





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# letter from the editor

Dear Readers,

As you may have guessed, it takes a lot of hardworking people to make Marquette Dental School operate smoothly and efficiently. In this issue, we are highlighting some of the individuals and the work they do “Behind the Scenes” to “Be the Difference.” They are the people we interact with every day, but don’t always get to say a proper “thank you” to. They are the people who plan fun events, service initiatives, and educational experiences, but whose names may get lost in the shuffle.

When I first became Editor-in-Chief, I knew “Behind the Scenes” was a theme I wanted to pursue. Needless to say, I’ve been looking forward to this day for a long time! Planning this issue has made me far more aware of the vast talents that exist within our walls. I hope you enjoy reading about some of the many individuals who are using their talents to make everyone’s experience at Marquette more positive.

And to the individuals who are not specifically mentioned in this issue, thank you for all that you do for our school! Your efforts matter, and we are grateful.

Happy reading,

*Sara DeGrave*  
*Editor-In-Chief*  
*Class of 2020*

# Dean's Corner

## with Dr. William Lobb



By: Sara De Grave

Class of 2020

For over 20 years, Dr. William Lobb has served as the Dean of Marquette School of Dentistry. ASDA was honored to be able to talk with him about his role at the school and his goals for the future. Thank you, Dean Lobb, for your continued dedication to the students and faculty at Marquette Dental School!

**ASDA: Tell us a little bit about your background. Where did you go to dental school? Where did you practice before coming to Marquette?**

**Dean Lobb:** I am originally from Canada. I attended dental school at the University of Alberta in Edmonton, Alberta. I received my

specialty training in Orthodontics at the University of Michigan. Upon graduation from dental school, I returned to my hometown in the Northwest Territories. I practiced general dentistry, travelling and serving several communities throughout the Arctic. Upon graduation from the orthodontic program at the University of Michigan, I returned to Edmonton, Alberta and established an Orthodontic practice. I started teaching part-time at the University of Alberta in the Orthodontic Department, eventually moving into a full-time role at this university. I moved to Dalhousie University in Halifax, Nova Scotia and served at this institution before coming to Marquette University.



**ASDA: What motivated you to take on the role of Dean of MUSoD?**

**Dean Lobb:** I did not aspire to become a Dean. I was quite satisfied with my previous role at Marquette University. We had a “failed” Dean search, and I decided to become an applicant in the aftermath of that. I felt I could help us prepare for an upcoming accreditation visit and serve in a leadership capacity until a new search could be launched after the accreditation site visit.

**ASDA: What does a “day-in-the-life” of the Dean of MUSoD look like?**

**Dean Lobb:** In my role as Dean, a typical day includes external work related to representing the dental school to various entities, including the university senior administration, other deans and various offices across campus, the Wisconsin Dental Association, the State Legislature as a registered lobbyist, alumni, and various other stakeholders related to dentistry. There is also an internal aspect of the role, including working with and supporting Department Chairs, faculty, and others throughout the dental school. It is my role to ensure we have the resources and the ability to live out our mission of excellence in education, research, and service. An important responsibility of the Dean is also to be a fundraiser. I do not find any two days to be the same; each day is a unique challenge and opportunity.

**ASDA: What are your favorite and most challenging parts of being the Dean at MUSoD?**

**Dean Lobb:** I would not say I have a favor-

ite part of my role as Dean. The opportunity to meet and interact with such a broad array of talented people at all levels of their education and careers is very rewarding. Similarly, I don’t have anything that stands out as particularly challenging. There are high points and low points. The key is to keep everything in perspective and balance so you can manage each day as it comes.

**ASDA: What goals do you have for the school?**

**Dean Lobb:** A fundamental goal that I would like to see accomplished is that we achieve success in all our endeavors as an oral health center. I would like to see the dental school continue to thrive and grow in terms of achieving excellence in education, research, and service. We need to ensure our curriculum is meeting the educational needs of competent, contemporary dentists who must be prepared to practice over the next several decades. We need to continue to contribute to the advancement of knowledge and the utilization and application of this knowledge in clinical decision making. And, we need to find better ways of effectively and efficiently serving the oral healthcare needs of the communities we serve, particularly the most vulnerable and marginalized members of these communities.

**ASDA: When not at the dental school, you can find me...**

**Dean Lobb:** ...spending time with family.



## *New Clinical Experiences* in Special Needs Health Care at MUSoD

By: Tessa Marx, Class of 2019

*"You need to be a specialist to treat patients with special needs."  
"I don't have the equipment or time in my office to treat patients with special needs."  
"I just don't feel comfortable doing it."*

These are phrases I've heard time and again from dentists I've met at organized dental meetings or while shadowing at local offices. I must admit, the first time I had a special needs patient in my chair as a third year dental student, I was pretty nervous. And when I realized the patient needed five crowns and a bridge, I was downright terrified. *"Am I qualified to do this?" I thought to myself. "What if something goes wrong?"*

Studies suggest that adults with ASD (autism spectrum disorder) struggle to access appropriate, quality services to meet their healthcare needs.<sup>1</sup> But why is there a barrier to care? A recent study found it comes down to clinical exposure and experience of dentists. Byrappagari, from University of Detroit Mercy School of Dentistry, surveyed 1250 general dental practitioners with an active license in the state of Michigan and found “respondents who indicated that they currently do not treat these patients identified behavior management of patient (67.9%), inadequate training and experiences (52.4%) and severity of patient's condition (41.7%) as the most common reasons for not providing care to individuals with developmental disabilities.”<sup>2</sup>

To address the cry for clinical experience, this spring, MUSoD introduced a brand-new Special Needs Dentistry rotation to the clinical course DEIN 7224 this spring for second-year Marquette Dental students. This rotation is held at three off-site locations that focus on special needs dentistry: The Children’s Hospital of Wisconsin (CHW), Fort Atkinson Community Dental Clinic, and Waukesha County Community Dental Clinic. Second year students will be observing dentists at these locations to gain “real life” insight on how to treat special needs patients in a clinical setting.

Jeannette LaBelle, a D4 who was instrumental in starting this rotation, said, “The whole thing started when we attended the Wisconsin Oral Health Coalition meeting and were introduced to Pam Fraser at lunch.” Fraser, the Director of Oral Health Services at CHW, highlighted the large patient base of adults with special needs that

have outgrown their children’s clinic and are struggling to find a dental home. “We need to have students gain positive experiences working with this underserved population,” LaBelle reports. “Wisconsin has de-institutionalized people with special needs, and these patients are becoming abandoned.”

The objective of the new rotation in DEIN 7224 is to explore communication skills necessary in behavior management and enhance the comfort level of Marquette students in treating these patients. Initial reports from second year students who have been on the new Special Needs Dentistry rotation this spring have been glowing, and students admit they were pleasantly surprised and inspired by their experience.

Personally, I’ve found a little exposure therapy can do a world of difference for both the special needs patient, and the special needs provider. Through small behavior modifications, I was able to deliver the crown and bridgework for my special needs patient with only minor hick-ups. I have gained confidence in my abilities and more compassion for my patients. I hope this new rotation inspires more Marquette students to have confidence in treating this population both in the dental school setting and “in the real world.”

“People with special needs are often misunderstood and need to be treated individually. They don’t fall under a specific treatment plan,” notes LaBelle. “We’re very lucky to be at an institution where we have such a strong following of students and faculty that are passionate about this population.”

<sup>1</sup> Vogan, V., Lake, J. K., Tint, A., Weiss, J. A., & Lunsky, Y. (2017). Tracking health care service use and the experiences of adults with autism spectrum disorder without intellectual disability: A longitudinal study of service rates, barriers and satisfaction. *Disability and Health Journal*, 10(2), 264-270. doi:10.1016/j.dhjo.2016.11.002

<sup>2</sup> Byrappagari, D., Jung, Y., & Chen, K. (2018). Oral health care for patients with developmental disabilities: A survey of Michigan general dentists. *Special Care in Dentistry*, 38(5), 281-290. doi:10.1111/scd.12303



# Directing the Way

Dr. Nenn has served as the Clinic Director at Marquette University School of Dentistry since January 2018. With the help of Dr. Hagner, his predecessor, he has successfully transitioned into his new role. His experiences outside the academic community include working on a migrant farm workers clinic called La Clinica de los Campesinos and starting his own practice in rural Wisconsin, which he ran for 25 years. During his time in private practice he became involved in education. He served as a non-salaried faculty member at La Clinica de los Campesinos, working with students who started arriving for off-site rotations in the 1990s. He is here to help make your dental school experience the best it can be!

**ASDA: What motivated you to apply for the position of Clinic Director?**

**Dr. Nenn:** Being a graduate of MUSoD, I felt a duty to the school that educated me and provided me a place in a wonderful profession that has offered me so many great opportunities. I had been a Group Leader since May of 2006, which provided me with some of the

skills and understanding needed for the position of Clinic Director. In addition, I was asked to apply by people whose counsel I greatly respect.

**ASDA: What does a “day in the life” of the Clinic Director look like?**

**Dr. Nenn:** On a given day, there are certain things I believe are important to accomplish. I try to connect with faculty, students and staff by visiting as many clinics and support areas as possible on a regular basis. I believe talking with these folks is important to keeping the clinics running smoothly. I don't necessarily make it to all the areas of the school as much as I'd like, but generally I will visit once a week. Some of the things that prevent regular visits are the day-to-day problems that arise: patient complaints, unapproved pets in the atrium, faculty/staff absences, student issues, meetings and answering endless emails are all part of a normal day. Throw in planning rotations, entering grades, exposures, equipment malfunctions, building issues, and MERT calls, and it can make for an interesting, hectic day.





By: Sara DeGrave, Class of 2020

**ASDA: What are the most rewarding and challenging parts of the role?**

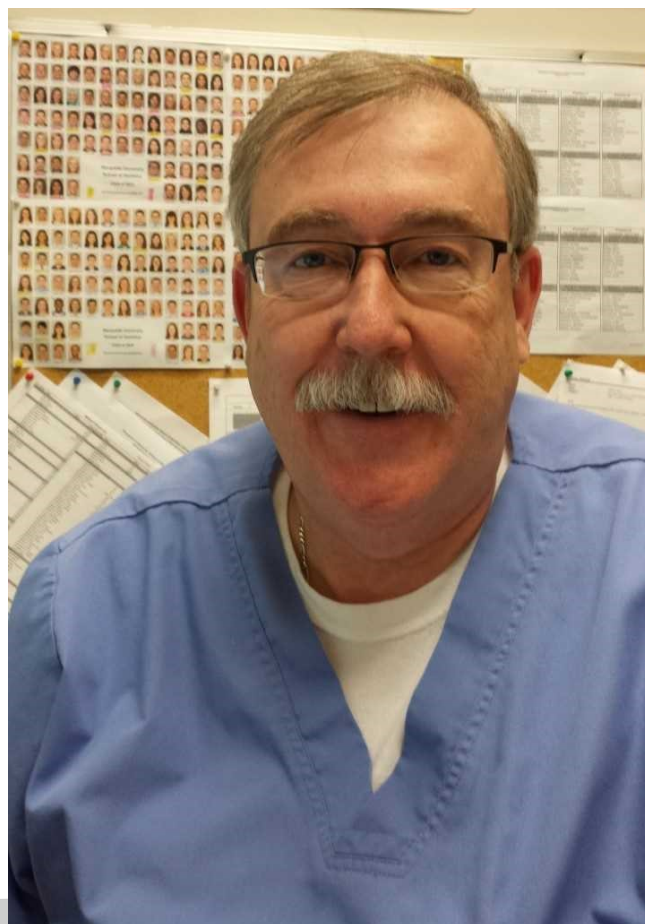
**Dr. Nenn:** I like problem solving and find it rewarding because of the very talented faculty and staff in the Department of Clinical Services I work with. It would be impossible to do this job without them. Clinical Services touches every part of the school. The most challenging part of the position is the sheer volume of things to manage. There are days it feels like "drinking out of a fire hose," or the sense that I'm forgetting to do something.

**ASDA: What goals do you have for the future?**

**Dr. Nenn:** Some of the goals are increasing "customer service," increasing patient flow, enhancing student clinical experience, and keeping everyone safe.

**ASDA: When not at the dental school, you can find me...**

**Dr. Nenn:** ... with family and friends fishing on water or ice, playing trivia, traveling, biking, or just doing nothing.





*From Left to Right:  
Penny Hammen, Clare  
Scharpf, Sara Webb, and  
Jill Rivest*

## *Always Check with PFS!*

By: Jessica Messerschmidt, Class of 2020

*Money, money, money, always sunny in a rich man's world...which we wouldn't know as dental students! Luckily we have the ladies in Patient Financial Services keeping track of our patients' money for us! The school wouldn't operate without their help in giving us the tools to inform our patients about the financial side of their dental care. In their wall-locked office they have a tap dancer, concert singer, the oldest student worker, and dreams of an office dog. Read their interview below to learn more!*

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*ASDA: How long have you been working in PFS?*

**Clare:** 5 years

**Sara:** 8 years

**Penny:** Going on 6 years in PFS and 15 years total at MUSoD

**Jill:** While I have been working at the dental school for going on 34 years in one department or another, I am the 'new girl' to PFS having only been here for 3 years.

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*ASDA: How did your career lead you to working at PFS?*

**Penny:** I have been dental and surgical assistants and coordinators since the beginning of time. I decided to leave the assisting chair for PFS when the opportunity opened up.

**Clare:** I started as a Dental Assistant wayyyy back before any of you dental students were even born! The first dentist I worked for was Dr. Stamatelakys – who is now a part-time faculty periodontist here at MUSoD! After 5 years of dental assisting, I took a position at a startup Dental Practice Management Software company, where I did mainly training & support, but also...pretty much everything except for programming. I was with the software company up until joining MUSoD in late 2013.

*ASDA: What's your biggest PFS pet peeve?*

**Clare:** That we are wall-locked! No outside windows to know what's going on in the outside world. On a positive note, I believe we would be fairly safe in a tornado!

**Sara:** My biggest pet peeve is that we can't have an office dog! I have a couple of candidates that would be great for the position.

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*ASDA: What is a fun fact that students may not know about you?*

**Clare:** I come from a very large family. I have 10 sisters and 2 brothers!

**Sara:** I love dogs! Just kidding, everyone knows that. When I started PFS, I started out as a student worker. I was going to Marquette part-time for my Bachelor's in psychology and found out about a student worker position open in PFS. I got the job and stayed until there was a full-time position and applied. I continued to go to school part-time and graduated in 2017. I believe I might have been MUSoD's oldest student worker!

**Jill:** In 1992, I sang a duet with Barry Manilow at one of his concerts in Las Vegas.

**Penny:** I can tap dance!

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# ASDA's General Body Meeting Makeover

By: Kaitlin Jasper, Class of 2020

ASDA's executive committee is always looking to see what we can improve upon to help members get the most out of their ASDA experience in dental school. One of our goals this year was to improve communication between our executive committee and our committee leaders, as well as amongst our committee leaders themselves. A second goal for the year was to increase D1 involvement in order to facilitate easier leadership transitions in the future and maintain a strong ASDA chapter as a whole. One area that had potential for improvement was the structure of our general body meetings.

To begin restructuring our general body meetings, we first gathered opinions and ideas from our incoming leaders at our annual leadership retreat with a brainstorming breakout session. We then held our first general body meeting of the academic year in October, implementing those ideas. Overall, our new meeting format keeps things "short, sweet, and to the point" in

order to cover everything in only about 30 minutes over lunch. We started providing snacks as an incentive for attendees as well.

First, we start out with a fun game or ice-breaker to allow students to move around a bit over lunch and meet some new faces. We feel it is important to build a strong sense of community that fosters relationships between those in different classes and different organizations. These games allow members to interact with people that they might not see on an everyday basis. Next, the meeting transitions to a useful member resource that helps to make students aware of tangible benefits they can take advantage of as an ASDA member. For example, in our first meeting we presented a step-by-step tutorial of how to sign up for free disability insurance.





*From Left to Right: Kaitlin Jasper, Jessica Messerschmidt, Sam Miller, Jeimy Diaz Abreu, and Emily Schuler*

Then, we move on to our member and committee spotlights. This segment is intended to recognize and show our appreciation for those who go above and beyond to make our chapter strong! After our spotlights, we feature the upcoming events for the next month to get everyone excited to participate and attend. This is also a great opportunity for committee chairs to further advertise and promote their events to potential first time attendees and D1s.

Transitioning from events, we introduce one of our key features to tackle our communication and D1 involvement goals: Marquette ASDA Classifieds. Before each meeting, we have committee leaders submit various tasks and projects that they would like assistance with for their events. These tasks are then presented to the meeting attendees for any member to sign up for and help out. This is a great way for D1s to get more involved with

ASDA and learn more about each committee before diving into a leadership role. It also allows leaders to see where they may be able to collaborate with other committees.

Finally, we end our meetings with a raffle! This is another incentive to show our appreciation for our dedicated members that attend these meetings in order to get informed and get involved.

After this debut meeting, we sent out a formal survey to all attendees to evaluate how the changes we made were received. Based on the results, it seems that our changes have been positive for both our general members and current leaders. Our executive committee is excited to continue this new format and refine things as needed so that everyone finds something in the general body meetings that is beneficial to them.



## Behind the Scenes of Mr. Molar 2019

By: Janae Momchilovich, Class of 2021

On March 29, D1 Lato Nguyen, D2 Evan Kopecky, D3 Conor Wierus, and D4 Aatif Nowman performed for the judges, faculty, and student body in hopes of winning over their hearts--and votes--to obtain the coveted title of Mr. Molar.

They participated in a number of acts, including talent, lip sync, and karaoke. The crown was ultimately awarded to the much-beloved Conor Wierus. After the articulators were returned and the confetti was swept off the floor, ASDA had the opportunity to talk with this year's lead, Mel Ladley, about the planning of Mr. Molar 2019.

Imagine reserving a space two years in advance for a dental school event. Well, that's exactly what Wes Chiasson, MUSoD Class of 2018, did in preparation for this year's event. He knew that the event grew each year, so he reserved a larger venue – Weasler Auditorium--for 2019. With the venue booked, Ladley got to work.

When asked about the hardest part of planning Mr. Molar 2019, she concluded, "Figuring out the timeline and exactly how we wanted to do things this year. For Wes to be gone, it was kind of hard."



Among the tasks that needed to be completed were selecting candidates, creating commercials and introductory videos, finding a judging panel, confirming an emcee, selling tickets, and assisting the contestant performances.

In addition to a new venue, changes were seen regarding the candidates. Ladley planned a candidate reveal for February, so she had to work privately with each contestant so as not to spoil the surprise. The planning committee also worked to secure MedPro as a sponsor for the event. This allowed contestants more freedom in choosing performances and for an enhanced overall production. Individual classes also established committees to enhance the creativity surrounding this event. At the end of the event, the attendees had the opportunity to vote via SurveyMonkey for their favorite candidate. This is the first year that 50% of the candidate's total came from the audience and 50% from the judges.

Historically, the emcee has always been the previous year's Mr. Molar. This year was no different: Marquette's own first Ms. Molar, Emma Sowieja, returned in her red suit and rollerblades to fulfill the role. When speaking with Sowieja about what she has been up to since her victory a year ago, she replied that she has "been pretty busy with public appearances and autograph signings."

Ladley also had to reach out to faculty to fill the judging panel. She solidified the five-person panel, which included Dr. An, Dr. Knapp, Amber May, Reagan Saxe, and a representative from MedPro. Dr. Knapp and Dr. An also took on the annual tooth fairy responsibility.

Each year, two faculty are chosen as tooth fairies and, after a student vote, the winner is allowed a portion of the proceeds to donate to a charity of his choice. Dr. Knapp was chosen this year, and he chose the Milwaukee Zoo as his charity.

The ASDA Events Team worked hard to bring this year's event to fruition. Last year, 450/450 tickets were sold. This year, 495/495 were sold. Every year, Mr. Molar is filled with great entertainment, belly-aching laughter and schoolwide camaraderie; this year was no different.

D1: Lato Nyugen:  
Second Place: Mr. Primary Molar

D2: Evan Kopecky:  
Fourth Place: Mr. Mulberry Molar

D3: Connor Wierus:  
First Place: Mr. Molar

D4: Aatif Nowman:  
Third Place: Mr. Premolar



# a chat with Pat

By: Arrita Mallory, Class of 2020

Pat Annis, Head Lab Supervisor, is pretty much a MUSoD clinic celebrity. He is known for his kind demeanor and is always willing to help students navigate lab hurdles, however big or small. We wanted to learn a bit more about being Pat and the ceramics lab he manages.

Pat was born and raised in Milwaukee. When asked about how he entered the dental field, he explained, "I never really knew the dental lab field but always enjoyed doing things with my hands. My high school counselor was familiar with it and suggested I check it out." He graduated from the dental laboratory program at Milwaukee Area Technical College and then worked in a smaller lab for 2 years, gaining hands on experience. He then worked in a

prosthodontics office for 17 years until the dentist retired. Pat started his present role at Marquette back in 1991.

## Questions for Pat...

**ASDA: What are your favorite aspects of being a part of the MU Dental Community**

**Pat:** I really enjoy interacting with all the students! Working with my hands, as well as a variety of people, to create something that makes a lasting difference is very satisfying.

**ASDA: What is a little known fact about you?**

**Pat:** I took up running about four years ago and try to run 2.2 miles every other day outside, year-round! I average a 10 minute mile.



# Reading Between the Lines: “Behind the Scenes” with Book Club

By: Sara DeGrave, Class of 2020

For the past two years, Alex Padalino and Corbin Rusteberg, both members of the Class of 2020, served as the dynamic duo behind ASDA’s Book Club. Dental students of all scrub colors looked forward to their meetings each semester. How did they draw such a crowd? It all came down to the lure of a good book, good food, and even better conversation.

Before becoming leaders of the Book Club, Alex and Corbin already had two big things in common: they both enjoyed reading and cooking. As their D1 year drew to a close, the D3 students leading the club were ready to abdicate their roles. They reached out to Alex and Corbin and asked them if they would be interested in taking over. Excitedly, they said “yes!”

I was told that the process by which they selected the books is a “highly guarded” ASDA trade secret. Alex, however, was kind enough to let us all in on the operation: “Corbin gave me a list of five books he approved, and then I picked the one that I could tolerate reading.” Pretend you didn’t hear that. It’s classified.



Although the name of the club is “Book Club,” many students wouldn’t be lying if they said they just attended the meetings for the food. And who can blame them? Corbin and Alex pulled out all the stops: they’ve had food themes that include pizza, tacos, dessert and wine, breakfast for dinner, and burrito bowls. Who wouldn’t want to join a book club with refreshments like that?!

If they haven’t yet convinced you that you should come to a future Book Club meeting, here’s their final statement: “Reading is something that helps you get away from the stress of school. Having an event that brings students of all four classes together for some conversation, food, and drinks is a good getaway.”



# screening

## *for gotdillocks*

**By: Sara DeGrave, Class of 2020**

When students receive a message on axiUm saying “New Patient Assigned,” a couple questions might pop into their heads: “What treatment will the patient need? Will the patient be cooperative?” The school uses screening appointments as a way to answer these questions even before a comprehensive exam. This short appointment serves as way to gauge if potential patients would be a good fit for the school, and vice versa.

Historically, the screening process was done in the radiology department. Group leaders

screened patients one half day per week, and Dr. List, who worked in radiology, screened three full days a week. When the class size grew to 100 students, though, space was needed in radiology to teach the extra 20 students per class. Screening was then moved to the clinics.

Today, screening is done by students under the supervision of dentists. D1 students are assigned to screen with Dr. List on a rotation.

D3 and D4 students have the opportunity to sign up to help their respective group leaders screen so they can be assigned specific types of patients for clinic requirements or boards.

To gauge if someone would make a quality teaching case for students, screeners first explain the school's processes, rules, and flow. They inform future patients that appointments can last a full morning or afternoon, and that it may take longer to complete their treatment than it would in private practice. For many people, these minor inconveniences are well-worth the ability to receive quality dental care with "in-house" specialists at a reduced cost. For others, though, they discover that their work schedule or tolerance for sitting in a dental chair make them incompatible with the school. Although these patients may have dental needs, they are advised to seek treatment elsewhere.

After the initial discussion, the screener begins filling out the "Screening Form" in axiUm. They record the person's blood pressure and briefly review the medical history. Using a mouth mirror and explorer, the screener examines the person's mouth for caries, missing and cracked teeth, and gingivitis/periodontitis. All findings are recorded in axiUm, and the difficulty of the case is assessed.

If the supervising dentist determines that the person has a "Goldilocks Case" (not too hard, not too easy, but just right), then the patient will be accepted. Sometimes, patients are simply looking for

cleanings. They can be referred to a local technical college that offers affordable cleanings by hygiene students. Other cases are too complex for the pre-doctoral clinic. Those patients are either referred to the graduate clinics or advised to receive care in private practice. If the patient is accepted for the pre-doctoral program, radiographs are then ordered.

Some students may wish to have their own friends and family become patients at the school. In that case, the traditional screening process can be shortened. The student needs to register the person at the school, have the group leader assign the patient, and then arrange a time to do the screening when the group leader is present.

So you want to pursue

# DENTISTRY?

## What's changed in the admissions process?

By: Mary Lovell, Class of 2022



We've all been there—wondering if our undergraduate experiences have checked off all of the requirements for the dental school application to Marquette. I spoke with Cassie Stewart in Admissions about changes in the admissions process for the Class of 2023.

The pre-dental requirements have not changed and still include 6 credits of English, 8 credits each of general chemistry, organic chemistry, biology and physics, 3 credits of biochemistry, and 49 other elective credits for a total of 90 credits. In addition to the required courses, anatomy, cell biology, genetics, microbiology, and physiology are recommended for the application. Two letters of recommendation from science professors and one from the applicant's choice (dentist the applicant has shadowed, volunteer or work employer, etc.) is preferred, but Admissions will also accept one committee letter in lieu



of three individual letters.

In terms of interviews, this fall, 256 non-resident and 96 Wisconsin residents were interviewed. Additionally, about 100 more applicants will be interviewed during the spring semester. The purpose of the interview remains the same: personally meet the applicants and see if they would be a "good fit" for Marquette.

The personal statement requirement on the dental school application is also the same: a one-page essay about why the student desires to pursue dentistry. At present, the Dental Admissions Test has also remained the same, with sections including natural sciences, perceptual ability, reading comprehension, and quantitative reasoning.

Overall, not too many changes have occurred in the Admissions Office at MUSoD. A consistent theme of selecting the most qualified and caring applicants who can provide the best dental care to our patients remains in effect.



# RECYCLE

floss 

# LIKE A BOSS



## Floss Container Recycling Expands to Clinics

By: Amanda Beltrame and Hannah Bonikowske,  
Class of 2020

Floss is an essential oral hygiene tool; yet, the plastic containers used to house this snappy necessity adds copious amounts of plastic to our landfills annually. Here at the dental school, we use floss on our patients and manikins daily, contributing greatly to our plastic problem. The ASDA Sustainability began tackling this problem by incorporating floss container recycling in the Sim Lab. Now, we've expanded our recycling program to include all five predoctoral clinics!

Located in each clinic is a gold reused alginate container labeled "FLOSS CONTAINER RECYCLING." This is where you can dispose of various used dental hygiene products. The things that can be recycled in these containers, as well as in the large Colgate box and golden containers in the

Sim Lab, include empty floss containers, used toothbrushes (except for electric toothbrush parts), empty toothpaste tubes, toothbrush packaging, and toothpaste boxes. Students and patients are encouraged to bring recyclable dental materials from home to be recycled!

After being collected at the dental school, the floss containers and other recyclable dental materials are sent to Colgate's TerraCycling program where they are melted down and reused as other plastic products. Since we are able to collect and send in large amounts of recyclable plastics, the money generated from recycling the plastics through the terracycle program is donated to a charity of our choice. With our last shipment from the Sim Lab we made \$18.70 for charity!

The ASDA Sustainability Committee is trying to save the planet - one floss container at a time. If you want more information about the program, you can find it on TerraCycle's website: <https://www.terracecycle.com/en-US/brigades/colgate>

# You're invited to participate in the 2019-20 Wisconsin Dental Association – Marquette University School of Dentistry – Pierre Fauchard Academy Mentor Program

Find out why this has been a tremendously successful program the last 24 years! Advance your learning by participating in this worthwhile program. As a protégé, you can:

- > Join the fun and meet your mentor at the Mentor Program Kick-Off Dinner
- > Register for two complimentary breakfast CE programs (one in the fall, one in the spring)
- > Attend a Marquette men's basketball game this winter

Please visit [wda.org](http://wda.org) for more information about the Mentor Program under the Dental Professionals dropdown.



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



## SAVE THE DATE: 25th Annual Mentor Program Kick-Off Dinner on Monday, Sept. 30, 2019

Be sure to watch your student email inbox for additional correspondence. If you have any questions about the program, please contact Linda Gleason (414-288-5408 or [linda.gleason@marquette.edu](mailto:linda.gleason@marquette.edu)) or Betsy Krekling (414-755-4118 or [bkrekling@wda.org](mailto:bkrekling@wda.org)).

## Student debt has met its match.

### SoFi.

Sign up for student loan benefits to save thousands.



Many recent graduates and parents of current students have significant amounts of student loan debt. SoFi offers student loan refinancing, allowing you to refinance your existing private and federal loans and save thousands.

SoFi offers a range of options to optimize your monthly payments, lifetime cost or speed of pay off, all in addition to no fees and no catch.

What's not to like?

>> [Learn more at sofi.com/wis-dental](http://sofi.com/wis-dental)

## Use **CareerForward** job board to find job post-graduation

**CareerForward**, a job board for all Wisconsin dental professionals, is now available on [WDA.org/jobs](http://WDA.org/jobs). Search **CareerForward** by location, ZIP code or keyword, to find a job after graduation. Job board ads are categorized by experience, type of dental professional and specialty.

“As dental school graduation was fast approaching, finding a job topped my to-do list. I maximized my job search by utilizing all resources on the internet through various connections and networks, and the WDA Journal classifieds (now known as **CareerForward** job board). Ultimately, I found my first job as an associate through the classifieds. My employers were looking for someone connected to organized dentistry and wanted to avoid costs of high-paying employment resources. They were pleasantly surprised with the number of quality candidates that applied.”

– **Dr. Katie Satula** (Milwaukee)



# special thanks to our staff

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*& thank you to all the writers!*

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