



**Veterans Day**  
Dentists donate care

6



**Fluoridation**  
Cities vote during midterms

9



**GKAS**  
ADA Foundation recognizes volunteers

14

# ADA News

AMERICAN DENTAL ASSOCIATION WWW.ADA.ORG

NOVEMBER 19, 2018

VOLUME 49 NO.21



Join us on Facebook: American Dental Association

YouTube

Follow us on Twitter @ADANews

## BRIEFS

### Help build healthy smiles during National Children's Dental Health Month

The Smile Builders are ready to get to work as National Children's Dental Health Month approaches in February.

The annual, month-long campaign invites dental and other



health care professionals and educators to come together and promote the benefits of good oral health care to children and their caregivers.

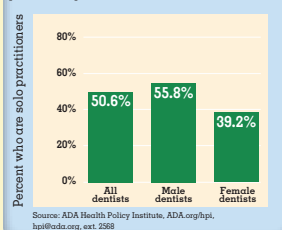
For 2019, the campaign slogan is "Brush and clean in between to build a healthy smile," referring to the recommendations to brush for two minutes twice a day and clean between teeth daily with an interdental cleaner. The poster features cartoon "Smile Builders" wearing hard

See CHILDREN, Page 15

## JUST THE FACTS

### Dentists in solo practice

In 2017, only about two-fifths of female dentists in the U.S. worked as solo practitioners in private practice compared to more than half of male dentists.



# Member dentists elected to Congress during midterms

BY JENNIFER GARVIN

Washington — Voters elected five ADA members to Congress Nov. 6. Dr. Jeff Van Drew of Pleasantville, New Jersey, was newly elected to represent New Jersey's 2nd congressional district as a Democrat. He will join incumbent Reps. Mike Simpson, R-Idaho 2nd; Paul Gosar, R-Arizona 4th; Brian Babin, R-Texas 36th; and Drew Ferguson, R-Georgia 3rd; when the 116th Congress convenes in January.

During his victory speech, which was broadcast on Facebook Live, Dr. Van Drew thanked supporters and expressed desire for passing a resolution requiring legislators to "behave like normal human beings."

"Leadership means that you work together. We have to be bipartisan," Dr. Van Drew said. "We have to work together for the greater good. We are Americans before we are anything else."

Dr. Simpson was elected to his 11th term in Congress with 60 per-

## Elections 2018



Dr. Babin



Dr. Ferguson



Dr. Gosar



Dr. Simpson



Dr. Van Drew

cent of his district's votes. For his fifth term, Dr. Gosar received 69 percent of the vote. Dr. Babin received 72 percent of the votes for his third term and Dr. Ferguson received 66 percent for his second term. Dr. Van Drew received 52 percent of the vote.

"It is a terrific honor to be elected to a third term representing the good people of the 36th

Congressional District of Texas," Dr. Babin said.

"We will face significant challenges over the next two years and beyond, but I will continue placing the interests of the people of our district first as I work for them in Washington."

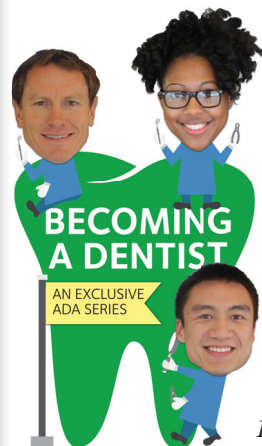
"I take my responsibility as a congressman seriously and as a high honor," tweeted Dr. Gosar.

The American Dental Political Action Committee supported the campaigns of the five candidates, all general dentists. During the 2018 election cycle, ADPAC spent \$1.97 million in supporting 390 candidates running for federal office.

Learn more about ADA advocacy issues in the ADA Legislative Action Center at [actioncenter.ADA.org](http://actioncenter.ADA.org).

—garvinj@ada.org

# The challenges of second year



In November 2017, the ADA News launched *Becoming a Dentist*, a series of stories that follows three dental students at the University of Maryland School of Dentistry — Dan Yang, LaShonda Shepherd and Ben Horn — during their journey of becoming dentists. Find all the stories at [ADA.org/BeADentist](http://ADA.org/BeADentist).

BY JENNIFER GARVIN

Baltimore — If the first year of dental school is a crash course in the basics of dentistry, then second year is all about the preclinical laboratories that help prepare the students for next year's clinics as well as developing organizational and time-management skills.

There's a preclinical endodontic laboratory in which the students learn about the operative aspects of endodontic therapy including cavity preparation and root canal treatment. A prosthodontics laboratory in which they construct a partial denture and learn techniques used in fixed prosthodontics. A pharmacology laboratory that teaches them about drug interactions and adverse patient reactions. There's even a laboratory affectionately known among the students as "stab lab" — which refers to the day they begin to learn about safe anesthesia practices in dentistry by administering different types of anesthesia on each other. All told, the students have a total of 16 classes worth 30 credit hours in the fall semester alone.

"In the first year, it's all defined by looking at your calendar and seeing when you have to be there, when the exams are," said Dr. Howard Strasser, a longtime professor of operative dentistry at the University of Maryland School of

See SECOND YEAR, Page 12



Prep time: LaShonda learns how to prepare a syringe during her dental anesthesiology class.

# Second year

Continued from Page 1

Dentistry. “Now, for the first time, they have activities that have very, very critical time deadlines.”

“We still have multiple lecture classes, but now the stress has leaned towards specific labs — trying to finish the various endodontics projects on teeth Nos. 8, 12, 29 and 19 before our practical in a few days,” Ben said. “If we don’t successfully finish the root canal treatment, then we can’t even sit for the practical.”

It all requires a lot more discipline and time management, agreed LaShonda.

“We’re assigned a project and deadline; from there, it’s up to us to take advantage of our lab time to get it done,” she said.

Dr. Strassler described the process as a “wonderful bridge” during which faculty watch the students graduate from the basic sciences and learning the language of dentistry to putting together the skill sets needed for patient treatment.

“I think the biggest change from Year 1 is that the school environment and pace is no longer foreign to me,” said Dan. “It’s less of a shock to be spending hours in lab working on a project or studying for exams. It will never be easy, and it is always tiring, but at least you are used to it, so it wears on you less.”

For his classes, Dr. Strassler uses a “flipped classroom approach” where the lesson starts by having the students review patient case-based scenarios online during their own time. The students look at the instructional modules that he posts on the school’s web portal so that by the time they come to their physical classroom, they’re ready to discuss treatment planning.

With the laboratories come more hands-on opportunities to prepare for live patients.

“I am more of a kinesthetic learner that will learn much, much more once I put my hands on it,” Dan said. “For instance, I think the step-by-step sort of procedural process of treatment that we are learning in endo lab is something that resonates with my personality. Overall though, I find that most D2 classes are good in that they are more relevant clinically to our career. I am looking forward to doing more and more hands-on activities as we delve deeper into this year.”

Said Ben, “Overall, I feel like I am taking home less work to complete in a given night, but the days are packed full of trying to complete lab work on time. So, the



**Patient perspective:** Dan lets fellow second-year student Sarah Mohammed take an impression of his mouth.

stress has changed, but one thing is for sure — the stress is constant and still relentless.”

Dr. Strassler said he believes these stresses actually make students better practitioners.

“When people sit in the chair the first question that you ask them is, ‘Is everything all right today? Do you have a problem?’ [Their answer] may be something totally unexpected, but you have to work with that,” he said.

He pointed out that there are many outside factors the students can’t plan for but must be ready for — from how patients are feeling the day of their visit to ergonomics adjustments the future doctors need to do for themselves.

“The best part for me of students having to wait for a faculty [member’s input in the lab] is



**Dr. Strassler**

that when they’re standing there waiting for you, they’re also hearing what you are saying to another student so you don’t have to say it over and over again,” Dr. Strassler said. “In fact, before you come over, they’re starting to analyze it and try to understand it, which may lead to another question.” ■

*Editor’s note: A week after his interview took place, Ben announced a happy change to his schedule: the arrival of his third child — a baby boy named Cullen.*



**New baby:** Ben cradles his newborn son, Cullen, born in October.



**Practice time:** Ben takes X-rays on a practice “patient.”

## Why bother with evidence-based dentistry? ADA has the answer — free and fast

**BY MICHELLE MANCHIR**

Dr. Elliot Abt has heard the same question repeatedly from participants of ADA Center for Evidence-Based Dentistry workshops: what resources exist to get more information on evidence-based dentistry?

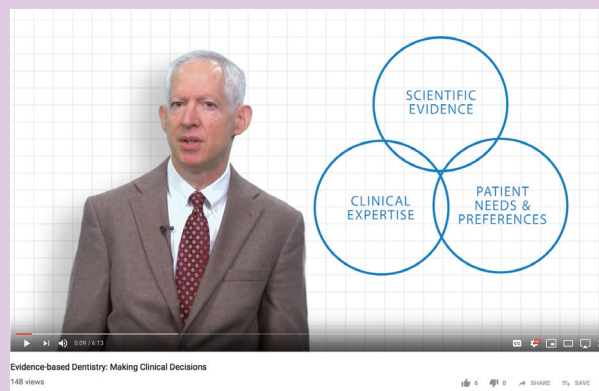
Often, said the Skokie, Illinois, clinician and former chair of the ADA Council on Scientific Affairs, students ask specifically about video series on the topic.

To help fulfill this request, the ADA Center for Evidence-Based Dentistry in October launched what will be a series of five-to-10-minute video tutorials featuring experts in evidence-based dentistry addressing common questions on the subject matter. The videos are available no cost online at [ADA.org/EBDvideos](http://ADA.org/EBDvideos). Three are already published and two others are expected to become available later this year.

Appropriately, Dr. Abt, who has a master’s degree in evidence-based healthcare from Oxford University, leads the first video, called “Why Bother with Evidence-based Dentistry?”

“The hope is that whether you’re a first-year dental student, a dental resident, a faculty member or a practicing clinician, these videos will be useful and relevant to you,” Dr. Abt told the ADA News.

The full series will include Dr. Abt’s video, a video featuring



**Evidence expert:** A new video series is the latest in no cost EBD resources from the ADA for dental professionals. Here Dr. Elliot Abt leads one of the videos called “Why Bother with Evidence-Based Dentistry?”

Dr. Robert Weyant discussing “How to Apply Evidence to Patient Care;” a video featuring Dr. Partha Mukherji discussing “How to Disseminate and Implement Evidence-Based Dentistry;” and a video featuring Dr. Jane Gillette discussing “How to Run an Evidence-Based Practice.” A fifth video will

offer guidance for using silver diamine fluoride.

The tutorials make up just one of the many resources available at no cost on the ADA Center for Evidence-Based Dentistry website. The website also features a searchable evidence database; links to ADA-developed clinical practice guidelines and clinician resources related to them; and podcasts featuring guests who address evidence-based dentistry, critical thinking, clinical relevance, the latest science and more.

Dr. Laura Romito, an associate professor at the Indiana University School of Dentistry, said she often uses the site when teaching first-year dental students evidence-based dentistry. A video series on statistics designed to provide a basic understanding of statistics-related concepts in evidence-based research are especially useful for her students, she said.

“I couldn’t do a better job myself of talking about these things,” she said. “The statistics tutorials are so basic and will always remain relevant.”

Dr. Romito said her students also use the website’s evidence database to help answer questions in class and to research different types of study designs.

The recently launched evidence-based dentistry video series and other resources are available online at [ADA.org/EBDvideos](http://ADA.org/EBDvideos) and [EBD.ADA.org](http://EBD.ADA.org). ■