

mu impressions



WINTER 2018 ISSUE / MARQUETTE ASDA NEWSLETTER

all about
asda
issue

What are district meetings &
why do they matter?
How is ASDA leadership organized
& how can you get involved?

Plus *interviews with*
Dr. Guentsch &
Jessica Messerschmidt

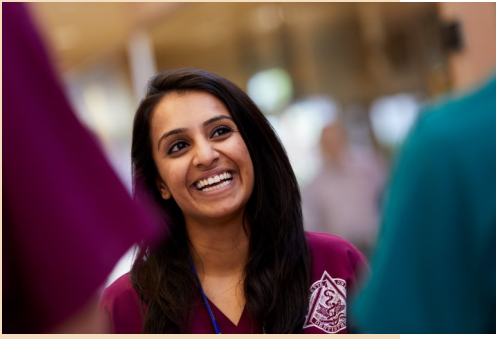


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letter from the editor

I firmly believe that every member can benefit from a membership in organized dentistry both in school and in practice. Since Marquette is an auto enroll school, ASDA membership is included in tuition. Every student already pays the fee to join, so why not enjoy the benefits? Benefits of ASDA are numerous. They include the ability to go to conferences across the nation. You can have interactive experiences and develop relationships with other dental students and dental professionals at ASDA events. You can advocate for legislature to benefit students and education yourself on hot topics in dentistry. ASDA also offers certain discounts, free life insurance and one year subscription to online CE. Through ASDA you can become a leader and develop the networking skills valued in private practice. You can make a difference in within your school and national ASDA. You would be a fool not to take advantage of what you already pay for.

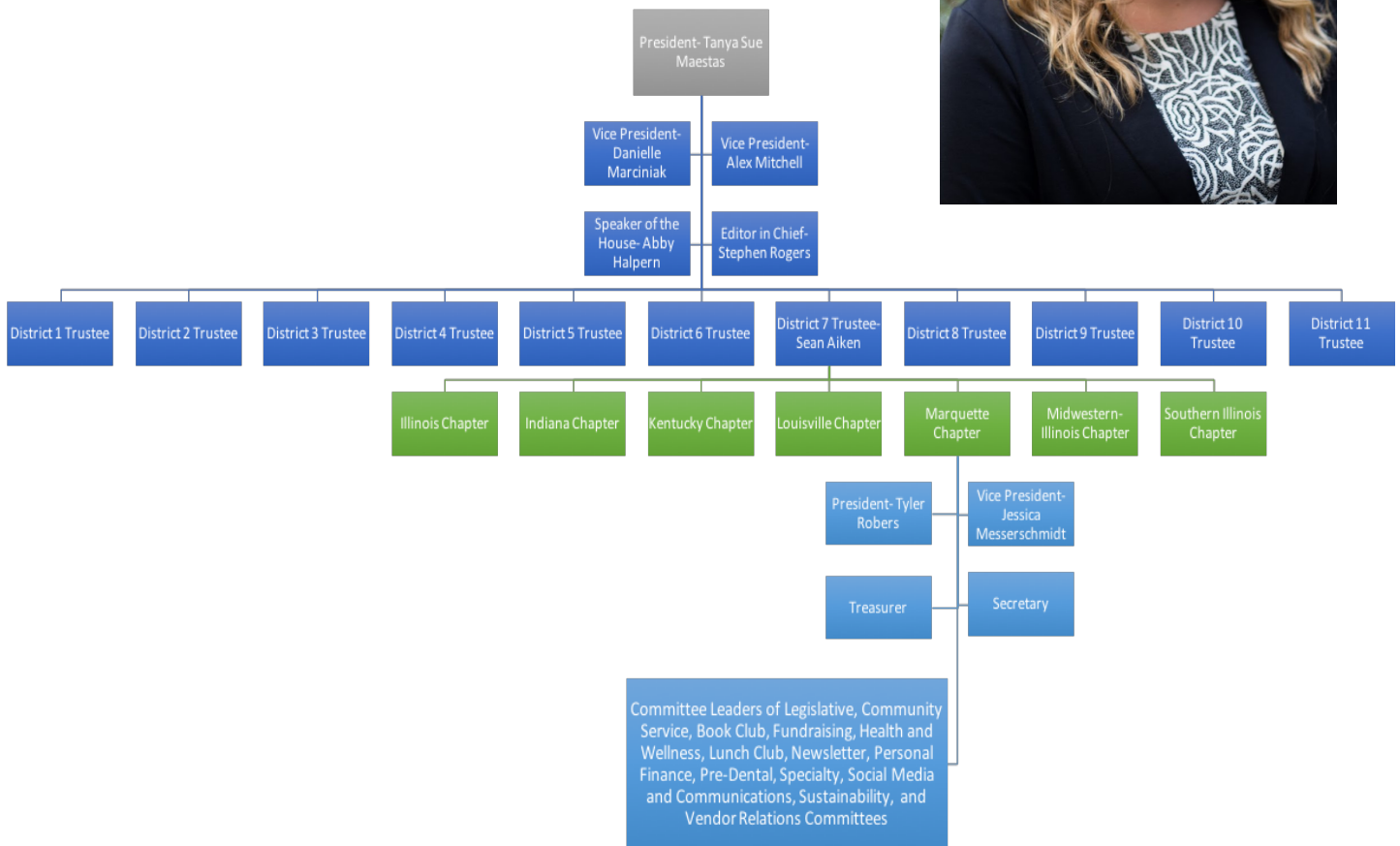


Alyse Gooderham, MUSoD 2019
Newsletter Editor-In-Chief



how is ASDA leadership organized and how can you get involved?

Kaitlin Jasper
MUSoD, Class 2020



Whether you are already involved in ASDA or just starting to get involved, it can be daunting trying to figure out exactly what your next steps should be to find your niche in the organization. If you are just getting started with ASDA, a great first step would be to get involved in a specific committee. At Marquette, there are 13 different committees to help you find what fits best with your interests and goals. Once involved in a committee, you may consider applying to lead that committee the following year in order to gain new leadership skills while achieving new goals and exploring new ideas.

On the other hand, you may want to build your leadership skills while working towards goals for the overall chapter at Marquette as part of the Executive Committee: Secretary, Treasurer, Vice President, or President. If you are elected to be Vice President, you will work with the President closely throughout the year, and you will automatically become the chapter President the following year. At Marquette, we look to elect a D2 Vice President each year who will then be a President as a D3 and immediate past President as a D4. This allows for a smooth transition each year between leadership so that our chapter can build upon itself with new goals and ideas while still maintaining its core foundation.

If you've got that ASDA fever and are looking to get involved even further, a great step up the ladder would be to become a delegate at the national level. In order to fully represent each dental school chapter, two students from each of the 66 schools in the U.S. are selected to be a part of the house of delegates. This house is the main legislative body of the organization. Together the 132 delegates as well as the Board of Trustees, the Speaker of the House, the executive director, and the Council Chairs meet once a year at Annual Session. At this meeting, the House of Delegates elects the new incoming officers of the organization and votes to implement policies and initiatives that represent dental students as one unified body.

If you are looking to represent a larger group of students beyond your chapter, your next step might be to run for District Trustee. There are 11 district trustees in ASDA, each representing a subset of schools in the United States. Marquette is a part of District 7, which is currently lead by District Trustee Sean Aiken. In this position, you would serve as the face of the Illinois, Indiana, Kentucky, Louisville, Marquette, Midwestern- Illinois, and Southern Illinois ASDA chapters. This involves maintaining communication between all of the chapters in your district and ASDA at the national level. In addition, you serve on a board with the other 10 trustees in ASDA to work with the ADA, implement membership outreach, represent ASDA in organized dentistry, and imple-

ment legislative initiatives.

Another way to get involved at the national level is to serve on one of the four national councils: Advocacy, Communications, Membership, and Professional Issues. The Council on Advocacy works on legislative initiatives that represent the values and interests of dental students as well as the dental profession. The Council on Communications focuses on the cohesiveness of the organization by keeping ASDA dental students informed through all different media platforms. The Council on Membership works to meet the needs of its current members and to further engage new dental students, pre-dental students, and international dental students. Finally, the Council on Professional Issues strives to guide dental students in a variety of topics such as community service, public health, diversity and inclusion, ethics, and interprofessional education.

The ultimate step in your leadership journey would be to apply to be on the executive committee of national ASDA. This committee consists of the president, two vice presidents, and the executive director who is an ASDA staff member. This group serves as the face of the ASDA organization. The president is the chair of the Board of Trustees and the two vice presidents serve alongside as members of the board. Overall, this committee oversees the continuous development of the ASDA organization. Other roles at this level include the Speaker of the House, who conducts the House of Delegates meetings that aim to achieve new resolutions in the organization and the profession. The Editor in Chief is another role of interest that oversees the many publications of various dental topics the organization has to offer.

Wherever you are in your ASDA leadership path, I encourage you to strive to take that next step in your journey. This organization has a niche for everyone and is structured in a way that allows you to grow both personally and professionally as you develop your unique leadership style. ●



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"...it came to my attention that weekend just how much ASDA has to offer their students..."

ASDA Fever: Why I Regret Not Getting Involved Early

Rebecca Quintero
 MUSoD, Class of 2020

Do you remember how you felt on the first day of dental school? I am sure I am not speaking for myself when I say I was like a giddy girl in a donut shop! On the first day of dental school, I was finally where I wanted to be and it felt as if there were endless opportunities. From clubs to fraternities to class representatives, I felt unstoppable. In fact, I aimed to put my name on just about every sign up list there was at the club fair. Afterwards, emails from various resources started flooding my inbox and I soon regretted writing my name on all those lists. Indeed as the weeks went on, school just became busier and busier and I was only postponing my involvement more and more. I kept telling myself that I would go to the next meeting...well that next meeting turned into a whole year of non-participation!

Before I began the second year of dental school (D2), I vowed to get involved. Going to Louisville, Kentucky for the American Student Dental Association (ASDA) District meeting in Fall 2017 gave me the opportunity to do just that. As I sat there listening to speakers and students explain what they were involved in, I gasped in awe the entire time. Here I was sitting back while there were people just like me

out there making a difference towards their careers and for their future patients. Furthermore, it came to my attention that weekend just how much ASDA has to offer their students. Specifically, I found out that there is something everyone can be a part of - from legislation to the health and wellness realm and even to social media, there are no limitations with ASDA! By the end of that weekend, I was feeling the same excitement I had felt on the very first day of dental school.

After taking a year off of being involved, I feel like I am now playing catch up. I have come to believe that getting involved early will surround one in a community that has the same interests and goals. The community you decide to unite with will help keep you involved in many activities throughout your time at Marquette University. If there is an important lesson that I have learned from my first day of dental school until current, it is how important it is to set time aside for at least one club that interests you! ●

What are District Meetings and Why do they Matter?



Rebecca Monticello
MUSoD, Class of 2019

We all know that the strength of the ADA lies in the ability of the member dentists to work together and create a powerful voice for change. The same is true for ASDA, which relies on teamwork between the student-doctor members for its structure. District meetings, like the one MUSoD ASDA attended in Louisville, are held across the country and provide an opportunity for each district to cultivate new ideas to better individual chapters as well as National ASDA as a whole.

The American Student Dental Association is made up of 11 districts, each with 5-7 chapters spanning multiple states. The district meeting gives each member present a chance to meet other members in their district, as well as their national district trustees. District trustees are the people who represent each district in National ASDA meetings, and help individual chapters improve and grow. Our district 7 trustee is Sean Aiken and district 6's trustee is Justine Bednarski. They have each been successful leaders in their own ASDA chapters and provide a wealth of knowledge and advice for any and all current ASDA leaders. In addition to our own district trustees, the trustees from districts 3 and 9 were also present to answer questions, share information and give guidance.

The main purpose in bringing together 12 ASDA chapters from schools in 7 different

states is to learn from each other. Each school's chapter has experiences that other chapters can learn from and new ideas to share. At this district meeting, two of our very own MUSoD members shared their ideas and presented to all 190 attendees. Tyler Robers spoke about the brand new Marquette ASDA App, and Ryan Twaddle gave ideas on how to host fun and useful events with no money required. In addition to presentations, brainstorming sessions were held for different committees to get together and find ways to provide more services to ASDA members, and to further National ASDA's own goals.

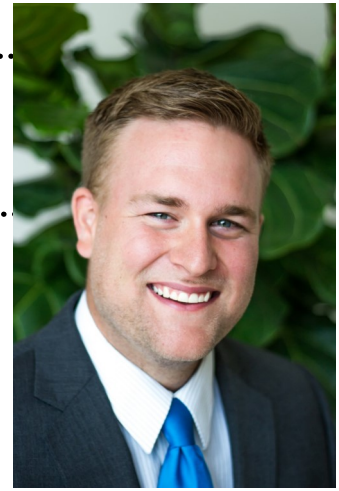
Probably the most important benefit of a district meeting is the spread of "ASDA fever" to all present. The drive and passion displayed by those most involved in ASDA are caught by members who bring the desire to make a difference back to their own schools. These members in turn encourage and inspire others to be involved and continue to grow and improve ASDA as an organization.

The only way to further the success of ASDA and continue to make positive change for all dental students is by working together to advance every chapter at dental schools across the nation. The district 6 and 7 meeting provides just one way to do that! ●

The APP

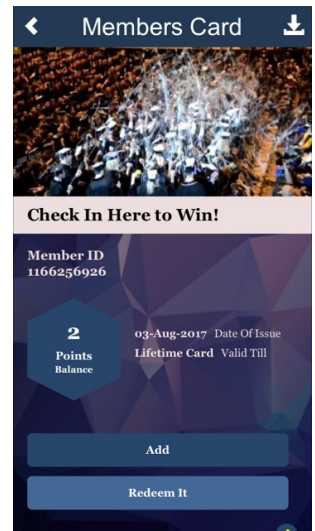
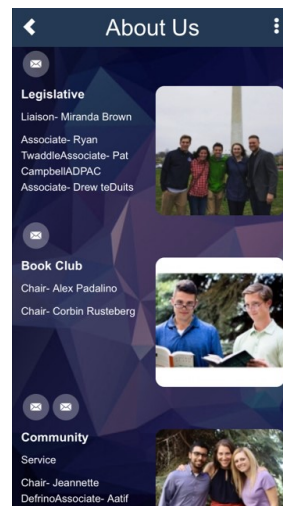
A Game-Changer for Marquette ASDA

Tyler Robers, MUSoD Class 2019



As a sports fan all my life, I grew up viewing All-Star athletes as heroes. They are the ones that could join a team and take that team to the next level. They keep the team on the same page and lead everyone towards a common goal. These once-in-a-generation athletes are the type of people that team owners build an organization around and expect to win championships. At Marquette, our new ASDA App is that All-Star. With all the characteristics to make our chapter stronger, the Marquette ASDA App has been a real game-changer for our organization. This article will highlight the stats and attributes of the Marquette ASDA app in its campaign for MVP:

Membership Card: With the ability to reward people points for attending meetings & socials, the App excites the rowdy fans of Marquette ASDA about our great events! The membership card



point system is used to allow top point-gainers free entry into specific events. At the end of the year, the students with the most points will win cash money!

Store: The real money-maker is the in-app store. The store is used to make

it easier for students and faculty to buy tickets to events, so they never miss out on any of the action. Many students have conflicts at lunch time or don't want to stand in line to buy their tickets in the atrium, so Marquette ASDA decided to make

the ticket buying experience much more enjoyable! **About Us:** This all-star app even takes the time to shout out all members of the organization! The app realizes the importance of all MU ASDA committees and never claims to "Put

the team on its back." The About Us page is designed to feature the leaders of each committee and has direct links to the leaders' emails. This makes it easier for students to get in contact with and join the committee!



Social Media and the Website: Another reason the app should be MVP is it realizes the importance that the media plays in stardom. The app provides links to Marquette ASDA's Facebook, Instagram, and Youtube to help all the die-hard fans keep up to date with all the happenings and big moves of the organiza-

tion. Our brand NEW website is linked in the app to help users learn more about each committee, read the NEW blog, and view all scheduled events on the calendar.

Calendar: Speaking of the calendar, users can view all scheduled events & meetings directly on the app. The calendar is kept



up-to-date to make sure fans never miss a chance to catch the ASDA fever!

Surveys: The results are in, the Marquette ASDA app is the front runner for MVP! The Survey feature of the app is used for voting at events such as Mr. Molar and Family Feud to increase audience participation. In addition, the surveys are used to get feedback from students who attended certain

events!

Pocket Tools: The pocket tools is a folder focused on the Health & Wellness of students. A pedometer to help students keep track of their activity during a busy clinic day, a GPA calculator to help serve the emotional wellness and calm the nerves after a bombed

test, and a Coloring Book, because sometimes you need a break from studying dental materials.

Coupons: The app is a generous celebrity and offers discounts to many of the Marquette ASDA events! Check back for ongoing promotions to get you free admission, free beverages, or extra entries for prize raffles.



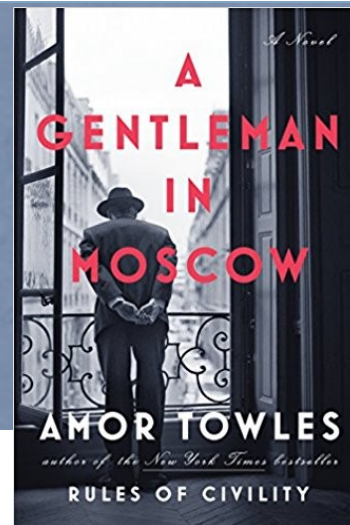
Post Pictures: This section offers users to relive the epic nights they've had at ASDA events. With the ability to share pictures, fans of Marquette ASDA can show off their pride and boast about taking home the trophy at the Amazing Dental Race!

Sim Lab Guide: The App is the ultimate mentor, helping to ensure the next generation is prepared and successful. The Sim Lab Guide features preparation diagrams and measurements to help first and second year students ace all of their lab practicals! (Or to help 4th year students prepare for CRDTS)

Push Notifications: The newest addition to the App helps remind users of upcoming events and meetings, to make sure no one misses out on the fun! With the ability to schedule notifications, the Marquette ASDA App can send last minute reminders to all students' phones to maximize attendance and participation. We've scheduled a hopeful Push Notification stating, "Marquette just won Ideal ASDA!" for February 23rd and hope this dream comes true. ●

Our new app has changed the game for our organization. With the ability to give users all the tools they need to get the most out of their ASDA membership in the palm of their hands, the sky is the limit for how many championships the App will bring to the great city of Milwaukee. The Marquette ASDA app, a true contender with the dental surveyor as the real MVP.

ASDA's book club recognizes the importance of finding welcomed distractions from the hard work that is dental school. We cherish the involvement of all four classes and enjoy the company of others around a good meal, drinks and reflection upon the book that was selected. We started off over the summer with a highly acclaimed auto-biography and most recently finished "A Gentleman in Moscow" which got us thinking and generated lots of conversation. We now turn the tides and have chosen a mystery thriller titled "A Great Reckoning" by Louise Penny. This page turner should serve as a great read and encourage anyone interested to pick up a copy and join us at our next meeting in early 2018.



lunch club Karin Clemens, MUSoD Class 2019

bringing together students over lunch

Fall and cold weather bring a lot of things to mind – colorful leaves, carving pumpkins, family holidays, and of course, comfort food. Every Monday, ASDA's Lunch Club meets to bring together a potluck lunch of home cooked dishes. We currently have 35 members from whom 5 people each week coordinate and bring a lunch for the entire club to enjoy each week. Although the lunches are always delicious, we are no gourmet chefs. Because dental students are notoriously busy people, most Lunch Club members throw together a salad, soup, or crockpot dish that never disappoint. One of my favorite fall recipes brought in by a student was a Slow Cooker Pasta e Fagoli Soup. It's rich, warm, full of vegetables, and fairly easy to make. Try it for yourself!

Slow Cooker Pasta e Fagoli Soup

from "The Recipe Critic"

Ingredients

- 1 tablespoon extra virgin olive oil
- 1 pound lean ground beef
- 2 whole carrots, diced
- 4 celery stalks, diced
- 1 medium onion, diced
- 28 ounce can crushed tomatoes
- 2 cans (14.5 oz. each) beef broth
- 2 whole bay leaves
- 1 teaspoon dried oregano
- 1 teaspoon dried basil
- ½ teaspoon dried thyme
- Salt and pepper to taste (I added 1 tsp. salt and ¼ teaspoon pepper)
- 1 can (15 oz.) cannellini beans, drained and rinsed
- 1 can (15 oz.) red kidney beans, drained and rinsed
- 1 cup ditalini pasta, uncooked



To create this hearty soup, you need to follow just a few simple steps. Begin by browning the ground beef in the olive oil and placing it into the slow cooker. However, we have many vegetarians in Lunch Club so this step can easily be skipped to create a vegetarian option! Next, add the carrots, celery, onion, crushed tomatoes, beef broth, and spices into the slow cooker. Cook on low for 7-8 hours or on high for 3-4 hours. Finally, stir in the beans and pasta 30 minutes before serving and season the soup to taste with salt and pepper. From there, you can leave your slow cooker on warm while everyone gets to taste the delicious fall recipe you just created!

If you are in ASDA's Lunch Club, it's as simple as cooking something like this once or twice a semester and enjoying a free delicious lunch every Monday in return. We also have a lunch catered at the end of fall semester as a thank you to all Lunch Club members for taking the time to make and share their recipes. If home cooked lunches are something you've been missing, come join* Marquette students and staff every Monday for a taste of homemade comfort food. *Email karin.clemens@marquette.edu to join

Faculty Spotlight: *Dr. Arndt Guentsch* MUSOD, Perio Faculty

Q: What interested you in the field you chose?

A: In Germany, to get a doctorate degree you have to do research and write a thesis, so I was looking for a research project. I was interested in the different treatment options to preserve teeth. If you look at how many patients suffer with periodontal disease in Europe or in the States, it's around 50%. I thought it was awesome if you could save those teeth, so I was interested in research regarding that topic. I went to my mentor, one of my professors, and asked if she had a topic for me. Back in the day, the main research focus was about comparison of surgical and nonsurgical treatment options so I did the research and became pretty involved in the literature. After I finished dental school, I went for a couple of months to my mom's office. After a while I got a call from my mentor saying that there was an available faculty position as an instructor. I was very interested in this opportunity because after working in family practice, I realized I missed academia. I went back and thought I'd maybe stay a year or two but here I am.

In 2005, I got a chance to work as a research fellow in the University of Newcastle Upon Tyne in England. This was the time I was attached to research and met some great people including, in my opinion, the leading periodontist in Europe regarding pathogenesis of periodontitis or the systemic link, Philip Preshaw. He's one of the reasons I'm at Marquette now because he referred me to the previous Associate Dean for Research and Graduate Studies, Dr. Hefti, who was another one of my mentors.

Q: What failure have you experienced and how did you learn from it?

A: I have two key moments, one in teaching and the other in research. As I said, I was working in my mom's office and went back to my school as an instructor, supervising clinical cases with the students. Because I just come out of dental school, I didn't have much clinical experience, so I was pretty overwhelmed with the responsibility I had. When you graduate from dental school, you think you know everything because of the many hours and nights studying. But I learned that you have to see cases over a long period to understand how tissue works, especially relating to periodontal diseases and whether or not your treatment works. You don't have that perspective coming out of dental school. You see that over time.



When we work together here, I see you as colleagues with different levels of experience. We're all dentists. I may have a little more experience than you at the moment in this field, but you will catch up. My job is to bring you to the same level essentially. And my goal at that time was to push myself to become a better dentist, to lead by example. This wasn't necessarily a failure but something where I saw myself struggling, so I had to do something to change.

Another failure, which ended up turning into a big success actually, was in research. In school, I worked on my research project for my doctorate thesis, but I was not trained in how to do research. I wrote a paper, submitted it to a journal in Germany. This was before online submissions, so you had to send in printouts and by mail, the old way. After a year, I got the feedback saying it was a bad study and they didn't want to publish it. I thought, "What?" They didn't really give me a good explanation. This happened shortly before I went to Newcastle upon Tyne where I met and worked with some great researchers, got more training, and continued working on that paper that was rejected. I submitted the paper again to a different, international journal. It was selected as the best paper in basic research in periodontics that year. Even if you think you've failed, if you're very persistent and confident that what you did was good, then there's a way you can proceed. I wouldn't be here if I had just stopped there and said, "I'm done with academia."

Q: What is the biggest professional challenge you've faced and how did you overcome it?

A: My biggest challenge was moving from Germany to the United States. I was established and tenured in my old school. Moving to a new school, a new country with a

different language, different educational programs that was a challenge for me. I was very excited to take this step but at the same time very concerned whether or not I could perform the same good that I had in Germany. I was just myself, so if you ask how I overcame it, I just am who I am and it seems to work.

Q: To what do you attribute your successes?

A: That's a good question, but I just always wanted to enjoy what I do. I really love what I do, so I'm very satisfied with my job and if it's successful, even better! The main goal should always be that you like what you do and then the success will follow.

I also had some great mentors. My thesis mentor was a really great example of how to be selfless, support people, be patient centered, stay grounded, and even how to be a professor. She had a great impact on me. So I would attribute my "successes" to the people at my school, in Newcastle, people here at Marquette, and of course my family. Without the support of my spouse I could not have done the move to Marquette.

Q: What advice do you have for aspiring dentists?

A: Be yourself and have fun with what you do. Be courageous. You get a great education at Marquette, which provides the foundation for great future. I could cite some of these cool smart people, but being yourself and staying grounded, that's my advice. And be a life long learner. Get some more training here and there just to become better. Dentistry is developing fast, and you have to be on your toes. You will have a bright future. Dentistry will change, but it will be great. ●

Q & A *with* the President Elect

Jessica Messerschmidt
MUSOD, Class of 2020

Who are you?

I am a family centered person and fiercely loyal. I am one of four kids and the only girl. Some places I've called home are Evanston, Illinois, Michigan suburbs, Illinois farmland, North Carolina college town, medieval city in Caceres, Spain and the gritty gem that is Milwaukee. Each of these places appeals to a part of my personality and I've loved each of those places in different ways. My true loves include office supplies, checklists, friendships, chatting with people...these are things that have helped lead me to dentistry. In my free time you'll find me visiting my horse (Sonny), reading (somewhat trashy) historical fiction novels, writing postcards to friends, watching *Outlander* (and admiring the main character, Jamie) and laughing with friends.

Why dentistry?

As a teacher my students faced dental issues that severely impacted their availability to learn as well as their quality of life. Their dental pain made it difficult for them to focus on their education and not even the best, most innovative teaching methods could negate their pain and make them available to learn. True in rural and urban settings lack of dental education was clear when all 25 of my kindergarteners identified a toothbrush as something to brush your hair. Better dental education could also have helped the Afghanistan War veteran I met as a dental intern; his entire mouth was rotted out because the soldiers only had easy access to soda, and not water. The lack of oral health knowledge is exacerbated by a lack of easy access to care. After dental students visited my Milwaukee classroom and gave the students report cards that indicated the seriousness of their dental issues, my students faced one year waiting lists at Medicaid dental clinics accessible on a bus line. I once again saw this issue when I interned at Hope Medical and Dental Clinic in Ypsilanti, Michigan where patients drove from several hours away to receive care. In short, I see dentistry as a basic human need that is not being met in the United States.

What brought you to Marquette?

I taught in Milwaukee for two years and really enjoyed the city. It has both grit and strength and I knew that I could make a positive impact in this city - even if just for 4 years as a dental student. I wanted a strong clinical program where I would have patients that re-

ally needed dental care - and Marquette definitely checked those boxes!

What did you do before dental school?

My dad is a Dutch Indonesian immigrant from Indonesia. My mom is a Midwestern dairy maid from rural Illinois. My family is a blend of Dutch Indonesian, German American, with a side of John Deere. The differences in my own immediate family made me aware of the differences in people in general, which partially led me to my major in college - psych and sociology in low-income communities. All my courses had a community component, which I loved. For example, as a Building Blocks student organizer on a street with anti-Muslim violence I used humor and food to bring together a Muslim woman, Layla, and an African American woman, Josephine, whose son led the violence. The two are now daily exercise partners.

After college, I joined Teach for America because I wanted to continue to immerse myself in community work. As a Teach for America (TFA) corps member in Milwaukee, WI I had the pleasure of meeting my student, Zaron. He loved cars and Flaming Hot Cheetos like my other kindergarten students, but severe dental pain made it very difficult for him to focus on his education. He cried constantly and could not concentrate in class. Help never came, because all the nearby Medicaid dental clinics had one year waiting lists. Students like Zaron were part of the reason that I eventually pursued dental school.

After TFA, I moved to North Carolina and taught elementary school in rural North Carolina. I was the first person to work at that the school that hadn't grown up in their county and I was definitely an outlier. People couldn't place my Midwest accent and various people thought that I was Mexican or Canadian. I also somehow became assigned the task of being the elementary school 4-H leader when I had no knowledge of growing things or raising animals. As a parting gift my classroom wanted to buy me a head-to-toe pink cameo suit. It was a learning experience.....

Eventually I decided to go back to school and attended a one year post-bac program for career changers. I took science courses and also started and led my own tutoring business. The tutoring gave me a taste of being my own boss, which I loved! One of my favorite things I did during that time was working at a FQHC, Piedmont Dental Clinic. I analyzed data from Piedmont Clinic's Baby Oral Health Program, a preventative education program. It allowed me to combine my passion for both dentistry and education. During this time, I also provided suggestions on how to improve program implementation and used the data to co-author a "Healthy Smiles Healthy Children Grant". It felt super meaningful work to me!



What is something we don't know about you?

I took part in an Outward Bound wilderness program and the program was topped off with 3 day solo experience in the Canadian wilderness. I had only a sleeping bag, tarp, water and myself for company. It poured rain on the first night and everything (myself included!) got totally soaked. It was a long, but incredible 3 days. I loved the experience so much that I returned and led the Outward Bound program another summer. I backpacked and canoed for over a month in the Canadian wilderness. I didn't shower or have any contact with the outside world. I remember when I returned to "civilization" Shakira's song "She Wolf" had taken over the radio.

Why ASDA?

ASDA is a powerful organization at both the dental school and national level. It helps to make students aware of issues in dentistry, educate them and give them a voice to share their concerns. ASDA also provides a platform to create relationships and share excitement for the profession. These are things that our dental school curriculums can't provide in our jammed packed clinician focused schedules. Yet, these things are absolutely crucial to create a positive dental school experience and develop engaged professionals. I want to facilitate this experience for my classmates and believe that I have the necessary skills and motivation to do that.

Why leadership?

Being a leader in ASDA enables me to use skills that I honed as a teacher and small tutoring business owner that I don't necessary use as a dental student: overseeing teams, helping other people reach their goals, etc. Also, the position as President-Elect has allowed me to get to work with people across committees and years - which I love.

What advice do you have for students who want to be involved?

Talk to people! Marquette ASDA is a strong chapter and there is lots going on to get involved in! Reach out to any of the ASDA leaders and ask how you can be involved (contact info is on the ASDA app!). Or attend general body meetings or ASDA events and see if something specific interests you.

What is your favorite thing about ASDA?

The people! The people are engaged and passionate! I also love that people across different dental school years are working together, which is something that we don't always get to do daily in dental school. Also, the ASDA events and trips have helped me learn a TON more about the dental world, in particular things that I don't necessary get in my dental school curriculum. I think that I will be a better dentists by being a better informed dental student.

Favorite tooth and why?

Maxillary canines! I think they can define a person's smile and they have a fierceness about them that I love!

Favorite class so far and why?

Fixed! It can be ridiculously frustrating: breaking two dies twice in one day and starting over a project THREE times after being almost done! The results can be beautiful and so satisfying. I have my first gold tooth on display at my apartment and I still love looking at it!

Favorite thing about dental school and why?

The people - both friends and patients! They made me laugh daily and make the struggles of dental school 100% worth it.

What have you found challenging with being involved in ASDA and also juggling academic responsibilities?

It has been challenging at times, especially since I also planned a December wedding. Luckily, the EC team has been WONDERFUL to work with and we compliment each other well. ●

Beyond Service Points



Alyse Gooderham, MUSOD Class 2019

With all the stresses of dental school, it can be hard to find time to give back to the community through service. Many students simply work to fulfill the school service point requirement and believe that they have done enough. It is easy to put off volunteering or to convince yourself that you just don't have the time. Honestly, it's hard to blame you. That being said, I and many other active volunteering students find service to be the most rewarding and fulfilling aspect of my life. I find that I love giving back to the community that I live in and using the unique skills I have learned in dental school. It is not just part of my obligation as a future medical professional, it is a part of my own personal morals. Service will always be an integral part of my life.

Marquette University is built on that principle as well. Service is listed as one of the four core university values. The school has concrete evidence to back it up. Marquette University was one of five universities selected for the 2016 Higher Education Civic Engagement Award by the Washington Center. Since 2006, it has been on the President's Higher Education Community Service Honor Roll three times. On its website, Marquette boasts that 80 percent of students participate in some form of community service. The dental school takes it one step further. As a part of the school's mission statement, the school is committed to working toward "professional excellence and promotes leadership expressed in service to others." The school requires community service as a part of graduation requirements. Marquette University School of Dentistry (MUSoD) sponsors or supports many volunteer events such

as Mission of Mercy, Give Kids a Smile Day, Milwaukee Public School Sealant Program, etc. Once a student enters clinic they almost immediately begin to start treating the underserved population. Nearly 40 percent of these patients are covered under Wisconsin Dental Medicaid; 43 percent of patients who visit the School of Dentistry's three clinics fall below the federal poverty level. Students are also placed in off-site rotations at community clinics throughout Wisconsin as a part of the curriculum. MUSoD fosters an environment where service is integrated into student's dental education.

Many Marquette dental students continue to value community service even after school. Their contribution is anywhere from simply continuing to be a part of local service groups in their community to deploying overseas as a member of the armed forces. These dentists join the National Health Service Corps, military, community based dental clinics, work in a rural underserved area, volunteer to teach or guest lecture at the school, etc. A considerable number of recent graduates join service based organizations right out of school. These dentists are striving to make their community a better place through service.

Community Dental Clinics are clinics aimed at treating the underserved, low-income or uninsured population. The Wisconsin Dental Association website lists over 80 clinics throughout Wisconsin that are geared toward this patient population. Marquette University has two Community Clinics: North and South. These clinics are overseen by Dr. Ximena Meza-Baertsch at South and Dr. Albert Abena at North. A sizable number of Marquette students end up teaching,

interning, working or doing a residency in a community based dental clinic.

The National Health Service Corps (NHSC) is an organization that partners with many community dental clinics. This program helps dentists practice in underserved communities and reduce the immense costs associated with dental school. Former MUSOD graduate, Andrew Welles decided to apply because of the NHSC's mission to provide "high quality dental care to the underserved communities that need it most." He finds that the most rewarding experiences come from "helping the most vulnerable patients in my community. The ability to make a positive impact on patients with the greatest need is truly something special." His "advice to interested candidates would be to find a practice philosophy that matches theirs. Community dentistry is an amazing career path, but it's not for everyone. As with any opportunity, I would recommend shadowing and engaging prospective clinics. Learn what they do and how they practice on a daily basis. The more information you have, the more educated decision you can make." Andrew currently serves his NHSC obligation at Access Community Health Centers in Madison, Wisconsin. He is excited to serve in such "an amazing company that helps fill the dental need within the Greater-Madison community" and encourages MUSOD students to "connect with multiple service opportunities through these organizations. Dentistry is a special profession; we can positively impact so many people through our practices. We should seek opportunities to share our education and expertise. Whatever your cause, get involved!"

This probably isn't shocking, but teachers don't have a high salary. Part time faculty at Marquette dental school get paid pennies compared to their private practice counterparts; your group leader probably isn't going to buy a Porsche on his/her Marquette pay check. Those called to enrich the lives of students are willing giving their time to help foster the next generation. I consider accepting the call to teach a great service to us dental students. This expands further to students who choose to accept the call while in school. Many students tutor other dental students or even are part of community tutoring programs for grade school. Volunteering to teach others can be a fulfilling and inspiring way to give back to the school or community.

"MUSOD fosters an environment where service is integrated into student's dental education."

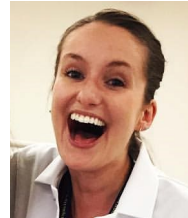
An obvious form of service is commission in the US Armed Forces. On average, about 3-4 students a year join some branch of military service. My class, the class of 2019, has an astonishing eight students: two Army, one Airforce and five Navy. The class of 2018 even has one student currently serving in the Army National Guard while in school. Yes that is right; he goes to drill once a month and spends two weeks of his school breaks a year working for the Army National Guard.

These students are your peers, but one day will provide care for the men and women defending our country. Jacob Sladky, a 2011 Marquette Grad, spent 4.5 years in the Airforce. He originally joined to pay for dental school, have a chance to gain valuable experience after graduation and to have the opportunity to live in different parts of the world. Jacob found that the military service “has been professionally rewarding to learn how our military works and to play a role in making sure our deployed men and women are ready from a dental standpoint to fight for our nation. On a personal level, I have vastly increased my scope of practice and confidence in treating patients compared to when I graduated dental school. I have also had the chance to meet many people with different life experiences than me and I am a better person because of them.”

Colin Hirsch, MUSOD Class of 2017, is a Navy Lieutenant and AEGD resident at Great Lakes Naval Station in Chicago. Colin learned about the Naval Health Professions Scholarship Program (HPSP) from experiences in high school with Army JROTC and his sister in the Airforce. He was enticed by “free dental school, amazing training, serving my country, and a guaranteed job.” Colin believes “having the opportunity to treat the dental needs of the men and women serving across the world in the Navy is a great honor.” “The Navy, and military in general, always has top of the line products and materials. Also, with... a salary...I do not have to worry about increasing my speed while sacrificing the quality of my work....I am also surrounded by very knowledgeable and seasoned mentors who I work one-on-one with on a daily basis.”

Colin Egan is also a Navy Lieutenant at Great Lakes and MUSOD Class of 2017. He is a third generation Navy Sailor and felt a “adventure and the opportunity to begin my career in dentistry working with the Navy on ships, abroad, or at home was a great match.” Colin believes the Navy offers a unique “opportunity to work with and for the servicemen and women of our country and the ability to deliver the highest quality of care. Our patient base is unrivaled.” He would encourage students at MUSOD to “ask your school if they can connect you with alumni who are working in the branch you have interest. We are all more than happy to answer any questions and help you decide if the military is a good fit for you.”

These people are just a small snapshot of many dental professionals doing community service in our nation. I applaud each and every one of them for the sacrifices they make and the time and energy they put back into the community. I am very proud to be apart of a university that fosters such a commitment to giving back to the community. I challenge each and every student and alumni to strive to embody the principle of service in their personal and professional life. I believe that as students and alumni we can help to support the reputation our school has for outstanding commitment to service and to spread the belief that dental providers are service oriented and not just businessmen. ●

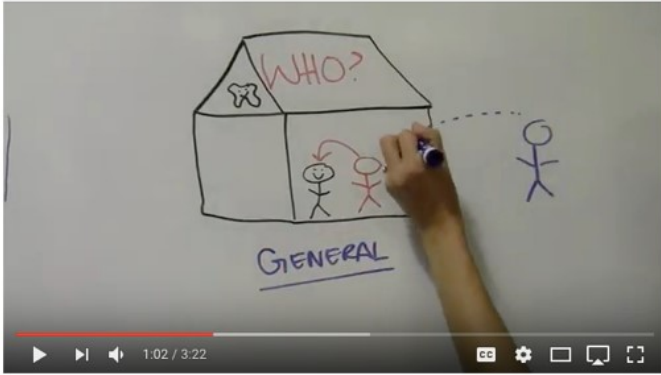


Tessa Marx
MUSoD, Class of 2019

midlevel providers in Wisconsin!?

Access to care has been a hot button issue in the dental profession for years. In the US, nearly 33 percent of all adults have untreated tooth decay and close to 25 percent of adults have reported some kind of facial pain in the past six months*. Current legislation looking to solve this issue focuses on increasing the dental workforce by adding Midlevel Providers. Legislation on midlevel providers is decided on a state by state basis. To learn the basics on Midlevel Providers, watch Marquette ASDA's Legislative YouTube video, "Policy For Dummies: Midlevel Providers".

This year, Wisconsin has been making big moves to increase access to dental care through revising workforce legislation. In August, The Wisconsin House of Representatives passed Assembly Bill 146. This bill expands the settings in which dental hygienists are permitted to practice. Prior to the bill, hygienists could only practice without the supervision of a licensed dentist in public schools, public health departments, and dental and dental hygienist schools. Assembly Bill 146 states that Wisconsin hygienists can work on their own in the following settings:



Policy For Dummies: Midlevel Providers

4 likes 0 dislikes SHARE



Marquette Asda
Published on Nov 8, 2017

EDIT VIDEO

Dental mid-level providers include: Dental Therapists, Advance Dental Therapists, Expanded Function Dental Assistant and more.

- federal, state, county, or municipal correctional or detention facilities
- facilities established to provide care for terminally ill patients
- charitable institutions open to the general public or members of a religious sect or order
- nonprofit home health care agencies
- nonprofit dental care programs serving primarily indigent, economically disadvantaged, or migrant worker populations
- nursing homes, community-based residential facilities, and hospitals
- facilities that are primarily operated for the purpose of providing outpatient medical services

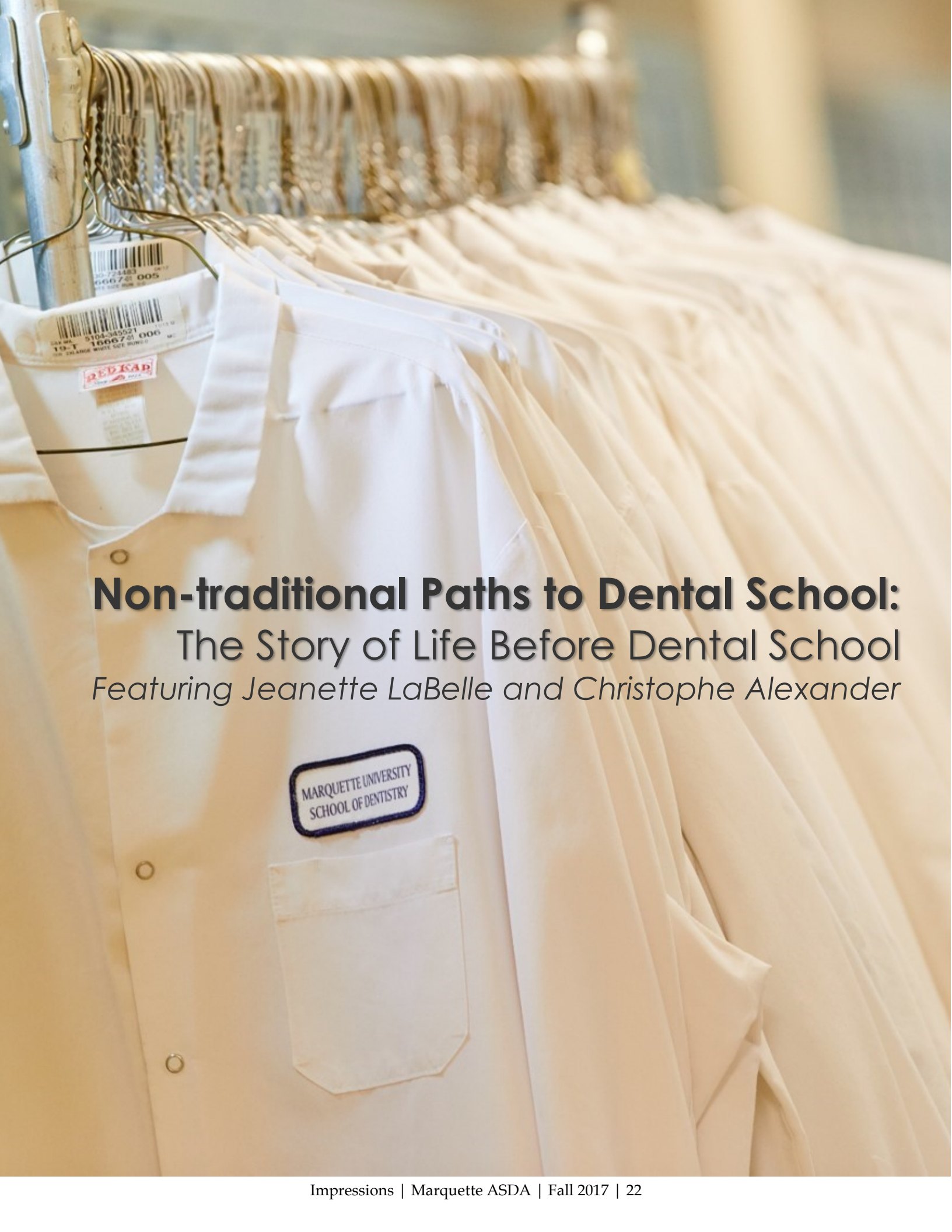
Additionally, LRB 3628 is working its way through the legislative pipeline this session and it's strongly supported by the WDA. This proposed legislation would create an Expanded Function Dental Auxiliary (EFDA) in Wisconsin. EFDAs are dental team members with advanced training and the ability

to perform certain procedures in a dental office. According to the bill, these procedures include:

- Placement and finishing of restoration material after decay has been removed by the dentist
- Sealants
- Coronal polishing
- Impressions
- Temporizations
- Packing cord
- Removal of cement from crowns
- Adjustments to dentures and other removable oral appliances
- Removal of sutures and dressings

The goal of adding an EFDA to the dental team would be to increase the number of patients the office can see, while maintaining a high standard of care. For more information on LRB 3628, visit <https://www.wda.org/bill-status/expanded-function-dental-auxiliaries-efdass>. Midlevel providers are, and will continue to be, a growing topic in the dental field. It is important to stay informed and discuss pros and cons, so our profession can move forward towards improved oral health of our communities. ●

*Adult Oral Health. Atlanta, GA, Centers for Disease Control and Prevention (CDC), July 10, 2013. (http://www.cdc.gov/oralhealth/children_adults/adults.htm)



Non-traditional Paths to Dental School:
The Story of Life Before Dental School
Featuring Jeanette LaBelle and Christophe Alexander

Jeanette LaBelle
MUSoD, Class of 2019

Becoming a dentist was my dream since I was seven years old. I had a fascination with teeth and enjoyed people's smiles. My plan was to do well in high school, attend a college with a rigorous curriculum, and go immediately to dental school. The first lesson I learned from my experience is that nothing goes exactly according to plan. I did not start dental school until six years after my first collegiate graduation. I would go on to graduate three more times and obtain four additional degrees before I would start my dental school career at the age of 27.

How did I detour so far from my original plan? It goes back to the most difficult year of my life, to my junior year in college. I won't go into details, but basically my life changed forever. As a result, my grades suffered, I withdrew from some courses, and almost dropped out. I felt like my dream of becoming a dentist was never to become a reality. When my college advisor said I would never go to dental school, I was absolutely crushed. I refocused myself by volunteering at the Boys & Girls Club. Being around inner city children who often had a lot taken away from them at an early age provided me with perspective and drove me to become a Site Coordinator. I didn't realize it at the time, but I was building a foundation as a future educator.

Graduating in 2009, at the height of the Great Recession, jobs were hard to come by. I was competing with people with advanced degrees and more experience. I ended up working in Special Education; a career many people don't pursue because of the daily challenges and low pay. This was the biggest blessing in disguise. Working with children with special needs

reignited my desire to pursue a career in dentistry. These children had parents who had a difficult time finding access to healthcare professionals who would provide adequate care for their children. Observing the daily challenges of the families and the wonderful spirit of these children made me determined to become a dentist who would provide a service that many other health professionals could, or would, not. This brings me to another lesson on my journey: if you want something badly enough, you will do anything to get it. I knew I would have to make up for my one tumultuous year in college. So, I worked three jobs to fund my continuing education while attending school full time. Looking back, I don't know how I did it, but I'm glad that I did. These experiences taught me the value of hard work and to appreciate everyone in every profession no matter what the job. It's one of the reasons why I take the time to learn everyone's name that I encounter, believe that no job is insignificant, and that everyone deserves to feel appreciated.

After graduating with a M.S. in Neuroscience, I received a high recommendation from my undergraduate institution; the same institution where my advisor had told me that I would never become a dentist. I should have written her a thank you note for allowing me the opportunity to take time off and ignite my true passion in dentistry. What I did do is commit myself to a future of working with a deserving group of individuals who I desperately hope will have more access to dental care in the future. I will continue to advocate for people with special needs at Marquette and for a lifetime thereafter, **but in the great words of Helen Keller, "Alone we can do so little; together we can do so much."**

Christophe Alexander
MUSoD, Class of 2018

When asked about my “unconventional path”, I recall the famous poem by Robert Frost “The Road Not Taken.” At the end of the poem it states, “I took the one less traveled, and that made all the difference.” I would say that on most days when I am handling the daily hustle and bustle of dental school, I rarely think of the ways that my unconventional path has shaped who I am now as a dental student. However, as I reflect on the road that I took, I believe that this road was perfect for me. Growing up in a Caribbean American household, education was a top priority. My family always reminded me of our family tradition of educational success and the doctors that came before me. It seemed destined that I would go into the health sciences. However, after college I was determined to build a career in corporate America. As the years passed, I climbed the corporate ladder, but I felt that there was more that I wanted to do to make an impact in the lives of others. The dissonance that I felt led me to research a new career path. My eyes opened when I read the Department of Health and Human Services’ “Healthy people 2010” paper which discussed how the intersection of race, socioeconomic status, and education lead to significant health disparities for certain sections of America. I subsequently shadowed a dentist in DeKalb County, Georgia who worked with individuals that not only faced significant dental health disparities, but also correlatively experienced the highest educational, and income disparities in the state.

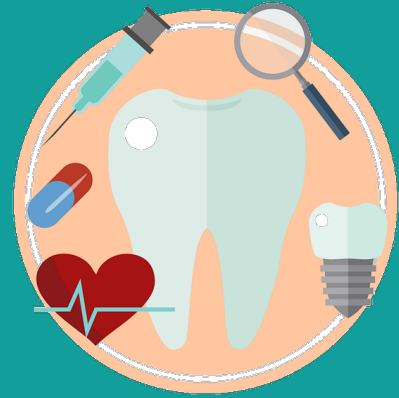
Gratefully, I was able to witness firsthand how the roll of dentists could truly provide critical dental care and uphold the aspirations of what I’d read about (i.e. increase

health equity). It was these events that fueled my passion for the field of dentistry and solidified my choice to take the risk to leave my promising career for a new journey. After I made the commitment, I did everything possible to become the best candidate for dental school.

“As the years passed, I climbed the corporate ladder, but I felt that there was more that I wanted to do to make an impact in the lives of others. The dissonance that I felt led me to research a new career path.”

This included: participating in Marquette’s CSEP summer program, completion of a post-baccalaureate program at University of California San Francisco, achieving a competitive DAT score, and taking continued graduate level science classes. Yet, more importantly, it was my time at Marquette prior to admittance that allowed me to directly witness how their mission (commitment to excellence in education, research and service, resulting in high quality oral health care) truly aligned with my values and career goals. Marquette was my top choice when applying to school, and now being part of the MUSOD community has been greatly rewarding. I would say to anyone interested in dentistry, let your values guide your path, as it’s just as important as your credentialed preparation for admittance. While my path may have been unconventional, I believe that I have garnered a wonderful ability to adapt to change and realize that anything is possible. As a D4, my new journey is just around the corner, and I am definitely excited about the road ahead. ●

Is Specializing Right for You?



Rebecca Monticello
MUSoD, Class of 2019

One of the many questions that first year dental students ask each other when they first start school is “do you think you want to specialize?” Some students come into dental school with goals of pursuing one certain specialty, while others don’t even know half of what general dentists do in practice. Some of these students may eventually develop a fondness for certain aspects of dentistry and decide to specialize later. In either case, how does a dental student decide if specializing is right for them?

Luckily for Marquette Dental students, the ASDA Specialty Committee is committed to helping them answer that question. To start off their dental school careers, the specialty committee holds a lunch and learn every fall semester specifically for the D1 class to introduce the procedures and disciplines of each major specialty. Residents from some of Marquette’s post-doc programs present on each of their specialties and answer any questions students may have. From there,

interested students can join one of the Specialty Committee’s many clubs, including Ortho, Pedo, Endo, and OMFS, to learn more! The meetings involve a number of activities, including research review, presentations and discussions with specialists at the school, and information and tips for future applications. Attending any of these meetings is a great way to get more information and ask any questions you may have about specialties.

The best way to gauge if a specialty is right for you is to ask those currently involved. Seek out a specialist mentor through Marquette’s Mentorship program, or speak to specialists at the school. Any faculty would be interested in helping a student learn more about the field. Go shadow at offices, or assist in the graduate clinics at MUSoD. Either way, be sure to gain an understanding of the day to day life and expectations of specialists in your field of interest.

If you decide that further education and specialization is right for you, don’t give up on that goal. Not every dental student starts their residency right after graduation. Believe in yourself and know that if you are truly interested in pursuing that specialty, it is worth it no matter how long it takes to get there; ad as always, remember that Marquette ASDA is here to help! ●

How Can I Find The Best Loupes for Me?

Emily Temple

MUSoD, Class 2021



You made it to dental school. You've ordered your scrubs, you have a week's worth of histology and microbiology lectures under your belt, and maybe you've even held a low-speed hand-piece for the first time. And just when your thought most of the big-time decision making was over, you hear many of your classmates are getting ready to purchase their first pair of loupes. Aren't those the magnifying glasses my dentist wore that made him look silly but allowed him to see all of the intimate details of my groovy teeth? Then you think, "How do I know what kind of loupes to get and that they'll work for me?"

With nearly a dozen vendors to choose from, and styles that range from sporty Oakley frames to lightweight metal with a "clip-on" eyeglass prescription, the possibilities seem endless. A handful of times throughout the year, ASDA's Vendor Relations team brings in just over a half-dozen sales representatives from whom students and faculty can purchase frames and lights. And while not every student will choose to purchase their first pair of loupes in the fall of their D1 year, many will take the opportunity to purchase a pair during one of the fall vendor fairs and begin to get used to looking at teeth through loupes before clinical rotations.

Marquette's Chair of the Department of General Dental Sciences Dr. Gary Stafford recommends students get their loupes as soon as possible in their first year. "That's why in September, we try to review with the D1s what to look for before the fall loupes fair," explained Stafford. "That way, they can make an informed decision when they purchase their first pair." And if you are like me, you could have a full 3-credit course added to your fall schedule and still not know which pair is right for you.

"The reality is that the lenses are all essentially the same," explained Stafford. "What makes a difference is the frames, the light source, and the customer service you get from

your rep."

The vast majority of Marquette students will begin with a 2.5-3.0 magnification, but some may opt for a higher magnification at the expense of a narrower visual field. In his thirty-plus years in practice, Stafford has worked almost exclusively with a 2.5 magnification, owning both a Q-Optics and Orascoptic pair of loupes. According to Stafford, the top three brands at the school are Designs for Vision, Orascoptic, and Surgitel, even though other brands like Q-Optics and LumaDent are also popular among students and faculty. Prices can range from under \$800 for students with some companies to over \$2,000 if you toss in the wireless light. When asked about his product, Senior District Manager for Orascoptic Sean Nolan said he's the most biased person in the room.

"Rather than listen to a rep, talk to actual practitioners and see what they like," explained Nolan. "Every company is going to have their advantages and disadvantages. Look for companies that publish quantitative information on their product, rather than make general claims about having the widest field of view or the best pricing."

Second-year MUSoD orthodontics resident Dr. James Kolstad commented that he uses the same 2.5 magnification Designs for Vision loupes today that he purchased as a D1 student. "My loupes are very helpful for bonding and debonding appointments," commented Kolstad. "I use them almost everyday, but especially for those types of appointments."

For Dr. Joseph Gaffney, Adjunct Associate Professor of Endodontics at MUSoD, he is correctly considering purchasing a new pair of loupes at 5.5 magnification and has been using Orascoptic for over 20 years. "All I need is access opening," explained Gaffney. "In our specialty, once we get past access opening, we're looking at an orifice that is 1.5 mm if it's large, and then it all gets smaller from there."

Gaffney would recommend any of his residents in Endodontics use loupes with a minimum of 4.5 magnification, but in general, Gaffney said to go for economy and quality whenever possible. "I wouldn't spend an arm and a leg, but get a pair you are really comfortable with. I'm on nine years with my current pair and I still have a previous pair that functions fine," said Gaffney.

To first-time loupes purchasers, Gaffney recommends choosing just two frames that fit right and feel comfortable. He suggests doing your research on those two and then making an informed decision. "I hate shopping," said Gaffney. "I'd rather not muddy the water by considering every single option from the beginning.

If you are like Gaffney, then pick just two or three of most important qualities. Like Stafford explained, one of those items may be customer service from the sales rep. If you are considering practicing locally in Wisconsin or the Midwest, you may want to purchase from Orascoptic (based in Middleton, WI) with the hopes that you never need to be without your loupes for more than a few days. Likewise, if you have prescriptive glasses or wear contacts, you may want to look at Surgitel's removable prescription inserts, which include a free change while in school. Next to your side-by-side loupes T-chart, you'll want to compare light, since those can often be purchased separate from loupes.

"If you are ever going to get loupes, Dental School is the time," explained Stafford, who actually bought his first pair nearly ten years after he began practicing. "Companies offer a deep discount to students. The day after you graduate, you'll see loupes will cost nearly 50% more."

So why is it that the cost of loupes and a light isn't included in MUSoD Tuition and Fees for the first semester of D1 year? Third-year dental student at University of Illinois- Chicago Madeline Allen said that loupes and maintenance is included in tuition and fees. "The only thing we have to purchase is a light if we want one with our loupes," explained Allen, who chose a 2.5 magnification for her pair.

UIC works with Orascoptic, who presents their products to D1s during orientation week. Students are then fitted and can order their loupes from the product line. "The decision might have been harder with more choices," said Allen. "A

rep comes to the school once each month to help with anything from fixing lights to changing the prescription of the lens in the loupes at no cost."

"If you are ever going to get loupes, Dental School is the time," - Gary Stafford

As for MUSoD looking into this model, Stafford explained, "It would be a dream to have tuition and fees cover loupes, and then have students fitted before they start their D1 year. However, the course where loupes are really necessary is Preservation and Restoration of Tooth Structure, which doesn't start until later in September," said Stafford.

Working with a single vendor can be advantageous for some, but others might not like the idea of having to purchase from an exclusive vendor that the school chooses.

Regardless of when you get your loupes or which pair you chose, keep in mind Nolan's advice to purchasers. "Everyone wants to be cool, but the reality is that no loupes look cool."

If you are like me and haven't gotten your loupes yet, just remember to keep your decision simple. Pick a pair that feels right, get to know your sales rep and talk with him or her about warranty and any special considerations like prescriptions, and keep in mind that you aren't purchasing a house.

Many of the loupes and light vendors will be at the February 2018 Midwinter Meeting in Chicago. ●



15 ways to be healthier in 2018

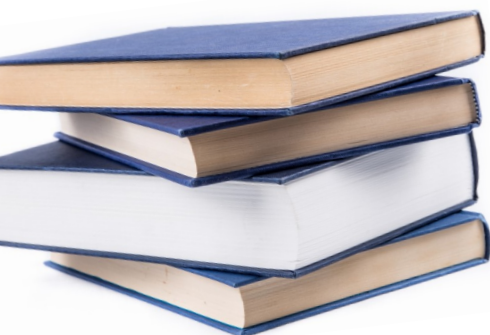


Madeline Carney
MUSoD, Class of 2020

As 2018 is just getting started, we begin to reflect on the goals we set for ourselves at the beginning of the year. Many of us intended to get in better shape and eat healthier, only to find ourselves mid-February struggling to keep our motivation. By mapping out a few minor adjustments into our daily lives, we can stay motivated longer, not get burnt out, and form new habits that help us become the best version of ourselves. Here are 15 ways to be healthier in 2018!

1. **Get up right when your alarm goes off**
2. **Don't go on social media right when you wake up, stretch instead**
3. **When you are getting up, think of one thing you are grateful for and smile**
4. **If you feel yourself getting stressed or overwhelmed (especially in sim lab!), take a deep breath and a 2-5 minute break from whatever you are doing**
5. **In class, always have your water bottle out to remind you to stay hydrated**
6. **Smile and say hi to people or patients you pass in the hall or on the street**
7. **Hug at least one friend a day!**
8. **Read a non-school book for at least 10-15 minutes before you go to sleep**
9. **Eat breakfast every day even if it has to be on the go**
10. **Do one random act of kindness a day (ideas: getting brown paper for everyone in your pod, setting up a friend's cubicle, writing a nice note to your clinic coordinator or Group Leader, opening doors for random people! The list goes on and on!)**
11. **Try to avoid buying unhealthy food and snacks in the first place**
12. **Find a workout buddy and keep each other accountable!**
13. **When with friends and family put your phones away**
14. **Turn your phone off when studying or leave it at your home**
15. **Write out your goals, and look at them once a month to stay motivated**

A good place to start would be to work on three or four of these goals every day for 21 days, which is how long it takes to form a habit! After the three weeks, add on a couple more. Hopefully 2018 will be a healthier and happier year for all of us! ●



How to Get Free Disability Insurance Through ASDA

Sara DeGrave, MUSoD, Class of 2020



Picture this: you're on winter break, away from the school or dental clinic, and you and your family decide to take a "dream" vacation to Jackson Hole. You're plowing through the fresh powder when—out of nowhere—another skier comes whizzing by. You lose your balance, take a tumble, and severely damage your hand. Thankfully, you're alive; but, your dental career is not.

After this tragedy, how would you support yourself and your family? How would you pay back your student loans? Disability insurance is important for dentists—and dental students—because it helps ease the financial strain that would occur if you're no longer able to practice due to disability or illness.

For dental students, the ADA offers no-cost ADA-sponsored Student Members Disability Insurance during school and residency as a benefit of ADA student membership. This is what the coverage includes: \$2000/month disability income insurance for up to sev-

en years (to help pay living expenses during a period of disability due to injury or illness) and up to \$150,000 to help repay student loans. To request activation of this service, just login at www.insurance.ada.org/RegisterNow and follow the prompts.

After completing dental school, the coverage remains at no cost until December 31 of your graduating year. After that, you have the option of converting your student member disability coverage to ADA-sponsored disability insurance for practicing ADA members. You can also look for other agencies that supply disability insurance.

No matter which company you go with, though, it's important to know whether your plan is an "own occupation" or "any occupation plan." Although costlier, the advantages of an "own occupation" plan are numerous. It pays full benefits if you're disabled and can't work in your special area of dentistry, even if you're able to practice other types of dentistry or choose to work in another profession. In contrast, "any occupation" disability coverage doesn't consider you disabled if you can still perform duties of any occupation for which you are reasonable suited, such as teaching, consulting, sales, or administration. Therefore, you may not receive any cash benefits from another occupation even though you cannot physically tolerate the rigors of active dental practice. If you or your family depends on the income you earn as a dentist, then it may be well worth your investment to go with the most generous "own occupation" plan available. ●



MU ASDA HAS A HIGHWAY?!?!

Hannah Bonikowske, MUSoD Class of 2020

The Marquette ASDA Sustainability Committee is committed to creating a beautiful and sustainable environment both within the dental school and in the surrounding community. As part of this effort, the committee takes part in the Wisconsin DOT Adopt-a-Highway program. The Adopt-a-Highway program is a statewide effort to reduce litter along highways as well as make our state a more beautiful place. Through this program ASDA Sustainability has been assigned a two mile portion of Highway 145 between Walnut Street and 6th Street, not far from Marquette's campus.

Trash accumulates along this section of the highway at an alarming rate, but we do our best to make this area more beautiful by organizing monthly highway cleanups. Part of Marquette's philosophy is the promotion of service, and highway cleanups are a wonderful opportunity to interact with and help the community around us. For more information about highway cleanups or to join the Sustainability Committee please contact Hannah Bonikowske (Hannah.bonikowske@marquette.edu) or Amanda Beltrame (Amanda.beltrame@marquette.edu).

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