Educating
Men and Women
of Science
Dr. Harry Blechman, Former Dean

Dr. Harry Blechman, a former Dean of NYUCD from 1968 to 1975, passed away in January 2008.

Dr. Blechman was associated with NYUCD as a student, faculty member, and administrator for over 50 years, including serving for many years as Chair of the Department of Endodontics. A Past President of the American Association of Endodontists, he received the AAE’s highest honor, the Edgar D. Coolidge Award. He was also a Diplomate of the American Board of Endodontics, and served as President of the American Board of Endodontics from 1975 to 1976.

Dr. Paul A. Rosenberg, Professor and Chair of the Quaratararo Department of Endodontics, recalls Dr. Blechman as “a dynamic lecturer and Chair of the Department of Microbiology at NYUCD.”

“As a lecturer,” says Dr. Rosenberg, he had a rapid-fire style of delivery. It was a challenge for students to keep pace while taking notes. This was long before lecture material was posted on Web sites. Dr. Blechman became Dean during a difficult period of student unrest, but was able to guide NYUCD through the times with dignity and wisdom. As Chair of the Department of Endodontics, Dr. Blechman brought his vast knowledge of microbiology to the curriculum. He was a gifted educator, a scholar, administrator, and mentor. His memory is ensured a lasting place of honor at the NYU College of Dentistry.”

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MEMORIAL SERVICE PAYS TRIBUTE TO DR. DONALD KITZIS

Dr. Donald Kitzis, who passed away on Thanksgiving Day, 2007, was remembered at a memorial service in April hosted by the Department of Prosthodontics to honor his lifetime of professional excellence and service. A member of the Class of 1946, Dr. Kitzis had been associated with NYUCD as a Clinical Professor of Prosthodontics since 1969. Dr. Leila Jahangiri, Assistant Professor and Chair of the Department of Prosthodontics, said of Dr. Kitzis, “We all remember Donald as someone who challenged us to rethink traditional views of prosthodontics. He was an inspiration and a mentor to generations of NYU-trained prosthodontists. We loved him and miss him deeply.”

Also Remembered

Dr. Herbert S. Brown, Class of 1946
Dr. Frank V. Celenza, former faculty member
Dr. Elias M. Karnoff, Class of 1946
Dr. Million Mariah, former faculty member
Dr. Myron Siegel, Class of 1946
Dr. Benjamin Zuckerman, Class of 1930
A man or woman of science is simply a sophisticated consumer of research.

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What’s the first thing you think of when you hear the words “man or woman of science”? If you Google the phrase, the first thing that pops up is a biographical reference on North American scientists entitled *American Men and Women of Science*, which lists as the criterion for eligibility that one be a scientist. But in this issue of *Global Health Nexus*, which focuses on the theme “Educating Men and Women of Science,” we have a different take on the phrase.

Not long ago, I sent an e-mail message to everyone at the NYU Colleges of Dentistry and Nursing, in which I described what I mean by a “man or woman of science.” An excerpt from that message reads as follows:

A man or woman of science is simply a sophisticated consumer of research. Not every graduate has to become a scientist, in the sense of becoming a producer of new knowledge; but a learned profession does require that every graduate be able to think for herself or himself, be an intelligent user of research, able to critique it, and comfortable with the structure and syntax of modern biomedical science. Only through this process can graduates immunize themselves against fads, junk science, unsubstantiated conjecture, and the pervasive, self-declared, self-normed claim of excellence so characteristic of our times.

The practitioner as a consumer of research is an idea I adopted from the work of Tony Iacopino, one of the contributors to this issue of *Nexus*. My objective was to convey the importance of nurturing in dental students an in-depth appreciation for science, for scientific methodology, and for comprehending what does and does not constitute
valid scientific evidence. While perhaps less than one percent of dental students will become researchers, I am convinced that a foundational attribute for dentists as members of a learned profession must be sheer intellectual curiosity — a trait as important for the clinician as for the scientist. That improved patient care results from technical advances made possible through research is not seriously disputed by anyone. What is less apparent, however, is the role for research in the education of dentists and the broader life of dental schools.

Is the calling to be an outstanding clinician really any different from the calling to be an outstanding scientist? The passion to know, intellectual curiosity, is common to both. In the case of the practitioner, that need serves the interest of the individual patient. For the biomedical scientist, that need serves the interest of all patients.

The kind of curiosity that demands and that says, “I must know” and that drives all scientific inquiry is, at its root, identical to the kind of curiosity that underlies clinical practice at its best. A commitment to such a level of excellence is the premise on which care for patients is supposed to be based, assuming the vehicle for such care is a learned profession, as opposed to a trade or a craft. Fundamental to a learned profession is curiosity — curiosity in the service of scholarship leading, in turn, to scholarship in the service of humanity, and ultimately to scholarship in the service of an individual human being.

An education colored by research is one way of achieving the intellectual rigor necessary for the professional. The key is cultivating in students a taste for complexity, for problems, and for problem solving. All dental schools without exception need to help students acquire this taste. In doing so, they will generate a few scientists; but more important, they will enable every graduate to become a man or woman of science. Only by becoming a person of science is there any hope that the practitioner will be able to acquire and assimilate new knowledge and adapt to the changes in practice and in the profession that the future requires.

In this issue of Global Health Nexus, we are privileged to bring you the perspectives of a group of leading dental educators, researchers, and clinicians who are especially well qualified to discuss the topic “men and women of science.” They include the aforementioned Dr. A. M. (Tony) Iacopino, Dean of the Faculty of Dentistry at the University of Manitoba; Dr. Martha J. Somerman, Dean of the University of Washington School of Dentistry; Dr. David Wong, Associate Dean for Research at the UCLA School of Dentistry; Dr. N. Karl Haden, Founder and President of the Academy for Academic Leadership, and Mr. William D. Hendricson, Associate Editor of the Journal of Dental Education; Dr. Judith Haber, The Ursula Springer Leadership

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“"The kind of curiosity that demands and that says, ‘I must know’ and that drives all scientific inquiry is, at its root, identical to the kind of curiosity that underlies clinical practice at its best.”
All dental schools without exception need to help students acquire a taste for complexity. In doing so, they will generate a few scientists; but, more important, they will enable every graduate to become a man or woman of science. Only by becoming a person of science is there any hope that the practitioner will be able to acquire and assimilate new knowledge and adapt to the changes in practice and in the profession that the future requires.
Advances in oral health research are moving dentistry farther and farther away from its traditional roots in technical/clinical excellence and restorative intervention, and closer to prevention and biological approaches that constitute individualized medicine based in new science and technologies. Examples of the integration of oral health research into the broader science community include the oral-systemic connection, biological sensors and associated nanotechnology, and tissue regeneration.

To keep pace with these changes, graduates must be capable of critical/analytical thinking and must be thoroughly familiar with the use of evidence-based practice and the management of electronic information. This will require changing the culture of dental schools, dental education, and the research enterprise.

Research must become part of the daily fabric of the dental education process and be continually reinforced and utilized in classrooms, clinics, and associated activities, creating an environment that encourages faculty/students to monitor and embrace the latest science. Research must function as the glue that binds and supports teaching/learning strategies, foundational knowledge, and patient care. By incorporating research into the daily routine, we will produce graduates who are likely to apply evidence-based strategies to their practices, engage in lifelong learning, and be sophisticated consumers of research so that they can be “early adopters,” embracing the latest scientific advances in patient care.

I believe that research must be defined very broadly to include educational investigations as well as traditional notions of basic biomedical science bench studies, clinical trials, and
translational studies. Within this context, research becomes something that all constituencies and stakeholders can participate in and understand, regardless of background, interests, or skill sets. It becomes a true common denominator linking the dental school, parent university/health science center, and external community. As a result, a “consumer base” is created for the “research product,” one that attaches value and utility to new knowledge and its application to clinical practice and population health.

The challenge is to find ways to be inclusive and to involve those who would be the “end users” of new information. Critical thinking skills must be seamlessly integrated into evidence-based, case-based, or problem-based teaching approaches. Students and clinical faculty must be involved in the research enterprise, and all dental schools, regardless of research infrastructure, must be included in the national/international research agenda.

It’s important to point out that a broad-based, on-campus research community can just as easily be built at non-research-intensive institutions as at research-intensive institutions. Indeed, I have found that when a commitment has been made to change the culture, non-research-intensive institutions are capable of doing an even better job connecting with students and fostering positive attitudes toward research/scholarship. Even though the amount and level of “science” at these institutions may be less, the ability to form personal and productive mentoring relationships with students is greater. Rather than focus on the rigor of the science, emphasis is placed on making sure that the experience is an enjoyable one for the student; that the student understands the scientific, evidence-based approach; and that the student becomes enamored of the academic life.

Too often, research is regarded as an afterthought or something that “other people do.” Traditional approaches have created very large groups of disenfranchised students and clinical faculty who do not have an appreciation of the value of new knowledge and technologies. Unfortunately, elite scientists and institutions often have no constituency for their output other than each other or the reagent bottles in their laboratories. One

“By incorporating research into the daily routine, we will produce graduates who are likely to apply evidence-based strategies to their practices, engage in lifelong learning, and be sophisticated consumers of research so that they can be ‘early adopters’ embracing the latest scientific advances in patient care.”
One research-intensive dental school that shall remain nameless actually separates its elite researchers from the rest of the school by a door with a sign that proclaims ‘do not knock.’

A research-intensive dental school that shall remain nameless actually separates its elite researchers from the rest of the school by a door with a sign that proclaims “do not knock.” These researchers should not be isolated; instead, they should be highly integrated as mentors for students and clinical faculty, and efforts should be made to ensure that they are key members of translational and applied teaching/learning activities. Ultimately, this process produces an eager and energetic graduate who is more likely to seriously pursue advanced education/training programs and become a biologically oriented practitioner capable of applying new knowledge to patient care. This is a transformational experience that elevates institutional pride and morale like no other and it can succeed at any dental school.

Also key to transforming the culture of dental schools and dental education is a commitment to developing faculty who are men and women of science, who can be role models for students. One cannot produce something if he/she is not familiar with what it should look like in the end. Without exception, all the dental schools I have been associated with have incorporated aggressive and comprehensive faculty development programs into their overall plans for culture change. In my opinion, a dental school cannot be successful without this important component. I believe that dental schools should consider a multiyear plan, with several activities each year related to integration and collaborative teaching of basic, clinical, and behavioral sciences; evidence-based, case-based, and/or problem-based learning; and use of electronic resources and technology in teaching, assessment, and mentorship.

This kind of planning is critical if we are to find effective ways of connecting with our practicing communities through continuing education and dissemination of new practice models. The medical community is far ahead of the dental community in this regard. Physicians have been using evidence-based and prevention-based approaches for many years and we are struggling to catch up. The dynamics of the medical practice environment require much more collaboration with colleagues and use of electronic technologies. The medical education program also has a stronger emphasis on research/scholarship and the applications of new science to clinical practice.

The new model of dental education that I describe — essentially a change in the culture of dental schools — is essential to ensure the scientific future of the profession.

Key to transforming the culture of dental schools and dental education is a commitment to developing faculty who are men and women of science, who can be role models for students. One cannot produce something if he/she is not familiar with what it should look like in the end.
I like to describe the kind of graduate that the University of Washington School of Dentistry seeks to educate as a “master clinician,” a term that has affinities with Dean Bertolami’s “men and women of science.” Both phrases reflect the goal of educating dentists who are creative thinkers, are grounded in a solid scientific foundation, and have superb clinical skills. These are dentists who continually seek and incorporate evidence-based philosophies into their patient care practices.

But more important than the words used to describe such dentists is the essential fact that they are lifelong learners, who embrace, rather than fear, new initiatives and the opportunities they provide to explore alternative treatment approaches. At the same time, they are scientifically savvy enough to evaluate new diagnostic and treatment technologies in order to determine if they are, in fact, better than existing products and therapies. You can tell if a dentist is a “master clinician/man or woman of science” by looking for the following characteristics:

- An appreciation for research/discovery
- The desire to help advance the state of preventive and treatment therapies by critically assessing new modalities
- The ability to understand and critically evaluate published research findings
- The habit of being an early adapter of new knowledge in practice, based on evidence supporting improved outcomes
- A steady effort to advance clinical skills through continuing education courses and similar initiatives
- A continuing engagement in dental education after graduation
In order to produce such dentists, dental schools must provide an environment that fosters innovation, discovery, and scholarly activity — an environment that makes it possible to educate as well as to teach students. To some, these words may seem interchangeable, but I submit that there is a significant difference. To me, teaching implies the transfer of information from person to person — from teacher to student. And while this will continue to be vital, the dynamic, rapidly changing environment in which we live demands that we do more than transfer information. In fact, information is rapidly becoming a commodity available through many channels. We must focus on knowledge, not information, and this demands that we create a “culture” of education that emphasizes the process of learning through interactions, engagement, discourse, and critical analysis.

To this end, the University of Washington School of Dentistry recently received a four-year NIDCR/NIH R25 evidence-based curriculum grant, which seeks to create a more supportive, knowledge-based environment by fostering increased research/scholarship and altering the attitudes of faculty/students. An example is our commitment to engage faculty in an array of activities designed to develop the skills they need to deliver integrated biomedical/clinical content; research-oriented, evidence-based approaches to dental education; and translational, case-based teaching methods emphasizing the application of new science/technologies to patient care. We understand that in order to develop “master clinicians,” we must undertake a comprehensive faculty development initiative to ensure that our students have models to follow who are themselves “master clinicians.”

We have also modified curricula to create greater interdisciplinary-focused opportunities, including having students and faculty review and critique scientific literature and/or engage in research across a variety of basic, translational clinical and public health topics. Such programs start at day one, with a modified, problem-based course in social issues designed to enable freshman to become rigorous thinkers. The course allows groups of students and faculty mentors to address community oral health needs and develop strategies to solve existing challenges to access to care. Each team presents its solution to a given problem to the entire class as a “final” project for the course. An added benefit of stimulating active, inquiring minds among students is that it can ultimately serve to attract more of them into academic careers.

**THE CHALLENGES — AND REWARDS — OF CURRICULAR REFORM**

Most dental schools suffer from a densely packed, memory-based, test-driven, prescribed curriculum,
making it difficult to introduce educational reforms. Fortunately, there are many innovations and opportunities available to assist us in identifying ways to overcome this difficulty. Indeed, our leading dental organizations (ADEA, ADA, IADR/AADR) and schools have been addressing the issue of information overload. We need to continually update our curriculum as new information is developed and to discard older, less effective practices. If we do not, and if we do not continue to respond to the explosion of new scientific information, do not innovate, do not address issues adequately, including new technologies, disparities in oral health, the economic and policy environment for dental schools, and dentistry’s relative isolation from the rest of health professional education, our profession risks becoming marginalized — relegated to producing “technicians” trained at “trade schools.”

If we succeed — and we must — we will lay the foundation for an educational environment that is flexible, innovative, and capable of creating a progressive oral health workforce appropriate to the expectations and demands of the 21st century. This will be a workforce that supports diversity in thinking and in human resources; one that encourages innovative, alternative approaches to issues; one that approaches oral health care with a superb set of skills and an unmatched commitment to excellence; one that is eager to take on new challenges; and one that is committed to social responsibility.

I’d like to say a word about the role of “technology transfer” in the development of a progressive oral health workforce. One aspect of a progressive workforce is its ability to adopt new paradigms for treatment when the evidence is presented. Indeed, the adoption of research findings into practice is the ultimate goal. Accordingly, a key challenge is how, within the university setting, to best interact with industry to transfer “new” knowledge into practice for the betterment of society. We need to ask ourselves: “Are current models best for the transfer of science and technology to public use, or might there be spinoffs that can mitigate problems while retaining benefits?”

One possibility might be a closer, more intimate relationship between discovery and product development. Perhaps universities and industry should become more interconnected in the whole transfer process. Examples that are already occurring include incubator facilities sponsored by universities to house private companies that utilize research developed within the university. Other new models provide opportunities for students to intern and work with companies. Such arrangements may assist in retention of faculty, provide job opportunities for students, and generate greater financial rewards to the university because of ownership interests retained in these companies.

Going forward, I believe that all dental schools must address these issues, just as they must address the challenge of educating students who are capable of serving not only the oral healthcare needs of the nation, but also as primary healthcare resources for screening/risk assessment of a wide variety of diseases that may be detectable within the oral-dental craniofacial region. The fact that more people visit dentists annually than visit other primary
healthcare providers will be the basis for achieving this important health-gatekeeper role. Dental schools therefore need to provide much stronger programs in the health sciences, in the basic-translational sciences, in psychology, and in health technology. As a result, the demands on student time will be greater than ever.

AN INVITATION TO NYUCD

As a graduate of the NYU College of Dentistry, I am proud of the huge strides that my alma mater has made in recent years in becoming one of the leading dental schools in the United States. I would welcome the opportunity to join forces with NYUCD to see if, together, we could develop a program that would set a new standard in dental education by addressing the challenges I’ve outlined. I believe that the result would be increased attention to basic-translational-clinical science that would stimulate student interest in dentistry — and in academic career paths — to a greater extent than ever before, as well as increased interest among graduates in maintaining involvement with the clinical programs at their alma mater.

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Evidence-based Practice: A New Paradigm for Educating Health Professionals

By Judith Haber, PhD, APRN, BC, FAAN
The Ursula Springer Leadership Professor in Nursing and Associate Dean for Graduate Programs, NYU College of Nursing

Joan A. Phelan, DDS
Professor & Chair, Department of Oral and Maxillofacial Pathology, Radiology & Medicine, NYU College of Dentistry

Mark S. Wolff, DDS, PhD
Professor & Chair, Department of Cariology & Comprehensive Care and Associate Dean for Predoctoral Clinical Education, NYU College of Dentistry

Over the past several decades, there has been a growing trend in the health sciences toward nurturing students and faculty to become “men and women of science,” or as Dean Bertolami defines them, “sophisticated consumers of research.” This trend is in keeping with the recommendation put forth in 2001 by the Institute of Medicine (IOM) that all healthcare providers be educated to work in interdisciplinary teams to provide patient-centered, evidence-based care using quality improvement approaches and informatics. It is predictable that the next step will be for professional organizations and accrediting bodies to mandate these competencies in establishing standards for successful curricula for academic programs.
To prepare the next generation of dentistry and nursing leaders to improve patient outcomes, the NYU Colleges of Dentistry and Nursing, through their unique organizational partnership, have launched a collaborative, evidence-based practice (EBP) initiative, which focuses on using the “best available” evidence, combined with clinical expertise and patient preferences, to inform clinical decision making (Sackett et al, 2000).

Key to the success of this initiative is uniting research faculty and clinical faculty through faculty development and curriculum innovation.

For an EBP culture to take root in a professional school, there must be a shift away from the traditional paradigm of teaching based on subjective judgments and “expert experience” toward one that privileges critical thinking and all that it entails — i.e., asking clinical questions, determining where and how to find the best evidence, how to read and interpret the evidence, and how to translate the best evidence into clinical practice in order to promote quality outcomes.

Like all entrenched interests, however, educational styles resist change. Indeed, healthcare practitioners historically have faced obstacles to change. In 1847, Semmelweis lost his right to practice for daring to propose that physicians and midwives might be spreading childbed fever — a frequently fatal infection following childbirth — by failing to wash their hands between deliveries. When the best available scientific evidence finally gave birth to the “germ theory,” change occurred, first at teaching hospitals and in the medical literature of the day, and then slowly but surely in clinical practice.

The importance of keeping up-to-date regarding “best practices” cannot be overstated. Indeed, Shin and colleagues (1993) report that health professionals experience a significant decline in knowledge about “best practices” that reaches its nadir 20 years following graduation from professional school.
undermined by clinical faculty and preceptors who insist on teaching according to “the way we do it in practice,” rather than according to the evidence reported in the scientific literature.

Dean Bertolami has argued that only if healthcare professionals become men and women of science will they be able to acquire and assimilate new knowledge and adapt to the changes in clinical practice that the future requires (Bertolami, 2002), including having the intellectual traction to think for themselves, and the willingness to do so, based on credible science. Accordingly, at NYUCD/NYUCN, our aim is to immunize dentists and nurses of the future against junk science propagated by Internet charlatans or others with biased motives by replacing the long-standing paradigm of following tradition and authority in healthcare decision-making with an emphasis on critical thinking. To that end, we are engaged in several important EBP faculty development and curriculum initiatives.

EBP began to emerge as an institutional priority in June 2005, when NYUCD sponsored a culture-change workshop for both nursing and dental faculty. That workshop gave rise to the Evidence-based Practice Steering Committee, cochaired by Drs. Judith Haber and Joan Phelan. But even before the workshop took place,
the winds of change had begun to stir. Dr. Ralph V. Katz had already developed a component of the predoctoral dental curriculum that taught students how to appraise the professional literature (see related story on p. 21), and EBP information literacy and critical appraisal skills had been integrated into the nursing undergraduate and master’s programs curricula.

Campuswide awareness of NYUCD/NYUCN’s commitment to EBP was raised when the entire month of April 2007 was designated EBP Month. Sixty-five dental and nursing faculty members received training in EBP competencies related to developing clinical questions, conducting efficient electronic searches appraising the research literature, considering the research evidence in the context of dental or nursing clinical expertise and patient preferences, and applying the results of their findings to patient care. On-site training for a second 55-member faculty group was provided again in spring 2008. In addition, five faculty members attended week-long EBP intensive training workshops at McMaster University in Toronto and several more faculty members will be attending in June. Two faculty members will be attending an evidence-based dentistry program at Oxford University in England; two additional faculty members have been chosen by the American Dental Association to be EBP Champions, and another to be an Evidence Reviewer for articles concerning EBP themes; and eight nursing faculty have been selected to write critical appraisal commentary responses for the Journal of Evidence-based Nursing.

In addition, the extensive preparation in literature appraisal provided to our dental students by the Department of Epidemiology & Health Promotion is now matched by the Departments of Cariology & Comprehensive Care and of Oral & Maxillofacial Pathology, Radiology & Medicine, which have begun to incorporate EBP competencies and strategies into their didactic and clinical courses. EBP teaching and learning strategies are extensively incorporated into the nursing curriculum through critical appraisal assignments, PICO (Problem, Intervention, Comparison, Outcome) Projects, evidence-based pharmacology treatment plans, EBP clinical journal clubs, and online EBP Grand Rounds.

The NYU Colleges of Dentistry and Nursing have accepted the challenge of teaching our students and faculty the skills required for evidence-based decision making so that they will be prepared for a future in which, despite being bombarded with information, they will be confident in the knowledge that they are providing the best possible patient care based on the best available evidence.

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Salivary Diagnostics: The Fundamentals and the Future


Dr. Wong: Saliva diagnostics continues to gain momentum on two fronts: scientific and clinical. At the scientific level, we now have two diagnostic alphabets for saliva, the proteome and the transcriptome. NIDCR-funded research has led to the identification of 1,166 proteins in parotid, submandibular, and sublingual fluids. We also know that there are 185 mRNAs present in the saliva of all healthy individuals. These two salivary diagnostic alphabets allow scientists to systematically examine and harness the combination of diagnostic proteins and RNAs that constitute the diagnostic signature or fingerprint of a disease in saliva.

On the clinical front, there is a lot of activity as well. Use of saliva for gauging oral diseases such as caries risk assessment and periodontal disease are much talked about and clinical tests are actually in the pipeline. Of special note is the use of saliva for oral cancer detection. Using the proteomic and transcriptomic alphabets, we have identified a small panel of salivary proteins and RNAs that can detect oral cancer with great clinical accuracy (>90%). This test is now being rigorously validated in preparation for clinical utilization within two years.

Perhaps the most exciting question in salivary diagnostics is: “Can it be used to detect systemic disease?” Although critical review of the current data does not at this time support the claim that saliva diagnostics cross over to systemic disease, I predict that we will see credible scientific support for this claim within the next two years.

GHN: Given these advances, do you think that salivary diagnostics will become the norm in dental offices?
Because saliva is an ideal biofluid for disease screening, dentists are especially well positioned to screen patients for potential life-threatening diseases during routine office visits. Saliva has all the desirable features of a screen fluid, plus high patient compliance, and is easily accessible and inexpensive. Moreover, it can be self-obtained, and does not require trained personnel. All of these advantages make saliva an economically feasible biofluid to be used for clinical screening applications.

**Dr. Wong:** Three things need to occur and converge for this to happen. First and foremost, there must be credible science documenting the effectiveness of the saliva diagnostic test, from laboratory discovery to clinical validation and FDA approval. Second, industry must become interested in marketing the technology. Third, the procedure must be reimbursable by CMS or third-party payers. Only when these three elements align and converge can a particular saliva diagnostic test become the norm in the dental office, or in any healthcare provider’s office. There is no particular reason why dentists should do this on their own, as there are no reimbursement codes or validated clinical tests at this time. But that is changing rapidly as the science, the commercial interest, and the professional organizations, such as the ADA, ADEA, and AADR, begin to focus attention on this emerging portfolio.

**GHN:** If dentists begin using salivary diagnostics in their offices, what impact do you think it will have on the public’s perception of the dental profession?

**Dr. Wong:** A very good one. The public as well as the profession needs to be educated on this topic. This will likely happen through a combination of efforts by commercial vendors, consumer advocates, governmental agencies, and professional organizations. Because saliva is an ideal biofluid for disease screening, dentists are especially well positioned to screen patients for potential life-threatening diseases during routine office visits. Saliva has all the desirable features of a screen fluid, plus high patient compliance, and is easily accessible and inexpensive. Moreover, it can be self-obtained, and does not require trained personnel. All of these advantages make saliva an economically feasible biofluid to be used for clinical screening applications.

The use of salivary diagnostics in dental offices would create a model to permit early screening for the presence...
of systemic diseases, followed by a referral to the appropriate physician for definitive diagnosis, thus creating a closer working relationship between physicians and dentists. And when the public realizes that the value of a dental visit extends beyond oral health to systemic health surveillance, the image of the dentist as a diagnostician will be positively impacted.

**GHN:** Should salivary diagnostics be taught in the predoctoral curriculum? Should it be taught in CDE courses?

**Dr. Wong:** Both should, will, and must happen. Dental students and dentists do not have to be persuaded about the value of salivary diagnostics. What they need is the training to understand the science and foundation of this emerging discipline.

**GHN:** Do you think that in the future we will see salivary diagnostics as a mandatory, four-year curriculum in dental education?

**Dr. Wong:** I certainly hope so. We have just finished planning for such a curriculum at UCLA at both the predoctoral and postgraduate levels. This was actually initiated by the students. I am very excited to be coordinating these courses.

**GHN:** As you know, the theme of this issue of *Global Health Nexus* is “Educating Men and Women of Science,” with the emphasis on educating men and women to be sophisticated consumers of research. Do you think that the ability to use saliva diagnostics will become one criterion by which to judge if a dentist is a man or women of science?

**Dr. Wong:** Yes and no. Only if dentists invest the necessary time to understand the scientific rationale for salivary diagnostics, and become convinced by it, can they determine if this technology is of value to their practices. The ability and the desire to want to understand is key to scientific curiosity, the essence of being a “man or woman of science.” To use the technology without having critically evaluated the scientific literature would be incompatible with being a man or woman of science.
Teaching Critical Thinking Skills as a Component of Evidence-based Practice: A 30-Year Perspective

Historically, both medicine and dentistry have done a better job teaching technique and skill gathering than teaching critical thinking. This is problematic, since every healthcare curriculum — whether dental, medical, nursing, or any other — eventually goes out of date. It also explains why both physicians and dentists tend to do very well that which they were taught, but not to adopt new techniques — proven though they may be — that were not part of their initial training, to the detriment of patients.

A perfect example in dentistry is the use of sealants. Introduced in the 1960s, the technique was proven to be effective by the ’70s and was further supported through the ’80s by a series of large-scale national and regional studies. Yet, despite all the evidence, from the late ’90s up to the present time, only 10 percent of children in the United States are reported to have sealants. Obviously there’s a major disconnect here. The overt reason is a lack of reinforcement for sealant use in the outside world. Specifically, while insurance benefits have increased considerably, coverage for sealants is still minimal. Also, there is a lack of understanding outside of dental schools about how to perform the technique properly, and then there are the hiring practices of the profession. Senior dentists who do not perform the technique hire junior people who do, but since they don’t want half the office performing a procedure that the other half doesn’t perform, the office doesn’t offer sealants.

Obviously there’s another, underlying reason. Dental graduates have not been properly trained in evidence-based healthcare practice, which is predicated on the ability to choose treatment strategies based on a careful weighing of critical information from the scientific literature (when it exists for a given treatment) along with clinical judgment and patient preferences and considerations, rather than relying solely upon subjective judgments and anecdotal information.

The views* of Ralph V. Katz, DMD, MPH, PhD
Professor and Chair of the Department of Epidemiology & Health Promotion, NYU College of Dentistry

*A more detailed expression of these views can be found in Katz, RV, “The Importance of Teaching Critical Thinking Early in Dental Education: Concept, Flow and History of the NYU 4-Year Curriculum or ‘Miracle on 24th Street: the EBD Version,’” *J Evidence-based Dental Practice*, 2006:6: 62-71
Today’s students are technologically very savvy, but they are not necessarily equally savvy regarding the critical evaluation of information. They can discuss the results of studies, but they are not always able to judge the validity of the methods and findings as they try to determine which procedures to offer to their patients. That’s where critical thinking skills come in: they are the foundation for making the best judgments on behalf of one’s patients, and these fundamental skills must be learned in dental school via the creation of a curriculum that teaches an evidence-based approach to dental practice.

Evidence-based health care is an important approach to providing better patient care, but it is not a panacea. In a 1996 editorial in the *British Medical Journal* entitled “Evidence-based Medicine: What It Is and What It Isn’t,” Dr. David Sackett (the founding father of evidence-based medicine) and several of his colleagues explain that evidence-based health care is not new; indeed, its origins can be traced to mid-19th century Paris and earlier. What is new is its popularity, which makes it, as Dr. Sackett puts it, “a hot topic for clinicians, public health practitioners, purchasers, planners, and the public.”

Dr. Sackett writes that evidence-based practice is about “integrating individual clinical expertise with the best external clinical evidence from systematic research.” He goes on to say, “Good doctors use both individual clinical expertise and the best available external evidence, and neither alone is enough. Without clinical expertise, practice risks becoming tyrannized by evidence, for even excellent external evidence may be inapplicable or inappropriate for an individual patient.”

Dr. Sackett’s point is that evidence-based practice should not be a slave to “cookbook approaches to individual patient care,” and that critical thinking related to the assessment of the professional literature is one requisite skill in the arsenal of skills needed to properly practice evidence-based health care.

Good doctors use both individual clinical expertise and the best available external evidence, and neither alone is enough. Critical thinking related to the assessment of the professional literature is one requisite skill in the arsenal of skills needed to properly practice evidence-based health care.
Over the past decade, evidence-based health care has become a pervasive paradigm in medical education, but it has yet to become a mainstay of dental school curricula. In 2001, a fortunate convergence of circumstances put the NYU College of Dentistry in a position to take up the challenge of teaching critical thinking skills to predoctoral students in a way that could be successfully integrated into the dental school curriculum with a minimum number of hours required, and that would be relevant enough that it would continue to influence students’ postgraduation practice approaches. NYUCD is, to the best of my knowledge, the only dental school in the United States to have this as a requirement throughout the four-year curriculum.

NYUCD’s mandatory, four-year curriculum, “Skills for Assessing the Professional Literature,” or SAPL, is the foundation for EBD. It is based on three principles adapted from the writings of the late Dr. Larry Meskin: “teach it early and teach it large”; “teach it repeatedly”; and “teach it at the right level.”

The principle “teach it early” recognizes the importance of taking advantage of a brief window of opportunity that exists early in the dental education program, before the blush of intellectual curiosity from college days completely disappears under the crushing pressures of the dental school curriculum. “Teach it large” means that if you want students to view the curriculum as relevant, it’s important to assign a significant number of credits to the topic.

“Teach it repeatedly” reflects my personal experience with freshman French in college, and has become my favorite analogy whenever I want to make a point about the futility of one-time courses in a curriculum for which there is no relevant reinforcement over the total educational pathway. To avoid my experience with freshman French, after you’ve taught critical thinking in the first year of dental school, teach it in every year of dental school if you want students to have some modicum of critical thinking skills when they graduate.

Principle number three is “teach it at the right level.” For example, do general dentists really need to have skills in manipulating data within statistics tests, or are they better served by learning and retaining knowledge of a selected subset of major research design and methodological elements that are truly fundamental to thoughtful reading and critical assessment of the professional literature?
The table above provides my answer to that question. It includes nine basic take-home skills that dental students are expected to grasp conceptually and have available for “critical thinking” when reading the professional literature.

**The NYU Model**

NYU’s four-year curriculum model for building critical thinking skills has as its goals to provide a foundation of knowledge in epidemiology and epidemiological methods that teaches the student how to read and analyze articles; to provide a rich and utilitarian set of “professional literature analysis skills;” and to provide a grasp of the context for use of these critical thinking skills within the challenges of providing “best patient care” in their future dental practices.

The first two goals are addressed via a series of courses during the first year of dental school, including a Competency Examination for Skills in Assessing the Professional Literature (SAFL), which occurs at the end of the first year. The third goal — and arguably the most difficult to achieve — requires that it be addressed by repeated overt emphasis and use over the four years of dental school, in clinical settings routinely, as well as in “skill reinforcement” sessions in didactic courses in the third and fourth years.

**The NYU Model**

**Teaching It “At the Right Level”: The Big 9 Basic Take-Home Skills for Dental Students from the SAFL Curriculum**

1. Ability to use the Basic Research Paradigm for stretching out the fabric of a research study
2. Ability to clearly state the research question – i.e., write (the usually implied) Null Hypothesis
3. Understand what statistics does for a reader (versus ability to directly manipulate data)
4. Understand the concepts of $\alpha$ error and $\beta$ error, and their rational use to provide scientific “cut-off” points
5. Understand the reasons scientists aim at “isolation of the independent variable”
6. Know and understand the design techniques epidemiologists and other clinical investigators use to achieve “isolation of the independent variable”
7. Understand what “ causation” means in epidemiologic studies, including RCTs
8. Ability to categorize the study design into a specific type of epidemiologic study with its own inherent potential for making a statement of causation . . . so the reader can apply “brakes on the brain” on how far an author is entitled to go toward claiming causation based solely on study design used (versus “how well they carried out that study design”)
9. Ability to make “a decision on utility” of the findings – i.e., how findings get transplanted into patient care
The NYU model for building critical thinking skills includes a series of six focal courses over the four years, with reinforcement in complementary clinical case conferences and seminars. The three foundation courses occur in the first year, and occupy a total of 72 hours of class time, which is only 2 percent of the total curriculum time and only 7 percent of the first-year curriculum time. At the end of the first year, the students demonstrate a competency in critical thinking by taking a four-hour SAPL Competency Examination, in which they read and analyze a published scientific article using an examination version of the Literature Analysis Form (LAF*), which is the core instrument in the curriculum used to develop literature analysis skills.

During each of the remaining three years of the predoctoral curriculum, students must recertify their SAPL competency skills by attending six one-hour SAPL sessions and by passing four of the six quizzes. Should a student not recertify SAPL skills by passing four of the six quizzes in that academic year, he or she must retake and pass the four-hour SAPL competency examination at the end of that academic year in order to proceed to the next academic year. To date, all students in the second, third, and fourth curriculum years have “recertified” their SAPL competency in the SAPL II, SAPL III, and SAPL IV courses via the quizzes.

Yet despite the apparent success of NYU’s efforts to build SAPL skills within an evidence-based approach to dental practice, a major hurdle still remains to be cleared — namely, ensuring validation on the clinic floor. It is certain that if SAPL skills are not validated during clinical sessions in the third and fourth years of the dental curriculum, they and the EBD concept will go the same route as so much of the basic science teaching so relevant to disease management.

At NYU, we are currently addressing this critical “validation” step. If we can demonstrate success in instilling critical thinking skills in the student body to prepare them for the long term, when the specific sets of facts that they have been taught go out of date, and their practices need to change accordingly, we will have a ‘complete teaching model,’ one that holds the promise of altering the nature of dental practice and raising the quality of care for future dental patients.

* The LAF, developed by the author, has been in continuous use – with periodic refinement – in a variety of courses offered by the author in schools of dentistry, public health, medicine, and even high schools over the past 30 years.
Learning by Discovery

N. Karl Haden, PhD
Founder and President, Academy for Academic Leadership*

William D. Hendricson, MS, MA
Faculty Member, Academy for Academic Leadership; Associate Editor, Journal of Dental Education

In “The Role and Importance of Research and Scholarship in Dental Education and Practice” (Journal Dent Educ 66 (8):918-924), Dr. Charles N. Bertolami argues that the goal of health professions education is not to make every student a scientist — a producer of research — but rather to make every student a “man or woman of science.” What is a “man or women of science”? Dr. Bertolami defines such people as “sophisticated consumers of research.” He goes on to emphasize “sheer intellectual curiosity” and an “appreciation for complexity, for problems, and for problem solving,” as essential elements in the making of health professions students who are “men and women of science.” In keeping with these concepts, we would like to offer the following reflections on the role of discovery in shaping the thinking, beliefs, and behavior of “men and women of science.”

* The Academy for Academic Leadership (AAL) is a collaborative of scholars, educational specialists, and consultants serving individuals and organizations in professional education. The AAL’s mission is to cultivate personal and professional leadership by engaging individuals and organizations in the discovery of ideas, the application of knowledge, and the adventure of lifelong learning.
The word *discovery* is often used to refer to the production of knowledge that did not exist before. But even the most original, revolutionary discoveries do not constitute the creation of knowledge *ex nihilo*. Scientific discoveries make sense to us because we are able to interpret them within a context, a larger structure of knowledge. Few men and women of science are likely to make paradigm-shifting discoveries, just as most career scientists rarely contribute profound, theory-altering breakthroughs. Nevertheless, the concept of scientific discovery is pivotal to understanding the process by which men and women of science develop.

The late educator and philosophe Mortimer Adler distinguished between learning by instruction and learning by discovery. In terms of the knowledge that teachers pass on to their students, someone first must have discovered the entity, idea, theory, or practice. Learning by discovery is therefore primary, while learning by instruction is secondary. It follows that in an absolute sense, teachers are dispensable. However, this does not mean that teachers are unimportant; on the contrary, they are necessary for most of us. Socrates analogized his role as a teacher to that of a midwife.

In this way of thinking, effective teachers are facilitators who assist learners in giving birth to new knowledge through discovery. Like the Socratic midwife, they assist learners in discovering knowledge for themselves. But unless the teacher is a man or woman of science — one who is skilled at learning by discovery — he or she cannot assist students in becoming men and women of science.

Discovery is involved in all learning, and learning by instruction can be defined as learning by aided discovery. In the classroom and clinic, faculty have the capacity to develop men and women of science whenever they stimulate excitement and inquisitiveness among their students about the process of learning, and create the desire among their student protégés to make discoveries for themselves — about techniques, materials, concepts, theories, and applications. Faculty also aid discovery when they encourage students to ask questions, challenge assumptions, and learn not only in the classroom or clinic, but, more important, on their own, in the outside world. Such faculty meet the core challenge of teaching. By their ability to make the subject matter appealing and fascinating to students, they facilitate students’ ability to discover knowledge for themselves. As Adler observes, the excellent teacher is one whose aim is to make his or her instruction totally dispensable by transforming those taught into independent learners.

Closely related to discovery is the ability to think critically. While critical thinking is not a sufficient condition for scientific activity, one could not be considered a scientist if he or she failed to exhibit critical thinking skills. By the same token, we would expect men and women of science, as sophisticated consumers of the outcomes of scholarly inquiry, to be able to think critically.
CRITICAL THINKING: THE BASIS FOR A SCIENTIFIC, EVIDENCE-BASED APPROACH TO CLINICAL PRACTICE

Critical thinking means the ability to apply logic and accepted intellectual standards to reasoning; access and evaluate evidence; demonstrate a disposition towards inquiry that includes openness, self-assessment, curiosity, skepticism, and dialogue; and, for healthcare professionals, the ability to apply knowledge in clinical reasoning. Critical thinking enables the healthcare provider to recognize pertinent information in a patient’s presentation; make accurate diagnostic and therapeutic decisions based on a deliberate and open-minded review of the available options; evaluate outcomes of therapeutic decisions; and assess his or her own performance.

ROLE MODELING AN EVIDENCE-BASED APPROACH TO CLINICAL PRACTICE

Faculty members can help students become evidence-based practitioners by modeling behavior that distinguishes among “conjecture, conviction, and certainty” in relation to scientific claims.

Conjecture represents contentions that are speculative in nature, based on hopes and assumptions, but without scientific underpinnings; conviction represents assertions based on belief, hopes and desires or argumentation; and certainty represents theories and heuristics supported by the accumulation of evidence.

Men and women of science do not posit knowledge and subsequent applications simply because ‘it works well for me,’ but rather because the matter works well for others in a variety of circumstances over time. In doing so, they show themselves to be sophisticated consumers and appraisers of research, able to assess the patient objectively with the goal of providing care based on the best evidence.

BEWARE THE BAEDEKER

Educating health professions students to become men and women of science is essential to the creation of competent healthcare practitioners. The assumptions, methodology, and values of science need to become a way of seeing the world, a way of interpreting it, and a general attitude toward theory and practice. However, there is one caveat that is especially important for men and women of science as they enter the caring professions. The Viennese thinker Ludwig Wittgenstein submits this caution:

People who are constantly asking ‘why’ are like tourists who stand in front of a building reading Baedeker [the guidebook] and are so busy reading the history of its construction, etc., that they are prevented from seeing the building. (Wittgenstein, Ludwig. Culture and Value. Trans. Peter Winch. Chicago: University of Chicago Press, 1980.)

In the extreme, science becomes scientism, the adherence to the assumption that the scientific method is the only reliable way of knowing anything. Scientism runs the danger of a reductionist approach to life: every object and event, including all human ones, are reduced to a description of mechanical processes. Are we in danger of developing men and women of scientism? Probably not. Scientism is an impractical
In the extreme, science becomes scientism, the adherence to the assumption that the scientific method is the only reliable way of knowing anything. But a healthcare provider who thinks like a man or woman of science and empathizes with the patient is of great value to society.

Ultimately, to call a person a man or woman of science is to say that he or she expresses an attitude toward the world — has a way of seeing the world — through the lens of science. Plato wrote that all philosophy, which included science at the time, begins with a sense of wonder. In general, men and women of science are people who express this sense of wonder.

They have a desire — in its exemplary form, a compelling desire — to know. This desire to know shows itself in a variety of behaviors, but in particular those behaviors that we as educators associate with the joy of learning by discovery.
NYU Dental Researchers Find Evidence of Periodontal Disease Leading to Gestational Diabetes

A study by an NYU dental research team has found evidence that pregnant women with periodontal (gum) disease are more likely to develop gestational diabetes mellitus than pregnant women with healthy gums, a finding that underscores how important it is for expectant mothers to maintain good oral health.

The study, led by Dr. Ananda P. Dasanayake, Professor of Epidemiology & Health Promotion, followed 256 women at New York’s Bellevue Hospital Center through their first six months of pregnancy. Twenty-two women developed gestational diabetes. Those women had significantly higher levels of periodontal bacteria and inflammation than the other women in the study. The findings were published in the April 2008 issue of the Journal of Dental Research.

Gestational diabetes is characterized by an inability to transport glucose — the main source of fuel for the body — to the cells during pregnancy. The condition usually disappears when the pregnancy ends, but women who have had gestational diabetes are at a greater risk of developing the most common form of diabetes, known as Type 2 diabetes, later in life. Hispanics, Asians, and Native Americans are at the highest risk for developing gestational diabetes. Eighty percent of the women in the NYU study were Hispanic.

Inflammation associated with periodontal disease is believed to play a role in the onset of gestational diabetes, perhaps by interfering with the normal functioning of insulin, the hormone that regulates glucose metabolism.

“In addition to its potential role in preterm delivery, evidence that gum disease may also contribute to gestational diabetes suggests that women should see a dentist if they plan to get pregnant, and after becoming pregnant,” says Dr. Dasanayake. “Treating gum disease
during pregnancy has been shown to be safe and effective in improving women’s oral health and minimizing potential risks.”

“In the future,” he added, “we can expect to see more research on the link between these two conditions involving other high-risk groups, such as Asian and Native American women.”

Dr. Dasanayake’s coinvestigators included Ms. Nok Chhun, a junior research scientist in the NYU Department of Epidemiology & Health Promotion; Dr. Ronald G. Craig, an Associate Professor of Basic Science and Craniofacial Biology and of Periodontology and Implant Dentistry; Ms. Amy Moore, a data manager and programmer in the Department of Epidemiology & Health Promotion; and Dr. Robert G. Norman, a statistician and Research Associate Professor of Epidemiology & Health Promotion, all of the NYU College of Dentistry. Coinvestigators also included Dr. Anne Tanner, a senior scientist in the Department of Molecular Genetics at The Forsyth Institute; and Dr. M. J. Lee, an Associate Professor and an OB-GYN in the Department of Obstetrics, Gynecology & Reproductive Sciences at Mount Sinai School of Medicine. The study was supported by a grant from the National Institute of Dental and Craniofacial Research (NIDCR).

The national research rankings for 2007 have been announced and, for the third year in a row, NYUCD has moved up a notch in federal funding from the National Institute of Dental and Craniofacial Research (NIDCR). NYUCD now ranks 4th among U.S. dental schools in NIDCR funding. These rankings are important because they are one public measure of the robustness of the College’s intellectual climate and contributions.

Herman Robert Fox Dean Charles N. Bertolami said, “The indisputable engine of a college’s success in research funding is its faculty. NYUCD’s advancement to this point has been the result of the great research faculty recruiting we’ve done in recent years. But all faculty – clinicians and researchers alike – deserve great credit for creating a warm and congenial collaborative environment that values creativity and the generation of new knowledge. Of particular importance has been the extraordinary leadership of Associate Dean for Research Lou Terracio.”

NYUCD’s research ranking is yet another concrete example of the strong momentum the College enjoys on our campus and nationally. It also carries another important message — namely, that NYUCD has become a player in building and sustaining the research core of New York University, a Research-One University, so designated because it is among those universities in the U.S. that receive the highest amounts of federal research funding.

NYUCD takes great pride in the caliber of the research faculty who have so strengthened our research enterprise, and looks forward to their continuing role in advancing the College’s stature and, more important, in advancing health and combating disease.
NYU is Major Presence at ADEA and AADR

NYUCD/NYUCN faculty and student posters and presentations made a major impact at the 2008 American Dental Education Association (ADEA) and American Association for Dental Research (AADR) annual meetings in Dallas. Additional highlights of the ADEA meeting were the installation of Herman Robert Fox Dean Charles N. Bertolami as President of ADEA and the presentation to former Dean Michael C. Alfano of the inaugural ADEA (Gies) Award for Vision by a Dental Educator (see stories on pp. 82 and 83).

ADEA

Dr. Kenneth L. Allen, ’73, Assistant Professor of Cariology & Comprehensive Care, copresented “Technology – A Valuable Tool for Faculty Standardization,” with Dr. James M. Kaim, ’70, Professor of Cariology & Comprehensive Care; Dr. Mark S. Wolff, Associate Dean for Predoctoral Clinical Education and Professor and Chair of the Department of Cariology & Comprehensive Care; Dr. Andrew B. Schenkel, ’82, Clinical Assistant Professor of Cariology & Comprehensive Care; and Dr. Elise S. Eisenberg, ’84, Director of Dental Informatics; “Differentiating Deep Enamel Lesions from Shallow Dentin Lesions Using Photographic Imaging,” with Dr. Kaim and Dr. Wolff; and “Seeking the Ideal Examination Methodology - The Need for Multiple Version Testing,” with Dr. Kaim and Dr. Wolff.

Dr. Charles N. Bertolami, Herman Robert Fox Dean of NYUCD, who assumed office as President of ADEA, presented the 2008 Presidential Address to the ADEA House of Delegates. He also copresented “Open Courseware - It’s Time” and presented an address at a symposium on curricular reform based on his work as co-chair of a Macy Foundation panel examining linkages between dental and medical curricula.

Dr. Denise Estafan, Clinical Associate Professor of Cariology & Comprehensive Care, copresented “Communicating with the Dental Laboratory: The Challenges of Digital Photography,” with Dr. Steven K. Mark, Clinical Assistant Professor of Cariology & Comprehensive Care; Dr. Martine R. Mandracchia, Clinical Associate Professor of Cariology & Comprehensive Care; and Dr. Mark S. Wolff; “A Practical Method of Using Only 2 CEREC Units in Covering Clinics Serving 700 Students,” with Dr. Andrew B. Schenkel and Dr. Mark S. Wolff; and “Quality Assurance: Evaluating a Dental Laboratory,” with Dr. James Kaim and Dr. James Apitlauer, Clinical Assistant Professor of Cariology & Comprehensive Care.

Dr. David L. Glotzer, ’58, Clinical Professor of Cariology & Comprehensive Care, presented “Why, When, and How to Introduce Catastrophe Preparedness Studies into the Dental School Curriculum.”

Dr. Tracy Ellen Kamens, Director of the Faculty-Staff Development Center, copresented “Development and Implementation of an Online Endodontics Program,” with Dr. Denise Foran, PG Endodontics ’06, Clinical Assistant Professor of Endodontics; and Dr. Paul A. Rosenberg, Professor and Chair of the Quaratararo Department of Endodontics.

A highlight of the AADR meeting was the awarding of honorary membership to John Sexton, President of New York University. Dr. Sexton was selected unanimously based on his innovative leadership, which has encouraged collaboration, including the integration of the NYU College of Nursing into the NYU College of Dentistry.

JOHN SEXTON
AWARDED
HONORARY AADR
MEMBERSHIP

Dr. Ralph V. Katz, Professor and Chair of the Department of Epidemiology & Health Promotion, presented “Skills in Assessing the Professional Literature: Teacher Training Related to the Evidence-based Dentistry Curriculum.”

Ms. Judy Kreismann, Clinical Associate Professor of Dental Hygiene, copresented “Personal Styles of Graduates of a Dental Hygiene Program,” with Ms. Lisa Stefanou, Clinical Associate Professor of Dental Hygiene; Ms. Eva M. Lupovici, Clinical Professor of Dental Hygiene; and Professor Cheryl M. Westphal, Assistant Dean for Allied Health Programs, presented “Personal Styles of Graduates of a Dental Hygiene Program.”

Dr. Jan M. Levy, Clinical Associate Professor of Cariology & Comprehensive Care, copresented “New Ethical and Legal Issues Regarding Esthetic Treatment Planning,” with Dr. Denise Estafan; and “Domestic Violence: An Interactive Web Site Tutorial,” with Dr. Maureen McAndrew, Clinical Associate Professor of Cariology & Comprehensive Care, and Dr. Tracy Ellen Kamens.

Dr. Mitchell J. Lipp, Clinical Assistant Professor of Orthodontics, presented “An Introduction to the Evidence-based Dentistry Curriculum.”

Ms. Eva M. Lupovici, Clinical Professor of Dental Hygiene, presented “Dental Hygiene Students’ Personal Style and Preference to On-Line vs. Lecture Courses,” with Professor Judy Kreismann; Professor Lisa Stefanou; and Professor Cheryl M. Westphal.

Dr. Maureen McAndrew presented “A Meeting of the Minds and Hearts: Setting Expectations to Create Mutual Respect,” and copresented “Finding the Faculty of the Future: How to Recruit, Hire, Train, and Retain for Success,” with Dr. Tracy Ellen Kamens, and “Bringing ‘em Young! Instilling an Early Interest in Academia,” with Dr. Jan M. Levy.

Dr. Tan Nguyen, ’08, copresented “Standardization and Calibration of Faculty in a Course Featuring the Invisalign System,” with Dr. Mitchell J. Lipp.

Ms. Jane Rosenthal, Assistant Director of Student Retention and Academic Advising, presented “Reaching Out to and Retaining At-Risk Students in a Large DDS Program.”
Dean Bertolami Installed as President of ADEA, Former Dean Alfano Receives Gies Award for Vision, and President Sexton Awarded Honorary AADR Membership

Dr. Andrew B. Schenkel, ’82, Clinical Assistant Professor of Cariology & Comprehensive Care and Group Practice Director, copresented “Unique Collaboration with Nurse Practitioners” with Ms. Madeleine Lloyd, Clinical Director of the NYU Nursing Faculty Practice; Dr. Francis V. Panno, Professor Emeritus of Prosthodontics; Dr. Terry Fulmer, Dean and Eline Perkins McGriff Professor, NYUCN; Mr. Jack Wiggins, Assistant Dean for Clinical Systems and Patient Care (NYUCD); Dr. Judith Haber, Ursula Springer Leadership Professor in Nursing and NYUCN Associate Dean for Graduate Programs; and Dr. Mark S. Wolff.

Dr. Andrew I. Spielman, Professor of Basic Science & Craniofacial Biology and Associate Dean for Academic Affairs, presented “Vital Book as Part of NYUCD Education and Its Use in Oral Medicine,” and “Special Symposium: A Debate Exploring Emerging Challenges to Dental Education and Dentistry.”

Dr. Eric S. Studley, Clinical Assistant Professor of Cariology & Comprehensive Care, copresented “The Millennials Hit the Clinics: What Do We Do Now?” with Dr. Ralph P. Cunningham, Clinical Associate Professor of Cariology & Comprehensive Care; Dr. Maureen McAndrew; and Dr. Ivy D. Peltz, Clinical Associate Professor of Cariology & Comprehensive Care.

Dr. Michael D. Turner, Assistant Professor of Oral Maxillofacial Surgery, presented “A Synergistic Model of Mentoring: Faculty Development and Future Academic Recruitment.”

Dr. Yu Zhang, Assistant Professor of Biomaterials & Biomimetics, copresented “Graded Structures for Damage Resistant All-Ceramic Restorations,” with Mr. Sebastian Velez, Archbishop Molloy High School, ’08.

AADR

Dr. Gary S. Berkowitz, Clinical Assistant Professor of Cariology & Comprehensive Care, copresented “Postoperative Hypersensitivity in Class RB Restorations: A PEARL Study,” with Dr. Ronald G. Craig, Associate Professor of Basic Science & Craniofacial Biology; Dr. Frederick A. Curro, Clinical Professor of Oral & Maxillofacial Pathology, Radiology, & Medicine; Dr. Jonathan A. Ship, Professor of Oral & Maxillofacial Pathology, Radiology & Medicine and Director of the Bluestone Center for Clinical Research; and Dr. Van P. Thompson, Professor and Chair of the Department of Biomaterials & Biomimetics.

Mr. Glenn Cañares, ’12, copresented “In Vitro Effects of OTC Bleaching on Enamel and Dentin Bonding,” with Dr. Mitchell S. Pines, Clinical Professor of Biomaterials & Biomimetics; and Dr. Mark S. Wolff.

Ms. Elizabeth Clark, Adjunct Assistant Professor of Biomaterials & Biomimetics, copresented “Osteoconductive and Carrier-Filled 3D Scaffolds for Bone Repair and Replacement,” with Dr. John L. Ricci, Associate Professor of Biomaterials & Biomimetics.

Mr. Corey Corpopidian, ’10, copresented “Effect of Disinfection on Bond Strength to Enamel and Dentin,” with Dr. James M. Kaim and Dr. Mark S. Wolff.

Dr. Frederick A. Curro copresented “Clinical Effects of Increasing Toothpaste Abrasivity on Tooth Hypersensitivity” with Ms. Rosemary D. Hays, Clinical Associate Professor of Dental Hygiene.

Dr. Ananda P. Dasanayake, Professor of Epidemiology & Health Promotion, copresented “Periodontal, Bacteriological, Immunological, and Inflammatory Parameters in the Same Subject,” with Dr. Ronald G. Craig and Dr. Angela Kamer.

Dr. Hareeti Gill, ’08, presented “Cone Beam Computed Tomography: Report on Incidental Findings.”

Dr. Rima Gluzman, MS in Clinical Research ’09, copresented “Use of Bogus Distractors in Questionnaire Design: a Methodological Analysis,” with Dr. Ralph Katz.

Dr. Petra Guess, Visiting Scholar in Biomaterials & Biomimetics, copresented “Effect of Surface Treatment on Damage and Reliability of Y-TZP” with Dr. Yu Zhang, Assistant Professor of Biomaterials & Biomimetics, and Dr. Van P. Thompson.

Dr. Seong Ho Han, Clinical Assistant Professor of Orthodontics, presented “Evaluation of Cervical Vertebral Dimensions for Skeletal Maturity Assessment.”

Dr. Ralph V. Katz copresented “Legacy of the Tuskegee Syphilis Study: Validation Study on Impact,” with Dr. Stefanie L. Russell, Assistant Professor of Epidemiology & Health Promotion.

Dr. Jae Won Kim, Associate Research Scientist in Biomaterials & Biomimetics, copresented “Effect of Inclination Angle on Fatigue of Veneered Zirconia Structure” with Dr. Van P. Thompson and Dr. Dianne Rekow, Professor and Chair of the Department of Basic Science & Craniofacial Biology.

Mr. Jung Hyun Kim, ’11, copresented “Effect of Inhibitors of Oxidation on Lipid Peroxidation in Mice” with Dr. Jisen Dai, Associate Research Scientist in Basic Science & Craniofacial Biology; and Dr. Peter G. Sacks, Professor of Basic Science and Craniofacial Biology.

Mr. Krunal Rana, ’11, copresented “Application of Fluorescent Post-Labeling to Detect DNA Change” with Dr. Joseph B. Guttenplan, Professor of Basic Science & Craniofacial Biology.

Dr. Dindo Mijares, Associate Research Scientist in Biomaterials & Biomimetics, copresented “Estrogen-Deficient Bone Loss Prevented by Calcium Phosphate-Based Compound (M2F-CAP)” with Dr. Racquel Z. LeGeros, Professor and Associate Chair of the Department of Biomaterials and Biomimetics and Linkow Professor of Implant Dentistry; Dr. Fang Yao, Junior Research Scientist in Biomaterials & Biomimetics; Dr. Gary Catig, MS in Biomaterials & Biomimetics ’09; and Dr. John P. LeGeros, Adjunct Professor of Biomaterials and Biomimetics.

Dr. Jennifer L. Morrison, ’08, copresented “Protecting Root Surfaces from Demineralization Utilizing Dentin,” with Dr. Mark S. Wolff.

Dr. Tan L. Nguyen, ’08, copresented “Effect of Extracellular Matrix (ECM) on Motility of Oral Cells,” with Dr. Jisen Dai, Associate Research Scientist in Basic Science & Craniofacial Biology; Dr. Jane A. McCutcheon, Associate Professor of Basic Science & Craniofacial Biology; and Dr. Peter G. Sacks.

Dr. Bapanaiah Penuongda, Associate Professor of Cariology & Comprehensive Care, copresented “Radiographic Evaluation of Densities of Different Root Canal Sealers,” with Dr. Eugene Hiltelman, Associate Professor of Epidemiology & Health Promotion.

Dr. Chandra Pham, ’08, presented “Assessment of Mandibular and Maxillary Transverse Growth Using Vertebral Changes.”

Dr. Andrew B. Schenkel copresented “Effect of Chemical Pretreatment of Teeth on Fissure Sealant Microlakage,” with Ms. Elizabeth A. Clark and Dr. Van P. Thompson.

Dr. Jonathan A. Ship, Professor of Oral & Maxillofacial Pathology, Radiology and Medicine and Director of the Bluestone Center for Clinical Research, presented “Practice-based Research: The PEARL Experience.”

Dr. Nelson R. Silva, Assistant Professor of Prosthodontics, presented “Residual Stress Determination in Anatomically Correct All-Ceramic and Metallceramic Crowns.”

Mr. Peter A. Sudack, ’11, copresented “Evaluation of the Sealing Capability of Different Dental Implant Systems,” with Dr. Paulo G. Coelho, Research Scientist in Biomaterials & Biomimetics.

Dr. Cristina C. Teixeira, Associate Professor of Orthodontics and of Basic Science & Craniofacial Biology, presented “Role of NO/GMP Pathway in Endochondral Bone Formation.”

Dr. Krassimira I. Tzvetkova, postdoctoral student in Epidemiology & Health Promotion, copresented “Beliefs Regarding Thoroughness of Cancer Screening Exams for Women,” with Dr. Stefanie Russell and Dr. Ralph V. Katz.

Mr. Andrew Yamponsky, ’11, copresented “Analysis of Human Tissue Response to Bone Graft Substitutes,” with Dr. John L. Ricci.

Dr. Fang Yao, Junior Research Scientist in Biomaterials & Biomimetics, copresented “Physico-Chemical Properties, In Vitro Biocompatibility of Carbonate Fluoride Substituted Apatite,” with Dr. John P. LeGeros and Dr. Racquel Z. LeGeros.
Why do rats live faster and die younger than humans? A newly discovered biological clock provides tantalizing clues.

This clock, or biological rhythm, controls many metabolic functions and is based on the circadian rhythm, which is a roughly 24-hour cycle that is important in determining sleeping and feeding patterns, cell regeneration, and other biological processes in mammals.

The newly discovered rhythm, like the circadian rhythm, originates in the hypothalamus, a region of the brain that functions as the main control center for the autonomic nervous system. But unlike the circadian rhythm, this clock varies from one organism to another, operating on shorter time intervals for small mammals and longer ones for larger animals. For example, rats have a one-day interval, chimpanzees six, and humans eight.

NYU dental professor Dr. Timothy Bromage discovered the rhythm while observing incremental growth lines in tooth enamel, which appear much like the annual rings on a tree. He also observed a related pattern of incremental growth in skeletal bone tissue — the first time such an incremental rhythm has ever been observed in bone.

“The same biological rhythm that controls incremental tooth and bone growth also affects bone and body size and many metabolic processes, including heart and respiration rates,” said Dr. Bromage. “In fact, the rhythm affects an organism’s overall pace of life, and its life span. So, a rat that grows teeth and bone in one-eighth the time of a human also lives faster and dies younger.”

Humans have by far the most variation in these long-term incremental growth rhythms, with some humans clocking as little as five days, and others as many as ten. Correspondingly, humans have the most variability in body size among mammals. Future research will assess whether there is a link between slower growth rhythms and growth disorders. Since the autonomic nervous system controls human behavior, future research will also assess whether growth rhythms can be linked to variations in human behavior.
Five Benefits of Conducting In-Office Clinical Research

– A PEARL Practitioner-Investigator’s View –

When colleagues ask me why I joined the PEARL Network, I point to the following five key benefits:

1. Practicing evidence-based dentistry. In evidence-based dentistry, treatment strategies are devised on the basis of critical evaluation of the scientific literature, rather than on subjective judgments and anecdotal information. Every PEARL Network member learns the principles of evidence-based dentistry during their basic clinical research training, and as time goes on, those who conduct research on a regular basis become adept at searching clinical journals and analyzing scientific evidence. Acquiring this skill has enabled me to offer patients a greater number of scientifically proven treatment options.

2. Improving the bottom line. Understanding clinical research and utilizing published scientific evidence has made me less reliant on sales representatives and promotional materials for information on treatment advances. For example, instead of buying a new instrument at a sales presentation, I now usually wait for published research on the instrument’s effectiveness. Ultimately, my practice is more profitable because I spend my money more wisely.

3. Enhancing my professional image. My ability to explain treatment choices by referring to published scientific research enhances my professional image among patients.

4. Staying up-to-date. PEARL Network interactive tutorials and one-on-one training sessions make it easy to learn about clinical research. Conducting research keeps my mind sharp, enhances my critical thinking skills, and encourages me to keep up with the latest treatment advances.

5. Providing better patient care. Ultimately, our patients, whom we are sworn to serve, receive better care when treatment options are offered by a practitioner who is adept at utilizing valid, scientific research and applying the best scientifically documented practices.

Conducting clinical research adds an interesting and exciting dimension to everyday practice. It represents a chance to improve treatment outcomes and make a positive contribution to the advancement of our profession. I am thrilled to be doing it.

“Understanding clinical research and utilizing published scientific evidence has made me less reliant on sales representatives and promotional materials for information on treatment advances.”

Dr. Analia Veitz-Keenan is a private practitioner in Brooklyn, New York; a Clinical Assistant Professor of Oral & Maxillofacial Pathology, Radiology & Medicine at the NYU College of Dentistry; and a member of the PEARL Network Executive Board. She has enrolled 45 patients in the Post-Operative Hypersensitivity and Endodontic Outcomes study since joining the PEARL Network in 2005. Opposite are five benefits that she has reported as a result of conducting practice-based clinical research.
Research Day 2008: UCLA Research Dean Shares Spotlight with Student Researchers

Fifteen students from the NYU College of Dentistry (NYUCD) and one student from the NYU College of Nursing (NYUCN) were awarded prizes in April at Research Day 2008. The prize-winning students presented posters selected from 110 submissions, the largest ever in the history of Research Day. The students shared the spotlight with Dr. David T. W. Wong, Professor and Associate Dean for Research at the UCLA School of Dentistry and Director of the UCLA Dental Research Institute, who spoke on "Salivary Diagnostics: The Fundamentals and the Future." (See related article on p. 18.) NYUCD Associate Dean for Research Dr. Louis Terracio presided at the ceremony and presented the sixth annual NYUCD Distinguished Scientist Award to Dr. Wong.

The winning entries are listed below.

Outstanding Clinical Case Presentation
Dr. Shruti Panjini, DDS '08
Multidisciplinary Treatment of Diastema
Advisor: Dr. John R. Calamia

Student Research Group Award for Excellence in Research
Mr. Glenn Cañares, DDS '11
In-Vitro Effects of OTC Bleaching on Enamel and Dentin Bonding
Advisor: Dr. Mark S. Wolff

Dean's Research Award in Basic Science
Ms. Chen Chen, DDS '10
Utilization of an Insect Model Versus a Mammalian Model in Analyzing the N-terminal SRCR-SID Domain of gp-340
Advisor: Dr. Daniel Malamud

Michael C. Alfano Omicron Kappa Upsilon Research Award
Ms. Danielle Kalman, DDS '11
Role of NO/cGMP Pathway in Endochondral Bone Formation
Advisor: Dr. Cristina Teixeira

ADA/Dentsply Student Research Award for Outstanding Undergraduate Student Research; and Dean's Award in Translational Research
Ms. Christy Chu, DDS '10
Duplex Real-Time qPCR for the Quantitative Detection of S. mutans and S. sanguinis
Advisor: Dr. Yihong Li

Outstanding Presentation in Postgraduate Research in Implant Dentistry
Dr. Giovanni Favero, Advanced Program for International Dentists in Implant Dentistry '08
The Effect of Complications Following Sinus Augmentation on Vital Bone Formation and Implant Survival
Advisor: Dr. Stuart Froum

Outstanding Clinical Presentation in Postgraduate Research in Orthodontics
Dr. Tom Lien, PG '08
Assessment of Skeletal Maturation Using Vertebral Dimensional Changes Among Skeletal Class II Male Patients
Advisor: Dr. Seong Han

Outstanding Basic Science Presentation in Postgraduate Research in Orthodontics
Dr. Seth Margulies, PG '08
Damage to an Enamel Substitute During Composite Removal: A Bur Study
Advisor: Dr. Dianne Rekow

Dean's Research Award in Postgraduate Research; and Outstanding Postgraduate Research in Pediatrics
Dr. Zhemeng Wang, PG '08
The Effect of Fluoride Varnish Regimens on S. mutans and Other Oral Bacteria in Young Children with Early Childhood Caries
Advisor: Dr. Neal Herman

Great Expressions Award for Periodontics Research
Dr. Zhou Chen, Postdoctoral Student, Department of Basic Science and Craniofacial Biology
Bacterial Community Shift Assessed by DGGE and Sequence Analysis
Advisor: Dr. Yihong Li

Master of Science Research Award
Mr. Gary Catig, MS in Biomaterials '09
Effect of Synthetic Bone Mineral (MZF-CaP) on Improving Bone Strength and Dissolution Properties of Ovariectomized Rats
Advisor: Dr. Racquel Z. LeGeros

Outstanding Presentation in Postdoctoral Research
Dr. Pablo Peixoto, Department of Basic Science and Craniofacial Biology
Pharmacology of the Cytochrome C Release Channel, MAC
Advisor: Dr. Kathleen C. Kinnally

Outstanding Presentation in Nursing Research
Ms. Carina Katigbak, PhD Candidate, Nursing Research and Theory Development
Oral Health of Patients with HIV/AIDS: An Integrative Review
Advisor: Dr. Nancy Van Devanter
Oral & Maxillofacial Pathology, Radiology & Medicine Student Research Award for an Outstanding Clinical Poster Given by the NYUCD Diagnostic Pathology Laboratory
Mr. Paul Kraft, DDS ’11
A Correlational Study Between Human Papillomavirus Infection and Oral Lesions Considered to Be Suspicious for Cancer/Precancer as Determined by In Situ DNA Hybridization
Advisor: Dr. A. Ross Kerr

Postgraduate Research in Endodontics
Dr. Lawrence Tam, PG ’08
In Vitro Comparison of Peracetic Acid 5.25%, Sodium Hypochlorite 5.25%, and Chlorhexidine 2% as an Irrigant Against Enterococcus Faecalis
Advisor: Dr. Paul A. Rosenberg

Research Award in Dental Hygiene
Ms. Sneha Shah, AAS ’09
Using Panoramic Radiography to Detect Signs of Osteoporosis
Advisor: Ms. Jeanine Stabulas
Recruiting the BEST

DR. LESLIE A. ABRAHAM, ’81, has been appointed a full-time Clinical Assistant Professor of Oral and Maxillofacial Surgery. Dr. Abraham completed a general practice residency at the Bellevue Hospital Center in New York and earned certificates in oral and maxillofacial surgery from the Bellevue Hospital Center and the Manhattan Veterans Administration Medical Center.

MS. HELEN A. DOWLER, formerly Interim Associate Director of Admissions for Special Programs at the NYU Tisch School for the Arts, has been appointed Assistant Director of Admissions Services. Her responsibilities include reviewing applications, counseling applicants, and supervising the admissions staff.
**DR. LAURIE R. FLEISHER**, formerly a Clinical Assistant Professor of Endodontics at the University of Michigan School of Dentistry and Clinical Instructor in Endodontics at the Boston University School of Dental Medicine, has been appointed a Clinical Assistant Professor of Endodontics. Dr. Fleisher earned a DMD degree and a certificate in endodontics from the Boston University School of Dental Medicine.

**DR. PATRICK MASCARENHAS**, ’99, and Advanced Education Program in Prosthodontics, ’02, has been appointed a full-time Clinical Assistant Professor of Periodontology and Implant Dentistry. Dr. Mascarenhas, who also completed a fellowship in implant dentistry at NYUCD, earned a Bachelor of Dental Surgery degree and a Master of Dental Surgery degree in periodontology from the University of Bombay in India.

**MS. DEBORAH WHITFIELD**, formerly Director of Research and Clinical Trials Development at North General Hospital in Harlem, has been appointed Assistant Director of Business Development and Clinical Research Operations at the Bluestone Center for Clinical Research. Her responsibilities include marketing the Bluestone Center to clinical trial sponsors, subject recruitment, clinical trials management, and financial management.
NYUCD Extends a Warm Welcome to Its Newest Part-time Faculty:

**Department of Basic Science and Craniofacial Biology**
Dr. Johanna Warshaw, Instructor

**Department of Cariology & Comprehensive Care**
Dr. Luis M. Brea, Jr., Clinical Assistant Professor

Dr. Chih Chang Chung, Clinical Assistant Professor

Dr. Paola Cohen-Imach, Instructor

Dr. Isaac Datikashvili, Instructor

Dr. Joseph L. Dene, Clinical Assistant Professor

Dr. Itzhak Eisinger, Clinical Assistant Professor

Dr. Samuel First, Clinical Assistant Professor

Dr. Anthony M. Garofalo, Instructor

Dr. Richard M. Golden, Clinical Assistant Professor

Dr. Michael Kampourakis, Clinical Assistant Professor

Dr. Sun H. Kim, Clinical Assistant Professor

Dr. Larissa N. Lachman, Instructor

Dr. Arnold I. Liebman, Clinical Assistant Professor

Dr. Thomas Lovetere, Instructor

Dr. Barry M. Mark, Clinical Assistant Professor

Dr. Aneta K. Mejia, Instructor

Dr. Arnold R. Pollikoff, Instructor

Dr. Vincent U. Saccente, Clinical Assistant Professor

Dr. Mirjana Sadeghi, Instructor

Dr. Melvyn M. Segal, Clinical Assistant Professor

Dr. Harold R. Strauss, Clinical Assistant Professor

Dr. Hyunchul R. Yoo, Clinical Assistant Professor

**Department of Dental Hygiene**
Ms. Olga Karpenko, Instructor

Dr. Alessandra C. Leri, Adjunct Assistant Professor

Ms. Jean G. Senat, Instructor

**Department of Endodontics**
Dr. Joseph K. Spector, Clinical Associate Professor

**Department of Epidemiology & Health Promotion**
Mr. Hector R. Perez-Gilbe, Adjunct Assistant Professor

**Department of Oral & Maxillofacial Pathology, Radiology & Medicine**
Dr. Barry J. Stern, Clinical Assistant Professor

**Department of Oral & Maxillofacial Surgery**
Dr. Eshansh Arora, Clinical Assistant Professor

Dr. Robert Pellecchia, Clinical Assistant Professor

Dr. Shahin Shahgoli, Clinical Assistant Professor

**Department of Orthodontics**
Dr. David A. Sherman, Clinical Assistant Professor

Dr. Man Ki S. So, Clinical Assistant Professor

**Department of Pediatric Dentistry**
Dr. Sky Berdahl, Clinical Assistant Professor

Dr. Sumita Golkeri, Clinical Assistant Professor

Dr. Matthew B. Johnson, Clinical Assistant Professor

**Department of Periodontology and Implant Dentistry**
Dr. James J. Simone, Clinical Assistant Professor

Dr. Richard B. Smith, Clinical Associate Professor

**Department of Prosthodontics**
Dr. Sandra Scibetta, Clinical Assistant Professor

Dr. Elsa Wong, Clinical Assistant Professor
Promoting our Own

Dr. Richard I. Vogel, formerly Executive Associate Dean for Academic Programs, has been named Executive Vice Dean of the NYU College of Dentistry.

As Executive Vice Dean, Dr. Vogel will partner with the other members of the senior management teams at the Colleges of Dentistry and Nursing to ensure overall excellence of the academic programs and faculty. In addition, he will have direct oversight responsibility for NYUCD’s academic and clinical programs, with the Department Chairs, the Academic, Clinical, and Postgraduate Deans, and the Assistant Dean for Student Affairs and Admissions reporting directly to him.

Dr. Mark S. Wolff, Professor and Chair of the Department of Cariology & Comprehensive Care, has been named Associate Dean for Predoctoral Clinical Education, with responsibility for conceptualizing and implementing a clinical curriculum aimed at educating competent, ethical, humane, and critical thinking oral health professionals who can comfortably interrelate with other professional colleagues as integral members of the overall healthcare delivery team.

Reporting to the Executive Vice Dean, Dr. Wolff will partner with the Chairs of the various departments as well as with the Associate Deans for Academic Affairs and Clinical Affairs, and with the Office of Faculty and Staff Development, to ensure appropriate clinical integration of the basic, clinical, and behavioral sciences.

Ms. Margaret N. Farrell, formerly a Clinic Manager, has been promoted to Assistant Director of Human Resources. Ms. Farrell’s duties include administrative and staff recruitment, compensation, and performance evaluation.
For the past year, Ms. Kanthi Lewis, a PhD candidate in science from the University of Technology in Sydney, Australia, has been conducting research at NYUCD under the guidance of Dr. Racquel Z. LeGeros, Associate Chair and Professor of Biomaterials & Biomimetics and Linkow Professor of Implant Dentistry, thanks to a Fulbright Doctoral Scholarship. Ms. Lewis has been investigating whether liposomes — spherical bilayer membranes that transport fat molecules that accumulate in the bloodstream, causing arteries to calcify — can be integrated into calcium phosphate compounds used in bone remineralization.

“I chose to do this research at NYUCD because of the chance to work with Dr. LeGeros, one of the world’s leading innovators in calcium phosphate research,” says Ms. Lewis, who plans a career in biomaterials research. In collaboration with Dr. LeGeros, she is evaluating the liposomes’ potential for improving the ability of these compounds to calcify — or remineralize — diseased or missing sections of bone. Dr. LeGeros pioneered research on calcification’s impact on oral and systemic function, and is an authority on the development of calcium phosphate–based biomaterials for use in bone repair, replacement, and regeneration.

“Kanthi is the first researcher I know to investigate liposomes for bone formation,” says Dr. LeGeros. “I’ve been impressed with her innovative spirit ever since Dr. Besim Ben-Nissam, a Professor at the University of Technology, introduced her to me at a biomaterials conference in Japan several years ago.”

The Fulbright Program, established by Congress in 1945, is the U.S. government’s flagship international exchange program. Fulbright Scholarships are awarded to both foreign and U.S. graduate students. Ms. Lewis is one of 13 Australians who received Fulbright Scholarships for the 2007–08 academic year.
NYUCD Is Cosponsor of First International Conference on Novel Anticaries and Remineralizing Agents

The NYU College of Dentistry, in collaboration with the University of California, San Francisco School of Dentistry, the Academic Center for Dentistry School of Dentistry in Amsterdam, and the School of Dentistry at the University of Chile, cosponsored the First International Conference on Novel Anticaries and Remineralizing Agents (IC NARA), January 10–12, 2008, in Vina del Mar, Chile.

Dr. Mark S. Wolff, Professor and Chair of the Department of Cariology & Comprehensive Care and Associate Dean for Predoctoral Clinical Education, was one of three international cariology experts who helped plan the meeting in collaboration with Dean Ruby Valdavia of the School of Dentistry at the University of Chile. Dr. Wolff presented a paper entitled “Sensitivity, Remineralization, the Biofilm: What Is the Connection.”

Also attending from NYUCD were Dr. James M. Kaim, Professor of Cariology & Comprehensive Care, and Dr. David L. Glotzer, Clinical Professor of Cariology & Comprehensive Care.

The conference brought together 30 of the leading international experts in cariology, bacteriology, remineralization, and preventive dentistry to present new, non-fluoride methods of protecting and repairing teeth, and from this to build a multidisciplinary agenda for research over the next decade. Attendees included over 100 dentists, researchers, and industrial experts from Australia, Brazil, Chile, China, Denmark, England, Finland, Germany, the Netherlands, Scotland, Switzerland, and the U.S., countries where much of the research on caries prevention and intervention is done.

Special thanks for helping to organize the conference go to two administrators in the NYU Department of Cariology & Comprehensive Care, Ms. Pat Montalbano and Ms. Elaine Bajana.
In 1993, NYUCD introduced an international outreach program designed to provide students the opportunity to enhance their clinical skills while delivering much-needed health care to underserved populations around the world. Starting in the Dominican Republic, the program has grown to a total of six countries: Jamaica, Honduras, Nicaragua, India, Tanzania, and the Dominican Republic. The clinical services have also expanded from a focus on emergency care to a more comprehensive approach — unique to dental outreach programs — that includes restorative care, endodontics, pediatric care, and, most recently, a sustainability program.

NYUCD’s 2005 alliance with the NYU nursing program, which created a College of Nursing within the College of Dentistry, has added yet another dimension to the program. As a result of this alliance, we can more comprehensively address important challenges in international public health and healthcare delivery. To that end, nursing students joined the outreach program last year and have, to date, participated in four outreach trips.

The following is a summary of recent international outreach activities conducted by the NYU Colleges of Dentistry and Nursing.

**Honduras**

A team of 35 faculty, students, and staff from NYUCD and NYUCN conducted a joint outreach mission in March 2008 to the town of Copan Ruinas, Honduras, which NYUCD had last visited in 2004. It was NYUCD’s third visit to the town and NYUCN’s first visit. Most of the area’s nearly 30,000 residents — primarily indigenous people of Mayan descent — earn between about $29 a month in rural areas and $47 a month in urban areas. The dental team treated nearly 700 adults and children. Since Copan has no public dental facilities, the team transformed its city hall into a clinic, using portable drills to treat up to six patients at a time. Two residents and one faculty member from the Department of Pediatric Dentistry provided fluoride varnishes and sealants to 225 children, and trained teachers from a local school to reapply the varnishes every two to three months until NYUCD’s next mission, which is planned for March 2009.
A team of three residents and one faculty member from the Department of Endodontics performed root canals on teeth that otherwise would have had to be extracted. A 16-year-old girl who self-consciously avoided smiling in order to hide her extensive decay received four root canal treatments.

Dr. Donna Shelley, Director of Interdisciplinary Research and Practice, led a team of two nursing faculty members and three nursing students in an assessment of medical and oral health needs and resources in Copan Ruinas and surrounding hillside villages. Dr. Shelley and her colleagues found that infectious diseases, poor hygiene, environmental irritants, poor nutrition, and maternal/infant mortality were among the most pressing health concerns. They also found that almost half of the population has no potable water source, greatly increasing the risk for waterborne diseases; that 40 percent of the population has no access to health services; and that 55 percent of children under age 12 are malnourished.

Based on her assessment, Dr. Shelley believes that future NYUCD/NYUCN missions could have a greater impact on the under-served by identifying two or three rural villages with the greatest unmet need to receive basic oral health and medical care, and partnering with nongovernmental organizations already working in the area to provide the care.
NYUCD Celebrates 15 Years of International Outreach

Nicaragua

For the third consecutive year, an NYUCD outreach team traveled to Nicaragua at the invitation of that country’s Minister of Health to provide essential dental care to people living in Chiquilistagua, one of the poorest and remotest areas of the country. The outreach team consisted of over 30 people: DDS students; pediatric, oral surgery, endodontic, and general dentistry residents; and nursing students.

Chiquilistagua is a village of 11,000 people and no dentist. A major focus of the 2008 trip was on providing pediatric care to children from local schools, including children with special needs, such as hydrocephalus, Down’s syndrome, muscular dystrophy, and developmental abnormalities. A total of 285 children were treated. To view a video of the trip, please go to www.nyu.edu/dental/news/nyucdtv/nicaragualarge.html
India

An NYU CD/NYUCN outreach team visited Mandvi, a rural village in Gujarat, India, for six days in December 2007. The mission was cosponsored by the Shree Bidada Sarvodaya Trust, a nonprofit, charitable organization.

The dental team consisted of 16 predoctoral students, two residents from the Department of Pediatric Dentistry, two faculty members from the Department of Cariology & Comprehensive Care, and one faculty member each from the Departments of Oral & Maxillofacial Pathology, Radiology & Medicine; Pediatric Dentistry; and Oral & Maxillofacial Surgery. The team screened approximately 1,250 schoolchildren, providing 152 prophylaxes, 317 fluoride treatments, 802 restorations, 119 extractions, and 3,231 sealants.

Two students and a faculty member from NYUCN conducted a health-needs assessment at a dormitory housing local high school girls. Among the concerns they identified were female reproductive issues, skin infections, intestinal parasites, and stress. The nursing team performed 106 physical exams; conducted one-on-one health counseling that gave the girls an opportunity to ask questions in a safe and non-threatening environment; provided five educational sessions on female reproductive health; identified nursery schoolchildren at risk for malnutrition; and provided their parents and teachers with nutrition counseling and guidelines for charting the children’s progress through follow-up height and weight assessments.
NYUCD Celebrates
15 Years of International Outreach

Jamaica
In January 2008, an NYUCD outreach team visited May Penn and Ocho Rios, Jamaica, on a five-day mission cosponsored by Healthcare International, a nonprofit, nongovernmental organization providing essential health care to remote areas of the world. The team screened nearly 1,400 adults and children, providing 848 sealants, 774 fluoride applications, 283 restorations, and 794 extractions. The team consisted of 15 predoctoral students, two pediatric residents and one oral surgery resident, three faculty members from the Department of Cariology & Comprehensive Care, and one faculty member each from the Departments of Oral & Maxillofacial Surgery and Pediatric Dentistry. In May Penn, the team rearranged church pews and hung curtains to divide the building into triage, surgical, and restorative treatment areas, and lined the center aisle with tables piled high with dental supplies. At another church in Ocho Rios, the pastor invited the team to use the pews as makeshift dental chairs, and to return next year for a follow-up visit.
Dominican Republic

NYUCD returned to the Dominican Republic in November 2007 to provide 3,593 dental treatments, bringing the total number of treatments provided since NYUCD began its annual missions to the island 12 years ago to 33,427. In 2007, the team provided 684 full exams, 268 sealants, 245 fluoride varnishes, 949 restorations, 546 extractions, 11 minor surgeries, 570 X-rays, and 267 prophylaxes in Puerto Plata province, where residents walked through tropical downpours and ankle-deep water to reach the schools and clinics hosting the NYUCD outreach team.

The outreach mission was staffed by 14 predoctoral students, two students from the Advanced Program for International Dentists in Comprehensive Dentistry, two residents from the Department of Pediatric Dentistry, one faculty member each from the Departments of Oral & Maxillofacial Pathology, Radiology & Medicine; Cariology & Comprehensive Care; Oral & Maxillofacial Surgery; and the Dental Hygiene program; and one staff member from Central Sterilization.
In keeping with New York University’s vision of becoming a “global network university” with partnerships, joint programs, and campuses worldwide, the NYU College of Dentistry and the University of Ghana Dental School are planning a partnership that will foster dental faculty development at the University of Ghana and give dental students there access to NYUCD’s educational resources through both distance-learning and on-site programs. The partnership also aims to encourage collaborative research involving a diverse range of patients drawn from both institutions’ clinical populations. It is part of a broader plan to link nursing, medicine, dentistry, and global public health programs at both universities.

In January, Dr. Stuart M. Hirsch, Associate Dean for International Programs and Development, joined Dr. Robert Berne, NYU’s Senior Vice President for Health, and Dr. Hila Richardson, Professor of Nursing and Director of Undergraduate, Continuing Education, and Community Health Programs at the College of Nursing, and other NYU health officials, on a site visit to Ghana’s capital, Accra, to discuss the initiative and to meet with Dr. Nii Out Nartey, the Dean of the University of Ghana Dental School, the sole dental school in the country.

“This partnership between the University of Ghana and New York University has unlimited potential for students and faculty from all of our health schools and programs,” said Dr. Berne. “The enthusiasm at NYU and UG is high and we should have our first collaborations in place in the coming months.”
The dental schools’ partnership is scheduled to launch in September 2008, when a Ghanaian dental graduate will enroll in NYU’s three-year Advanced Education Program in Periodontics, and a second Ghanaian dental graduate will enroll in the MS Program in Biology/Oral Biology. Both graduates will be required to return to the University of Ghana after graduation to become, respectively, the dental school’s first full-time faculty member in the Department of Periodontics and the first faculty member in oral biology. In addition, the two schools plan to collaborate on research involving oral cancer and the link between periodontal disease and systemic conditions.

Additional programming could include NYUCD-provided distance learning in periodontics and prosthodontics utilizing satellite videoconferencing facilities located within the Rosenthal Institute for Aesthetic Dentistry.

“Collaborative teaching, research, and patient care are essential in a world in which health problems have no boundaries,” said Dr. Hirsch. “This partnership is an important step in helping to address health issues in our increasingly interconnected, global society.”

Established in 1989, the University of Ghana Dental School enrolls 12 students annually in each predoctoral year. In all of Ghana, a West African nation of 20 million people, there are only about 120 dentists.

Ghana is considered a model of political and economic stability among African nations, and NYU has had a presence in the country since 2004, when it established an undergraduate study abroad center based at the University of Ghana and at a second school, Legon and Aseshi University, also located in Accra. Forty-nine NYU students are currently enrolled in the Ghana study abroad program.

Dr. A. Cuneyt Tas, a Professor of Biomedical Engineering at Yeditepe University in Istanbul, Turkey, is spending the 2007–08 academic year at NYUCD as a Visiting Research Scientist in the Department of Biomaterials & Biomimetics. Dr. Tas is conducting calcium phosphate compound research in collaboration with Dr. Racquel Z. LeGeros, Professor and Associate Chair of the Department of Biomaterials & Biomimetics and Linkow Professor of Implant Dentistry.
International Dental Hygiene Exchange Program Expands Global Impact

By Cheryl M. Westphal, RDH, MS
Assistant Dean for Allied Health Programs,
Clinical Associate Professor of Dental Hygiene, and
Director of the Dental Hygiene Program,
NYU College of Dentistry

In 2003, the NYU College of Dentistry Dental Hygiene Program entered into a partnership with three European dental hygiene programs to enable Associate in Applied Science degree students at NYU to trade places for one semester with students in equivalent degree programs abroad. The program is conducted in partnership with Hogeschool INHOLLAND University of Applied Sciences Dental Hygiene Program in Amsterdam; Instituto Superior de Saude do Alto Ave (ISAVE) in Braga, Portugal; and the School of Oral Health Care, Panum Institute, University of Copenhagen, Denmark.

I agree with my colleague, Ron J. M. Knevel, Hogeschool INHOLLAND’s International Dental Hygiene Program Coordinator, that “the biggest benefit for students involved in any exchange program is the chance to experience and see their future profession from a different perspective.” Indeed, students are accustomed to working with certain protocols and in specific conditions, and when they are in a different country they have to learn to be flexible and to adapt to new situations.

For example, European dental hygiene students do not usually train alongside dental students, but when they come to NYU they have to learn to work as a team with future dentists. Pairing dental hygiene students and dental students in the clinical setting provides an opportunity for dental hygiene students to actively participate in the creation of patient treatment plans and gives dental students a clearer understanding of a dental hygienist’s preventive care responsibilities. Every visiting dental hygiene student is
assigned to a patient care team to provide prophylaxis, periodontal care, and tooth whitening.

In addition to training with dental students, visiting dental hygiene students have the opportunity to provide periodontal care for implant patients and preventive care for elderly and medically compromised patients in community health centers and hospitals. The majority of European dental hygiene programs do not offer implant maintenance experience, and outreach to elderly and medically compromised populations in Europe is usually limited to oral hygiene instruction and demonstration.

Our European partner institutions also send faculty to NYU to tour our patient treatment areas and observe classroom instruction, which has contributed to the sharing of teaching methodologies. And NYU faculty participate in International Week in Amsterdam, an annual spring event for dental hygiene educators from Europe, Canada, and Australia sponsored by INHOLLAND University, at which they present seminars on topics such as integrating dental hygiene and dental student clinical education, cultural sensitivity training for students treating an ethnically diverse patient population, and other distinctive aspects of the NYU curriculum.

This spring marked the inception of a fourth international dental hygiene exchange program, this time with the University of Witwatersrand in South Africa.

The dental hygiene international student exchange program at New York University provides unique opportunities for students to gain insight into our multicultural world and to advance disease prevention and health promotion at the global level.
to get to know people in the teaching clinics, to learn about multidisciplinary research in the College’s labs and about dental product testing in the Bluestone Center for Clinical Research. I was surprised by how much I found going on under one roof.”

In fall 2003, as Dr. Silva’s sabbatical was drawing to a close, he decided that he wanted to remain at NYUCD. Dr. Thompson was able to arrange for his appointment as a junior research scientist in Biomaterials & Biomimetics, a position which led to his becoming a principal investigator on studies sponsored by manufacturers testing prototype dental products in the biomaterials/biomimetics lab and in the Bluestone Center. The next year, Dr. Silva was appointed Assistant Professor of Prosthodontics on the clinical tenure track. He has since been the lead investigator on corporate research grants totaling over $260,000, including studies on a one-piece ceramic implant for Nobel Biocare™ and a new polymer bur for SS White™. The results have been published in high-impact journals.

Dr. Silva still conducts collaborative research with Dr. Ricardo Marins de Carvalho, Associate Professor of Prosthodontics, and Dr. Luis Fernando Pegoraro, Dean and Chair of the Department of Prosthodontics, at the University of Sao Paulo School of Dentistry in Bauru. More recently, he has established a partnership with Dr. Saulo Gribel and Dr. Anderson Mamede, both orthodontics professors at the Modal Institute in Belo Horizonte, Brazil, to enable Brazilian dentists to take continuing education courses in various fields at NYUCD.

“I want others back home to enjoy the same opportunities to broaden their careers that I have had,” says Dr. Silva.
The Institute of Medicine and Pharmacy in Cluj-Napoca, Romania, like most schools in Europe, offers a five-year program leading to a degree in medicine with a specialty in dentistry for those who wish to become dentists. That was the route taken by Dr. Angela Kamer, an Assistant Professor of Periodontology and Implant Dentistry, whose research focuses on the links between oral and systemic health. The program required students to do hospital rotations in more than a half-dozen specialties, including internal medicine, dermatology, endocrinology, infectious diseases, neurology, and pediatrics.

“Developing an understanding of systemic health made me realize how important it is to address medical conditions during an oral health screening,” said Dr. Kamer, who went on to earn a certificate in periodontics from the State University of New York at Buffalo School of Dental Medicine, an MS in oral medicine from the SUNY Buffalo School of Dental Medicine, and a PhD in pathology from the SUNY Buffalo School of Medicine and Biomedical Sciences. Dr. Kamer, who teaches both pre- and postdoctoral students, says that her training in both oral and systemic health was a factor in her decision to become a periodontist. “With my background, it seemed natural to become a specialist who treats gum infections that may be related to medical conditions, such as diabetes.”

Dr. Kamer’s research includes being a coinvestigator on a four-year study led by Dr. Ron G. Craig, Associate Professor of Basic Science & Craniofacial Biology, to assess whether Arestin® an antibiotic used to treat periodontal infections, can control blood sugar levels in people with Type 2 diabetes and periodontal disease. She is also leading a pilot study with the NYU School of Medicine’s Alzheimer’s Disease Center and Center for Brain Health to assess whether inflammatory molecules associated with periodontal disease increase Alzheimer’s risk by further elevating the high level of brain inflammation that contributes to Alzheimer’s pathogenesis; and she is a coinvestigator on a pilot study at the NYU School of Medicine to assess whether inflammation occurring in elderly open-heart surgery patients can be linked to a decline in cognition. The principal investigator on that study is Dr. Alex Bekker, Associate Professor of Anesthesiology and of Neurosurgery.
Tarnow Wing Dedicated

Over 200 people gathered on April 11, 2008, to celebrate the dedication of the Tarnow Wing for Periodontology and Implant Dentistry, an 8,000-plus-square-foot facility, which includes one full floor dedicated to periodontology and implant dentistry connected by an internal elevator to the floor above, which will house postgraduate prosthodontics. The Tarnow Wing is dedicated to the concept that patients requiring implant dentistry and periodontal care are best served through an interdisciplinary approach.

The ribbon-cutting, from left: Mr. Derek Tarnow, Mrs. Karen Tarnow, Executive Vice Dean Richard I. Vogel, Dr. Dennis P. Tarnow, and Dean Charles N. Bertolami.

Front row, from left: Mr. Donald Langenmayer, Assistant Dean Rita Startup, Associate Dean Cosmo DeSteno, Karen and Derek Tarnow, Mrs. Christine Langenmayer, Dr. Tarnow, Dr. Robert S. Schoor. Back row, from left: Executive Vice Dean Vogel, Dean Bertolami, Executive Associate Dean Michael P. O’Connor.
In 2006, Dennis and Karen Tarnow made a $1 million leadership gift to launch the campaign to build the Tarnow Wing. They were followed by friends and colleagues of Dr. Tarnow’s from around the world, who contributed more than $11 million in additional gifts to enable construction to go forward within just two years.

Speaking at the dedication ceremony, Dean Bertolami said, “The Tarnow Wing for Periodontology and Implant Dentistry recognizes Dennis Tarnow’s more than 30 years of professional excellence in the areas of both periodontology and implant dentistry. Dr. Tarnow, who trained in both prosthodontics and periodontics, is Board-certified in both disciplines and is internationally renowned in the field of implant dentistry. He has taught, mentored, and inspired legions of implant dentists both in the United States and abroad. The Tarnow Wing will allow extraordinarily innovative approaches to the teaching of periodontology and implant dentistry, which will help to set the direction for the practice of dentistry in the future.”

In addition to Dean Bertolami, speakers included Dr. Nicolas Elian, Director of the Advanced Program in Implant Dentistry for International Dentists; and Dr. Tarnow’s friend and classmate, Dr. Larry W. Rosenthal, who had made his own $1 million gift to NYUCD in 2000, which created the Rosenthal Institute for Aesthetic Dentistry (see related story on p. 60).

Dr. Tarnow said that he was motivated by Dr. Rosenthal’s example. “Larry knew how much I admired his gift and the satisfaction he had gained from making it. He decided to return the favor by persuading Karen and me to make our own gift.

We are grateful that he did. We are also overwhelmed by and deeply grateful for the generosity of our friends and colleagues across the globe, who made this evening possible.”
Last December, NYUCD unveiled one of its newest facilities, the Paul & Maxine Rosenberg Education Wing.

At approximately 8,000 square feet, the Rosenberg Wing includes the new 50-seat Professor Emeritus Francis V. Panno Seminar Room for postgraduate students, plus a postgraduate study lounge and locker room, open 24 hours a day, 7 days a week. The overarching theme in this portion of the facility’s design is providing postgraduate students with a facility designed to meet their specific needs. The Rosenberg Wing also includes an inner suite of offices and workspace for two complete departments, the Ashman Department of Periodontology & Implant Dentistry and the Department of Allied Health Programs.

Dean Bertolami officially dedicated the facility, saying: “Paul Rosenberg’s enormous talents as an educator, clinician, researcher, and mentor merit this wonderful recognition. Paul
has devoted decades of outstanding service to NYUCD as Director of the Postgraduate Program in Endodontics, Professor and Chair of the Dr. I. N. and Sally Quartararo Department of Endodontics, and former Associate Dean for Graduate Programs. Paul has also been recognized by New York University with its Distinguished Teaching Award, NYU’s highest honor for teaching — a distinction attained only by the finest teachers.”

Clinical Professor of Endodontics and former NYU Alumni Trustee, Dr. Ignatius N. Quartararo, spoke of Dr. Rosenberg’s vision for the department, which has led to its status as a global leader.

“Throughout its history, endodontics at NYU has been a pacesetter,” said Dr. Quartararo, “especially its postgraduate program, which consistently ranks among the top programs of its kind in the world, and the credit goes in large measure to Paul.”
Dr. Larry Rosenthal: A One-Man Philanthropy Engine

“I’m a lucky man,” says Dr. Larry Rosenthal, a 1972 graduate of the NYU College of Dentistry. “Dentistry has been very good to me. I’ve been very fortunate to succeed in the profession I love.”

Dr. Rosenthal is widely renowned for his pioneering contributions to aesthetic dentistry, including helping to develop the porcelain laminate veneer in 1981, which, in turn, helped to transform the practice of dentistry. He is the recipient of many awards and honors, including the Lifetime Achievement Award for Excellence as an Educator presented by the American Academy of Cosmetic Dentistry.

Calling himself a “born promoter,” Dr. Rosenthal says, “Whenever I encounter something truly worthwhile, something I think others can benefit from — whether it’s a product, a person, or an institution — I’m passionate about wanting people to know about it and giving them the opportunity to support it.”

Those who know Dr. Rosenthal are likely to agree with his description of himself as a “born promoter.”

“All the success and contentment I’ve achieved in life is because of NYU, and I want to give something back. I feel strongly that giving back is essential to my personal happiness. I idolize people who support a cause they believe in. I believe in the NYU College of Dentistry because I see that each and every gift to the College increases in value exponentially.”
A person of incredible energy, enthusiasm, and vitality, Dr. Rosenthal likes to quote his father, who told him, “Larry, you have to be your own person, and if you feel good about yourself, that positive energy will spread to others. Your ability to reach out to people is a gift, and you’re failing in your obligation if you do not use it properly.”

In recent years, Dr. Rosenthal has been immensely successful in reaching out to colleagues, friends, and family on behalf of his alma mater, garnering millions of dollars in support for the College in the process.

Dr. Rosenthal has led by example. In 2000, he made a generous $1 million gift to NYU CD, which was recognized with the creation of the Rosenthal Institute for Aesthetic Dentistry, an 8,000-square-foot facility featuring an elegant mahogany and marble décor, 16 state-of-the-art patient treatment areas, a corporate-style, executive boardroom with remote broadcasting capabilities, a modern porcelain laboratory, and a 52-seat amphitheater with global videoconferencing reach, plus an “operator under glass,” outfitted with multiple cameras to permit live, interactive clinical demonstrations around the world.

“All the success and contentment I’ve achieved in life is because of NYU,” says Dr. Rosenthal, “and I want to give something back. I feel strongly that giving back is essential to my personal happiness. I idolize people who support a cause they believe in. I believe in the NYU College of Dentistry because I see that each and every gift to the College increases in value exponentially.”

Dr. Rosenthal’s passion to support NYUCD was ignited in the late 1990s, when his good friend and classmate, Dr. Dennis Tarnow, Professor and Chair of the Ashman Department of Periodontology & Implant Dentistry, introduced him to former Dean Michael C. Alfano.

“In a very short period of time,” says Dr. Rosenthal, “Mike Alfano introduced a different attitude, a different approach, a different teaching model at NYU. Mike talked about his vision for NYUCD and I witnessed first-hand how that vision was playing out in reality. I saw the dynamics of the school change very dramatically.

“NYUCD became a leader in crossing boundaries and bringing disciplines together. One example is the merger of the departments of periodontics and implant dentistry to form the Ashman Department of Periodontology & Implant Dentistry, which launched a new model for specialty training.

“NYUCD became a moving force changing the profession, driving an entire industry.

“At the same time, a revolution was occurring in terms of people’s perceptions and expectations of dentists because of the broader range of services, like aesthetic dentistry and implants, that were becoming available. Rather than go to a dentist to treat a specific oral problem, more and more people began to go to the dentist for elective procedures to improve their self-image.

“I was fortunate to be in the right place at the right time, to see it all evolve and to recognize the importance of the NYU College of Dentistry to the future of the profession. That’s why I jumped at the opportunity to help advance the College’s momentum.

“More recently,” says Dr. Rosenthal, “the arrival of Dean Charles Bertolami has brought a new vision, excitement, and energy that will further advance NYUCD’s leadership role in the global dental community. I also...
want to cite the passion and dedication of Assistant Dean for Development and Alumni Affairs Rita Startup, and her team, who are playing a key role in the College’s continuing advancement.”

What are some of Dr. Rosenthal’s tips for influencing others to support NYUCD?

“First of all, it’s different for different people,” he says. “What I say to dentists is different from what I say to patients and friends. But the objective is the same — to motivate people to become as excited about the opportunity to support NYU as I am. To dentists, I often quote NYU President John Sexton, who says that ‘the one common denominator in life is that you never stop learning,’ and that ‘education can solve a lot of the ills of the world,’ which I fervently believe. I tell dentists that by supporting dental education at NYU, they will be improving the educational environment in New York City and around the world. I also encourage them to see for themselves what NYU is doing for the profession by taking advantage of the College’s superb, hands-on continuing education courses and facilities.

“For patients and friends, I have a different message, which is the wonder of NYU — how far both its undergraduate and postgraduate programs have come, and how NYU’s vision is so special, because it embodies all the energy and diversity and magnificence of New York City. New York City is the greatest city in the world and NYU is the city.

“Today’s NYU is recognized for greatness across its schools, and I want people to know that they can be part of something great by supporting the University. I tell them that it’s an opportunity to create a legacy for themselves and their families and to get to know some of the most important thought-leaders and philanthropists in the world.

“When you give a gift to any NYU school, there’s no limit to the number of people who will benefit. With specific regard to people being helped by the NYU College of Dentistry, I say, ‘Come to NYUCD and see for yourself what the College does for the people of the City of New York.

“‘Look around you,’ I say, ‘everything is absolutely first-class. And that’s not always the case at a teaching institution. But it is the case at NYU. No matter what the patient’s financial circumstances, there are never compromises made with regard to the quality of care they receive. Equally important, everyone — professors, students, and staff — has a positive, friendly, welcoming attitude. While it’s not a private practice, the staff makes it feel like a private practice. I tell people all the time that if they have the time, and need a lot of dental care, NYU is the place to go.

“I also talk about the importance of the private sector in supporting research to improve patient care, and I tell people about the cutting-edge research being conducted at the NYU College of Dentistry to make new and better dental materials and techniques available to consumers.

“Ultimately, I try to make people see NYU and its College of Dentistry the way I do, as a very special place. Physically, it’s very large, but everyone feels like they’re part of a small, close-knit family. Just as my father did for me, I want others to understand that they have an important contribution to make; that it’s a privilege to have the opportunity to support a cause you believe in; and that a gift in support of education will never be wasted. I’m lucky that I was given the opportunity to support NYUCD and I feel honored to be part of the greater NYU community.”
NYUCD Receives Grant to Study 3-D Bone Tissue Scaffolds

NYUCD has been awarded a one-year grant from the Academy of Osseointegration to study the effectiveness of three-dimensional bone tissue scaffolds in regenerating missing sections of skull. The study is an outgrowth of an earlier test using a three-dimensional bone tissue scaffold printer that could substantially reduce bone regeneration time in the oral cavity and elsewhere in the body. NYUCD is believed to be the only dental school testing the printer for bone regeneration.

According to coprincipal investigator Elizabeth Clark, an Adjunct Assistant Professor of Biomaterials & Biomimetics, the study involves both in vitro and in vivo testing of scaffolds made from hydroxyapatite and tricalcium phosphate packed with calcium sulfate and a platelet-derived protein to stimulate bone and blood vessel cell growth. The scaffolds are made by a robotic deposition printer, or Robocaster, that can print layered, porous, three-dimensional scaffolds from data obtained from CT scans and MRIs of missing or damaged bone and other sources. Because the structural elements of the scaffolds are similar in size to bone structure (~200μm), the bone is expected to grow more quickly and accurately than bone generated from other random-orientation tissue scaffolds. Ms. Clark and Dr. John Ricci, Associate Professor of Biomaterials & Biomimetics and a coinvestigator on the grant, are collaborating with Dr. Jim Smay and his graduate student Cornelia Vasiliu at Oklahoma State University. Dr. Smay built the Robocaster for NYUCD.

NYU Receives $1.5 Million from New York State for Stem Cell Research – Funding Includes Support for Research at NYUCD

New York University has received $1.5 million from New York State to continue its work in stem cell research. NYU’s Dean for Science Office within the University’s Faculty of Arts and Science received $553,000 and NYU’s School of Medicine received $999,715. The funding to NYU’s Dean for Science Office will support research conducted by NYU’s Center for Genomics and Systems Biology and NYU’s College of Dentistry.

The grants are part of a $14.5 million funding package under the governor’s stem cell research initiative intended to quickly boost New York State’s biomedical research capability.

In order to be eligible for funding from the stem cell research initiative, an institution must have received at least $1 million in biomedical funding in 2006 from the National Institutes of Health or the National Science Foundation.

NYU’s College of Dentistry is home to an established core group of researchers involved in regenerative medicine. NYUCD’s stem cell initiative uses animal stem cells in “proof of principle” studies in regenerative medicine, with an emphasis on oral and head/neck structures. The program focuses on environmental conditions and molecular mechanisms that will promote skeletal tissue differentiation and organization into tissues. This entails the use of populations of pluripotent cells—cells with more than one potential outcome—committed to the skeletal muscle, bone, and cartilage lineages to engineer these tissues for repair or replacement.
The National Institute of Dental and Craniofacial Research (NIDCR) has awarded an NYUCD research team a five-year, $1.83 million grant to conduct research to help identify those at risk for severe early childhood caries, a disease that can destroy most of a child’s teeth by age six.

The grant enables the team, led by Dr. Page W. Caufield, Professor of Cariology & Comprehensive Care, to create a genetic profile of Streptococcus mutans, the fast-acting, potent bacterium that causes the condition, which disproportionately affects children in underserved socioeconomic groups.

“Through profiling we will uncover genetic differences between virulent, disease-causing S. mutans strains and those strains found in children who are caries-free,” said Dr. Caufield.

An earlier phase of the research, also funded by NIDCR, identified S. mutans gene sequences common to a group of 50 medically underserved New York City Hispanic schoolchildren with severe early childhood caries. With the help of the new grant, the team will assess whether those gene sequences can reliably predict the disease in a group of 300 children from diverse racial and
ethnic backgrounds. This finding is expected to propel the development of a diagnostic test that dentists will be able to administer chairside to identify those at risk, so that preventive measures, such as sealing a child’s teeth shortly after they emerge, can be taken.

Dr. Caufield’s coinvestigators include Dr. Yihong Li, Associate Professor of Basic Science and Craniofacial Biology; Dr. Deepak Saxena, Assistant Professor of Basic Science and Craniofacial Biology; and Dr. Robert G. Norman, Research Associate Professor of Epidemiology & Health Promotion, all of the NYU College of Dentistry; and Dr. Jane Carlton, Associate Professor of Medical Parasitology, and Dr. Stuart Brown, Associate Professor of Cell Biology, of the NYU School of Medicine. The research team also includes Dr. Charles D. Larsen, Assistant Professor of Pediatric Dentistry; Dr. Rashmi Shrestha, a second-year student in the MS Program in Clinical Research; Dr. Hareeti Gill, Class of 2008; and Ms. Jin Mei Song, a research assistant in Cariology & Comprehensive Care; all of the NYU College of Dentistry; Dr. Haijing Giu, a PhD candidate from Sun Yat-Sen University School of Stomatology; and Dr. Ran Yang, a PhD candidate from Sichuan University West China College of Stomatology.

**NYUCD, SLOAN-KETTERING PARTNER ON ONJ STUDY**

Researchers at NYUCD and at Memorial Sloan-Kettering Cancer Center are partnering on a two-year pilot study to identify the causes of ONJ, or osteonecrosis of the jaw, a condition characterized by prolonged exposure of bone in the mandible or maxilla usually in association with the administration of bisphosphonates, a class of medications used by over three million Americans, mainly to treat osteoporosis and bone cancer.

NYUCD has been subcontracted by Sloan-Kettering to assess whether oral bacterial profiles can be used to predict a person’s risk of developing ONJ. The Principal Investigator on the subcontract, Dr. Deepak Saxena, an Assistant Professor of Basic Science and Craniofacial Biology, is comparing gene sequences in oral bacterial samples from 30 healthy subjects and from 60 subjects with ONJ – half of whom take bisphosphonates. Studies have suggested a possible link between bisphosphonate use and ONJ, as well as an increased risk to bisphosphonate patients who have had certain oral surgical procedures, such as tooth extraction.

“This research is the first step in determining if genetic profiles of oral bacteria can reliably predict ONJ,” Dr. Saxena explained, “so that diagnostic tests can be developed to identify those at risk for the condition.”

“This research is the first step in determining if genetic profiles of oral bacteria can reliably predict ONJ,” Dr. Saxena explained, “so that diagnostic tests can be developed to identify those at risk for the condition.”
A generous $1 million gift from Dr. Gary Ruth, a prominent Manhattan oral and maxillofacial surgeon, has been recognized with the naming of the Gary Ruth Oral and Maxillofacial Surgery Wing.

“I was motivated to make my gift by the desire to join others whose generosity has helped to transform NYUCD’s physical infrastructure,” says Dr. Ruth. “I applaud the vision and plans for NYUCD that have evolved over the past decade, and I decided that I wanted to play a leadership role in creating a facility that would be commensurate with the status that oral and maxillofacial surgery enjoys as a specialty area.”

Dr. Ruth says that he was also motivated to make his gift by the opportunity to join a vital community of clinicians and scholars.

“I enjoy interacting with many NYUCD faculty daily in my private practice — especially the implant dentistry faculty — and I wanted to actively support the work they are doing. I also enjoy the feeling of completing a circle, since many current NYUCD faculty are former students of mine.”

A graduate of the University of Washington School of Dentistry, Dr. Ruth did his specialty training in oral and maxillofacial surgery at Cornell Medical Center in New York and taught at NYUCD for several years in the 1980s.

Dr. Gary and Elyse Ruth
The Manhattan Tobacco Cessation Program (MTCP) grant has moved from Columbia University to NYU. Based in the College of Dentistry, and headed by Dr. Donna E. Shelley, Director of Interdisciplinary Research and Practice, the program will continue to partner with healthcare providers, hospitals, and community health centers throughout Manhattan to assist in building and strengthening patient tobacco cessation services.

Under Dr. Shelley’s leadership, MTCP uses a tailored approach to implement the Public Health Service-sponsored Clinical Practice Guidelines, *Treating Tobacco Use and Dependence* (2000).

MTCP has created an innovative chart stamp to prompt clinicians to routinely ask patients about tobacco use, advise smokers to quit, and prescribe appropriate pharmacotherapy. In addition to strengthening documentation systems, MTCP also provides training for clinical staff on topics such as brief cessation counseling, best practices in pharmacotherapy, and facilitating onsite quit workshops for patients. MTCP is able to assist partners with the development of tobacco policies and direct linkages to services for patients and staff who smoke, as well as deliver tobacco education materials and nicotine replacement therapy. Best of all, these services are provided free-of-charge to partnering healthcare providers and organizations in Manhattan. If you are a healthcare provider and would like more information about the MTCP or to join our listserv, please call 212.992.7017.

In addition, the NYU Colleges of Dentistry and Nursing recently launched an onsite tobacco cessation program for patients under the supervision of Ms. Madeleine Lloyd, Nurse Practitioner and Clinical Director of the NYU College of Nursing Faculty Practice. Ms. Lloyd is a certified tobacco treatment specialist. The Nursing Faculty Practice at the College of Dentistry is offering both individual and group tobacco cessation treatment programs for the community. For more information, please call 212.998.9420.

The NYU Colleges of Dentistry and Nursing recently launched an onsite tobacco cessation program for patients.
NYU Dental Professor Awarded National Geographic Society Grant to Study Animal Cognition in Madagascar

Can animals remember the location of the nearest, most abundant fruit tree, the way people recall a neighborhood restaurant with large portion sizes? The National Geographic Society recently awarded Dr. Elena Cunningham, an Adjunct Assistant Professor of Basic Science and Craniofacial Biology, a one-year grant to address this question by assessing whether the fruit-eating Varecia lemur of Madagascar, a distant relative of the monkey, can remember the location of fruit trees in its rainforest habitat, as well as the quantity of fruit available on them.

Dr. Cunningham will travel to Ranomafana National Park in Madagascar to compare her findings with those from earlier research she conducted on groups of fruit-eating Saki monkeys living in the Venezuelan rainforest, who routinely travel a considerable distance to find a site with enough fruit for everyone. “The extra distance traveled was a small price to pay,” Dr. Cunningham recalls, “as it allowed the monkeys to maintain group harmony and remain unified in the search for food that often leads monkeys to clash with members of their own group.”

Dr. Cunningham speculates that lemurs, with their smaller, more primitive brains, cannot integrate information on food location and quantity, and that they often forage in pairs, because they lack the ability to find trees with enough fruit to feed a large group. “This would suggest that the capacity to integrate quantity and location information is specific to monkeys, humans, and other advanced primates, who have used this ability to form large, cohesive groups,” says Dr. Cunningham.
How does a mushy matrix of protein molecules emerge from an infant’s tooth buds to become the hardened substance known as tooth enamel? To answer this question, an NYU dental professor and his counterpart at the University of Southern California School of Dentistry are partnering on the most comprehensive study to date to investigate the process that causes tooth enamel to develop.

The USC School of Dentistry received a five-year, $2 million award from the National Institute of Dental and Craniofacial Research (NIDCR) to lead the study under Principal Investigator Dr. Janet Moradian-Oldak, an Associate Professor of Dentistry at USC.

NYU College of Dentistry received a $100,000 subcontract to chart the molecular structure of amelogenin, the predominant protein in tooth enamel. NYUCD’s Principal Investigator, Dr. John S. Evans, a Professor of Basic Science & Craniofacial Biology and of Chemistry, is using a powerful nuclear magnetic resonance spectrometer housed at NYUCD to record information about molecular structure.

“Understanding the molecular composition of developing tooth enamel will help explain how proteins and mineral crystals assemble into a structured bioceramic coating to protect the erupting teeth,” said Dr. Moradian-Oldak. “It will also help researchers develop enamel replacement materials to treat amelogenin imperfecta, a childhood genetic disorder characterized by thin, soft tooth enamel that leaves teeth prone to rapid wear and breakage.”

Added Dr. Evans, “Coating teeth with an enamel substitute would be less invasive than current treatments for amelogenin imperfecta that involve grinding down teeth to make room for crowns or extracting teeth and replacing them with implants or dentures.”

Dr. John S. Evans with the magnetic resonance spectrometer.
NYU CD in the News

A SAMPLING OF RECENT MEDIA COVERAGE

**CBS News** interviewed Dr. Mark Wolff, Professor and Chair of the Department of Cariology & Comprehensive Care and Associate Dean for Predoctoral Clinical Education, and Dr. Amr Moursi, Associate Professor and Chair of the Department of Pediatric Dentistry, for a national story about finding affordable dental care at dental schools.

**Fox 5 News** featured a story about NYUCD’s “Scratch & Sniff” smoking prevention program for preteens. The story subsequently appeared on Fox TV Network stations in 25 other cities, including Dallas, Boston, and Atlanta. **WABC-TV Channel 7 Eyewitness News** also broadcast a story on the “Scratch & Sniff” smoking prevention program for preteens, as did **NY1 News**.

**NY1 News** broadcast a story about the dentistry-nursing partnership at NYUCD. The story highlighted the experience of a dental patient who was referred to the NYUCD Nursing Faculty Practice for treatment for high blood pressure and high cholesterol.

**Anchorage Daily News** reported the visit of an NYUCD outreach team to a remote area in the Yukon to provide critically needed dental care (see related story on p. 74.)

**NOVA** interviewed Dr. Timothy Bromage, Adjunct Professor of Basic Science & Craniofacial Biology, about whether fossils of diminutive individuals discovered over the past several years on the Indonesian island of Flores represent a new human species. According to Dr. Bromage, a paleoanthropologist, the fossils should be classified as a new genus related to humans. The interview will be broadcast in 2009.

**The New York Times** quoted Dr. Robert Glickman, Professor and Chair of the Department of Oral & Maxillofacial Surgery, in an article about the use of antianxiety drugs and sleeping pills to sedate dental patients.

**The New York Times** quoted Dr. Michael Gelb, Clinical Professor of Oral & Maxillofacial Pathology, Radiology & Medicine, in an article about bruxism. The article also appeared in the Sarasota Herald Tribune and the Gainesville Sun.
“Ten Years Younger,” a program on The Learning Channel, featured an interview with Dr. Michael Ghalili, Clinical Associate Professor of Prosthodontics, on “smile makeovers” using ultrathin “no-prep” veneers.

The Reelz Channel, a cable and satellite TV movie network, broadcast an interview with Dr. Page Caufield, Professor of Cariology & Comprehensive Care, about how Hollywood depicts emergency response to a bioterrorist attack.

NHK Japanese Public Television interviewed Dr. David Glotzer, Clinical Professor of Cariology & Comprehensive Care, for a report on the role of dentists in emergency preparedness.

Livescience.com reported on the discovery by Dr. Timothy Bromage, Adjunct Professor of Basic Science & Craniofacial Biology and of Biomaterials & Biomimetics, of a biological clock linking tooth growth to other metabolic processes. Dr. Bromage was also interviewed about his finding by The Veterinarian magazine and by the Russian newspaper Vedomosti.

Scientific American reported on a study led by Dr. Ananda P.Dasanayake, Professor of Epidemiology & Health Promotion and Director of the MS and Certificate Programs in Clinical Research, which found evidence of periodontal disease leading to gestational diabetes. The study was also reported by DiabetesDaily.com, Orgyn.com, and the Chicago Dental Society News.

The New York State Dental Journal reported on a $1.5 million New York State grant to NYU that includes support for research by NYUCD faculty members on the use of stem cells to repair or replace oral and head and neck structures.

The New York State Dental Journal reported that NYUCD awarded the 2007 Robert N. Eskow Implant Dentistry Award to Dr. Jan Lindhe.

Dental Lab Products Report quoted Dr. Louise Rose, Adjunct Professor of Periodontology and Implant Dentistry, and Dr. Stuart J. Froum, Clinical Professor of Periodontology and Implant Dentistry, in an article about innovations in implant dentistry.
The New York Daily News carried an announcement about the 3rd Annual NYC Oral Cancer Walk organized by SNDA and cosponsored by NYUCD.

Health & Medicine Week reported on a study led by Dr. Gene S. Fisch, Research Professor of Epidemiology & Health Promotion, about cognitive-behavioral development in children and adolescents with genetic disorders; and on new research on “Interactions Between Chronic Renal Disease and Periodontal Disease” led by Dr. Ron Craig, Associate Professor of Basic Science & Craniofacial Biology.

Health & Medicine Week also reported on research by Dr. Andrew I. Spielman, Associate Dean for Academic Affairs and Professor of Basic Sciences & Craniofacial Biology, into the history of the publication of the most important 18th century dental text: Le Chirurgien Dentiste; and on new research conducted by Dr. Walter J. Psoter and colleagues in the Department of Epidemiology & Health Promotion, on the “Effect of childhood malnutrition on salivary flow and pH—new findings in protein-energy malnutrition.”

The Chief Complaint, a Sirius satellite radio program sponsored by the NYU School of Medicine, broadcast an interview with Dr. Mea A. Weinberg, Clinical Associate Professor of Periodontology & Implant Dentistry, who spoke on indications for implants, bisphosphonates, and the implant patient; what to expect at a periodontal visit; and the oral-systemic connection.

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Equity News reported on “Broadway Smiles,” a program cosponsored by NYUCD and the Actors Fund that provides aesthetic dental procedures to professional performers at reduced or no cost.

ADA NEWS reported on “Operation Dental Success,” an outreach program developed by Dr. Marcus Johnson, Class of 2008, to encourage disadvantaged youngsters in New York City public schools to consider careers in dentistry.

The New York State Dental Journal reported on a $1.2 million NIH grant awarded to Dr. Yu Zhang, Assistant Professor of Biomaterials & Biomimetics, to reformulate zirconia as a fracture-resistant glass-ceramic composite.

The New York State Dental Journal reported that NYUCD and the NYU School of Medicine are sharing a $3.1 million NIH award with the University of Medicine and Dentistry of New Jersey to study the underlying causes of temporomandibular disorders.

The New York State Dental Journal reported on NYUCD’s dedication of the Paul and Maxine Rosenberg Education Wing.
Newsday quoted Dr. Pankaj Singh, Clinical Assistant Professor of Cariology and Comprehensive Care, in a story about the link between oral and systemic health.

New York State Dental Association News carried a feature article on NYU’s formal, collaborative program to train DDS students and nurse practitioners to work together to provide care for the whole patient.

Woman’s Day quoted Ms. Alla J. Wheeler, Clinical Assistant Professor of Dental Hygiene, in an article about selecting the right toothbrush.

Obesity, Fitness and Wellness Week reported on a study led by Dr. Douglas E. Morse, Associate Professor of Epidemiology & Health Promotion, on oral cancer risk factors.

Elle Magazine cited Dr. Steven Butensky, a Clinical Associate Professor of Prosthodontics, in its annual “Genius Awards” roundup. Dr. Butensky was cited for excellence in aesthetic dentistry.

Baton Rouge Parents Magazine quoted Dr. Neal G. Herman, Clinical Professor of Pediatric Dentistry, in an article about how to keep children caries-free.

The Journal of the American Dental Association (JADA) reported the appointment of Dr. Cosmo V. DeSteno as Associate Dean for Clinical Affairs. The appointment was also reported in the New York State Dental Association News. The New York State Dental Association News also reported the presentation of the inaugural ADEA Gies Award for Vision by a Dental Educator to former Dean Michael C. Alfano.

The Journal of the American Dental Association mentioned the PEARL Network, an NIDCR-funded dental practice–based clinical research network administered by NYUCD, in an editorial about the role of dentists in research.

Cooking Simple magazine interviewed Dr. Mark Wolff, Professor and Chair of the Department of Cariology & Comprehensive Care and Associate Dean for Predoctoral Clinical Education, for a story on how “healthful” foods containing citric acid can stain teeth.

The Cincinnati Enquirer featured oral health tips from Dr. Elisa Mello, Clinical Assistant Professor of Cariology & Comprehensive Care, in an article about kissing. The story was also published in the Modesto Bee.

Nursing Spectrum reported that NYUCN and NYUCD researchers received a $346,569 grant from the National Institute of Aging to study elder abuse.
In February 2008, an NYUCD outreach team consisting of nine NYUCD faculty members, pediatric dentistry residents, and staff, flew to Bethel, a city near the west coast of Alaska, for the first leg of what would be a unique one-week outreach visit to the remote village of Kasigluk in the Yukon-Kuskokwim Delta, an area comprising 54 villages, 30,000 inhabitants, and no dentist. The outreach was funded by the Rasmusson Foundation, a private foundation dedicated to supporting well-managed, nonprofit organizations in Alaska, and facilitated by the Yukon-Kuskokwim Health Corporation (YKHC), which administers health care in the region, and the Bethel Community Services Foundation (BCSF). Dr. Stuart M. Hirsch, Associate Dean for International Affairs and Development, and Dr. Amr Moursi, Associate Professor and Chairman of the Department of Pediatric Dentistry, led the team.

The outreach team traveled with their own dental equipment, compressors, gloves, gauze, and even paper to write on. They brought their own food, sleeping bags, air mattresses, and other provisions. Though there is a general store in the village, its offerings are limited. In Kasigluk, the team was fortunate to find a fairly new community center, where they set up a waiting room, exam room, and radiography room. But they slept in the school, which had flush toilets and showers, as compared to the community center, which did not. Each day the temperature was between 30 and 50 degrees below zero.

Caries rates in the region are two-and-a-half times higher than any other place in the U.S. When people in Kasigluk and surrounding areas require dental care, they must travel up to 150 miles — usually at government expense — to receive care from YKHC-affiliated dentists in Bethel. Not surprisingly, people tend not to see a dentist until they are in great pain and the need is urgent. For the majority of children, this means ending up in the operating room, to be treated under general anesthesia. The NYUCD outreach visit was designed specifically to break the cycle of lack of access to care, suffering, and expensive visits to the OR.

The team had the dual goal of treating existing dental disease in children up to the age of 12, and of developing and implementing a sustainable, preventive dental care model that would significantly decrease the level of dental disease among schoolchildren in Kasigluk, and could be replicated in villages throughout the region. Dr. Moursi demonstrated caring for children in the knee-to-knee position to do an exam and apply the fluoride varnish. He also left a year’s supply of the materials, including varnish, gauze, and gloves.
Sara Shoffstall, the Acting Director of YKHC, said, "I think we are going to see a lot fewer people from Kasiluk in Bethel, which is going to save the government money they would otherwise have to spend to fly these people in. I think it’s going to be especially important for the kids. This intervention is going to save them a lot of pain and ultimately help them to do better in school."

The team completed 90 percent of the treatment needs of all children in two schools. “We did an assessment when we came in to understand baseline needs,” explained Dr. Hirsch. “We’d like to come back in 10 months, do another assessment, and make sure that we achieved a minimum 50 percent decrease in disease. We’re also going to compare the number of children who were treated in the OR 10 months before we arrived with the number treated in the OR after our visit. We’re likely to see a dramatic decrease in that number as well.

“Our next step is to invite the chairs of four other, large dental school-based pediatric programs to join us next year at a second village. These people will become the leaders in the third year, so that we will have five teams to go out to villages and ultimately be able to provide sustainable care to people in all 54 Yukon Delta villages.”

To view a video of the NYUCD outreach to Alaska, please go to www.nyu.edu/dental/news/nyucdtv/alaskalarge.html
Third Annual NYC Oral Cancer Walk:

HARLEM INSTITUTIONS JOIN SNDA, NYUCD, AND NYUCN IN WALKING TO STAMP OUT ORAL CANCER

On Saturday, April 19, 2008, students from the NYU College of Dentistry chapter of the Student National Dental Association, from NYUCN, and from other local chapters of SNDA, once again organized and led a four-mile walk through Harlem to raise awareness of the importance of early detection of oral cancer. This year, the original organizers were joined by the Harlem Hospital Center, the Greater Harlem Chamber of Commerce, Columbia University Medical Center, and Renaissance Health Care Network.

The 2008 event drew over 700 walkers, up from some 500 participants in 2007. The walk also continued its fund-raising success, bringing in over $30,000 to combat a deadly disease that kills over 7,000 American men and women each year, with African-American males bearing a disproportionate number of fatalities.

The walk included free oral cancer screenings and general health screenings provided by the partnering institutions. Sponsors included the Oral Cancer Foundation, NYU College of Dentistry, the Oral Cancer Consortium of New York and New Jersey, ABC7, and the Yul Brynner Head and Neck Cancer Foundation. An array of corporate sponsors were recognized with their logos on the walk’s official T-shirt.
NYUCD student organizers of the walk included Dr. Marcus Johnson, ’08; Aleks Baron and Dmitry Baron, both DDS Program Class of 2009; Ms. Mary Reichman, BS in Dental Hygiene Program Class of 2008; and Mr. Adam Palmer, DDS Program Class of 2010. The student organizers extend special thanks to Dr. Ross Kerr, Clinical Associate Professor of Oral & Maxillofacial Pathology, Radiology and Medicine, who has served as faculty advisor for the walk since its inception.

“Ross has provided brilliant advice, guidance, and inspiration for the students,” said Dr. Michael P. O’Connor, Executive Associate Dean for Administration & Finance. Dr. O’Connor, who was previously associated with Columbia University, reached out to the Harlem Hospital Center, which, in turn, attracted other Harlem institutions as partners.

“We were thrilled to be able to partner with such distinguished Harlem institutions,” said Executive Associate Dean O’Connor. “We look forward to continuing to partner on important community education and awareness initiatives.”

To view a video of last year’s walk, please go to www.oralcancerwalknyc.org
NYC Medical Reserve Corps Basic Disaster Life Support Training Held at NYUCD

NYUCD hosted a full-day program of Basic Disaster Life Support (BDLS) Training in March for 100 physicians, physician assistants, nurse practitioners, nurses, dentists, pharmacists, medical examiners, allied health professionals, health professions students, emergency medical technicians, paramedics, and emergency management and disaster relief workers. The course, presented by NYUCD faculty, is overseen by the NYC Department of Emergency Management. NYUCD is a designated training site for BDLS training.

Topics included all-hazards overview, traumatic and explosive events, the role of the public health system, psychosocial aspects of terrorism and disasters, natural and man-made disasters, nuclear and radiological events, biological events, and chemical events. The course was organized by Dr. David L. Glotzer, Clinical Professor of Cariology & Comprehensive Care and member of the advisory board of the NYC Medical Reserve Corps, and taught by Dr. Glotzer and Dr. Miriam Robbins, Clinical Associate Professor and Associate Chair of Oral & Maxillofacial Pathology, Radiology and Medicine, and Dr. Benjamin Godder, Clinical Associate Professor of Cariology & Comprehensive Care.

Looking for an associateship or group practice, to buy/sell a practice, or for nontraditional opportunities? NYUCD’s career services can help. NYUCD has introduced a new service for graduating students and alumni: a Web site, www.nyu.edu/dental/careers/students, specifically tailored to empower students to market themselves in a very competitive environment by publicizing opportunities not only in private practice, but also in the armed forces, academia, public health, industry, research, forensic dentistry, and other nontraditional areas. The site also provides tips on preparing professional resumes, residencies, and upcoming seminars. If you’d like to post information about a professional opportunity, please contact jeffrey.bengert@nyu.edu
NYUCD Cosponsors and Hosts “End the Pain”: Regional Conference Focuses on Chronic Facial Pain

On May 10, 2008, NYUCD hosted and cosponsored a regional conference entitled “End the Pain,” which focused on patients who suffer from chronic facial pain. More than 260 patients and healthcare professionals attended.

A panel of outstanding clinicians and scientists, including neurologists, neurosurgeons, and an orofacial pain specialist, presented the latest findings on chronic facial pain. Topics included: Defining Neuropathic Face Pains; History of Trigeminal Neuralgia; Medical and Dental Treatment of Chronic Facial Pain; An Overview of Surgical Procedures; Microvascular Decompression; Percutaneous Procedures; Radiosurgery Principles and CyberKnife; Gamma Knife; Stimulation Therapies; and Botox: Controversy & Opportunity.

The conference was organized by the Trigeminal Neuralgia Association and Dr. David A. Sirois, Associate Professor of Oral & Maxillofacial Pathology, Radiology and Medicine and Associate Dean for Graduate Programs at the NYU College of Dentistry. “Chronic neuropathic face is an extremely painful, debilitating disorder affecting approximately three percent of the U.S. population,” said Dr. Sirois. “It is very often associated with delays in diagnosis and inappropriate treatments that add to patient suffering. The May 10th conference was dedicated to improving patients’ and doctors’ awareness and education regarding the spectrum of neuropathic face pains, and the most advanced concepts of causes, diagnosis, and treatment options.”

The conference cosponsors also included Winthrop University Hospital and the Trigeminal Neuralgia Association (TNA), a national, nonprofit association dedicated to the plight of those who suffer from trigeminal neuralgia (TN) and other neuropathic facial pain.

Graphics indicating the lightning bolt and searing pain of neuropathic face pain and the regions of the brain that are involved.

ORAL DESIGN SYMPOSIUM DRAWS 350 PARTICIPANTS FROM AROUND THE WORLD

Three hundred and fifty ceramists and clinicians from around the world gathered at NYUCD in April for “Oral Metamorphosis: The Masters Teach the Art Behind the Smile,” a symposium exploring the possibilities of ceramics for aesthetic dentistry and the art of Master Ceramists.
Robert N. Eskow NYU Implant Dentistry Award Presented to Dr. Jan Lindhe

The Robert N. Eskow NYU Implant Dentistry Award was presented to Dr. Jan Lindhe, a distinguished Professor of Periodontology at Göteborg University in Göteborg, Sweden, in December 2007, at the 18th Annual Implant Symposium held at the NYU College of Dentistry. The award presentation followed a lecture by Dr. Lindhe entitled “The Extraction Socket: Modeling and Remodeling.”

The Eskow Award recognizes individuals for significant contributions to the science and clinical application of implant dentistry. Nearly 500 people from around the world attended the lecture and award presentation.

Dr. Dennis P. Tarnow, Professor and Chair of the Ashman Department of Periodontology & Implant Dentistry, said, “Dr. Lindhe’s impeccable research into the biology of osseointegration has increased our understanding of this phenomenon, and thereby enhanced its clinical application. His emphasis on evidence-based information in making therapeutic decisions has changed the practice of clinical dentistry.”

Dr. Lindhe is the second person to receive the Eskow Award. The inaugural recipient was Dr. P. I. Branemark, the originator and developer of osseointegrated implants and of a variety of the components used in dental implants.

The Eskow Award is named in honor of its principal benefactor, Dr. Robert N. Eskow, Clinical Professor of Periodontology & Implant Dentistry at NYU. The award carries a plaque and a cash prize.

In addition to Dr. Eskow, the other benefactors responsible for the award include Astra Tech, Inc.; Bio-Lok International, Inc.; Hu-Friedy Manufacturing Company; 3i Implant Innovations, Inc.; Nobel Biocare USA; Straumann USA; and Zimmer Dental, Inc.
To help ensure the highest-quality patient care, NYUCD has introduced a computerized system that matches new patients to students based on the patients’ dental needs and the students’ clinical requirements.

Under the new system, introduced in September 2007, admissions staff enter a patient’s dental needs into a computer database based on the determination made by a student in collaboration with an oral medicine faculty member during the initial screening. If, for example, a patient requires a crown, the specific code is entered, and the database displays the names of students who are prepared to treat patients with that condition and who have available space in their practice to deliver prompt care.

If the name of the student who conducted the patient’s initial evaluation is on the list, the system automatically selects that student to treat the patient. Alternatively, the system assigns the patient to a student who the group practice director has determined has the best availability and skills to treat that patient. This process ensures that all patients receive the best care.

“In the past, it was more difficult for group practice directors and clinic managers to assess which students needed a patient assignment the most,” said Dr. Mark Wolff, Associate Dean for Predoctoral Clinical Education and Professor and Chair of the Department of Carioiology & Comprehensive Care. “Computerizing the patient assignment process helps ensure that patients receive the best care and that all students are on track to meet their educational needs.”

Dr. Wolff developed the system in collaboration with Dr. Joan Phelan, Professor and Chair of the Department of Oral & Maxillofacial Pathology, Radiology and Medicine; Assistant Dean for Clinical Systems & Patient Care Jack Wiggin; and Dr. Elise S. Eisenberg, Director of Informatics & Digital Support Services. The system was programmed by the Informatics Web Development Team of Alex Ruano, Mike Rentas, and Matt Williams.
Dr. Charles N. Bertolami, NYUCD’s Herman Robert Fox Dean, was installed as president of the American Dental Education Association on April 2, at the 2008 ADEA Annual Session in Dallas, Texas, after serving a year as ADEA President-Elect. He will serve a one-year term before assuming the role of ADEA Immediate Past President.

Dr. Bertolami has been a member of ADEA for 25 years. He was Chair of the first ADEA President’s Task Force on Future Faculty and recently co-chaired a Macy Foundation–supported, ADEA–American Association of Medical Colleges (AAMC) panel on Curriculum and Clinical Training in Oral Health for Physicians and Dentists. He served on the faculties of the University of Connecticut, Harvard University, and the University of California, Los Angeles (UCLA), where he served concurrently as Chair of Oral & Maxillofacial Surgery, Chief of the UCLA Medical Center’s Dental Service, and Associate Dean for Faculty Affairs. Prior to becoming Dean at NYU, Dr. Bertolami was Dean and Professor of Oral & Maxillofacial Surgery at the University of California, San Francisco (UCSF) School of Dentistry.

Dr. Bertolami has had diverse roles in dental education and research, including serving as President of the American Association for Dental Research (AADR) and co-chairing with Harvard Medical School Dean Joseph B. Martin the NIH Blue Ribbon Panel on Research Training and Development.
Dr. Michael C. Alfano, former Dean of NYUCD and currently Executive Vice President of NYU, received the inaugural William J. Gies Award for Vision by a Dental Educator at a special awards ceremony held on Saturday, March 29, 2008, in conjunction with the ADEA annual session at the Hotel Anatole in Dallas, Texas.

The Gies Award for Vision is one of three new awards sponsored by the American Dental Education Association (ADEA) Gies Foundation in recognition of exceptional contributions to and support of oral health and oral health education around the world. The other two new Gies Awards were presented for innovation and achievement.

The award nomination was made by Dr. Andrew I. Spielman, Associate Dean for Academic Affairs, who wrote: “Perhaps the best overview of Dr. Alfano’s vision for the College and the profession is encapsulated in a document created early in his tenure entitled Transformations. Transformations presents Mike’s vision for rebuilding the college’s infrastructure; recruiting world-class faculty; and transforming the practice of dentistry — a vision subsequently expressed in the groundbreaking formal alliance of NYUCD and the NYU Nursing Program, which created a new paradigm for health professions education and healthcare delivery by establishing a College of Nursing within the NYU College of Dentistry.”
NYU’s College of Nursing (NYUCN) and College of Dentistry (NYUCD) teamed up to contribute the content for the January/February 2008 issue of American Journal of Maternal Child Nursing (MCN). Over 20 researchers from the Colleges of Nursing and Dentistry contributed articles on a wide range of topics.

Two editorials set the stage for the series of articles focusing on the unique nursing/dentistry collaboration at NYU. College of Nursing Dean Terry Fulmer, Erline Perkins McGriff Professor of Nursing, wrote “New York University College of Nursing Takes on the Challenge of Innovation for the Healthcare System,” and Susan Gennaro, DSN, RN, FAAN, Florence and William Downs Professor in Nursing Research, wrote “The Shadow of Your Smile.”

“All of us can agree that we need new paradigms to examine methods of improving the health of the public,” wrote Dean Fulmer. “These ideas can be unsettling to a healthcare system steeped in tradition and used to existing systems. To anticipate the aging of our population and the crisis in healthcare workforce shortages, however, we all need to think differently.”

Many of the articles were collaboratively written and focus on the unique synergies that have developed between NYUCN/NYUCD. They include the following: “Improving Oral Health in Women, Nurses’ Call to Action,” by Donna A. Clemmens, PhD, RN, of NYUCN, and A. Ross Kerr, DDS, of NYUCD; “Pregnancy and Oral Health” by Stefanie L. Russell, DDS, MPH, PhD, of NYUCD, and Linda J. Mayberry, PhD, RN, FAAN, of NYUCN; “Maternal Periodontal Disease,” by Ananda P. Dasanayake, PhD, MPH, BDS, FACE, and Nok Chhun, MS, both of NYUCD, Dr. Gennaro of NYUCN, and Karen D. Hendricks-Munoz, MD, MPH, FAAP, of the NYU School of Medicine; “Oral Health of Adolescents: It’s More Than Dental Caries,” by Melanie S. Percy, PhD, RN, CPNP, FAAN, of NYUCD; “Oral Health and HIV/AIDS, by Dr. Gennaro; and “Global Oral Health in Women and Children,” by Lynn Clark Callister, PhD, RN, FAAN, of NYUCN.
The Alfano Commons was filled to capacity in January as members from every sector of the NYU dental and nursing communities gathered to pay tribute to Dr. Francis V. Panno, who was retiring to become Professor Emeritus of Prosthodontics after nearly four decades of service. Dr. Panno’s positions at the College have included 22 years as Professor and Chair of the Department of Prosthodontics and Head of the Division of Restorative and Prosthodontic Sciences, and over six years as Associate Dean for Clinical Affairs. Dr. Panno also served as a member of the University Senate and the Faculty Council.

“It’s been a wonderful life,” said Dr. Panno, and, not unlike the Jimmy Stewart character in the film of that name, he had the opportunity to hear a range of friends and colleagues talk about the impact he has had on NYUCD and on their lives.

Dr. Panno touched the lives of people across the campus. Some of his notable achievements include seamlessly integrating the four-year DDS program and the Advanced Placement DDS Program; implementing a competency-based curriculum; guiding the design of the College’s newly renovated clinics and sterilization facility; and, most recently, helping to advance the dentistry-nursing alliance at NYU.

In remarks by Herman Robert Fox Dean Charles N. Bertolami, Executive Vice Dean Richard I. Vogel, Assistant Dean Jack Wiggin, and Dr. Panno’s executive assistant, Ms. Donna Richman, one theme emerged again and again — that of Frank Panno as a devoted friend, confidante, mentor, and advocate for students and colleagues alike.

The Colleges of Dentistry and Nursing express deep appreciation to Dr. Panno for his outstanding service, and offer him warmest best wishes for continuing success and fulfillment in the years ahead.
The 2007–08 Student Leadership Awards, which recognize academic excellence and commitment to service by NYU dental students, were presented in December to Howard Choi, ’10, and Jennifer Frangos, ’09 (awards funded by Elsa Pleuger Rahmsdorf). In addition, NYUCD’s Dr. Edward G. Kaufman Memorial Award was presented to Lee Ann Clark, ’09. Adom Crew, ’09, received a National Scholarship Award funded by NAMME, the North American Minority Medical Association.

In April, NYUCD students also received President’s Service Awards from NYU President John Sexton for exemplary leadership skills, outstanding commitment to volunteerism, and creation of unique and successful programs. NYUCD was the recipient of four awards — two to individual students and two to student organizations.

HENNA HUSSAIN, ’08, President of the South Asian Student Dental Association, was recognized for her role in making this one of the largest and most active NYUCD student organizations.

LISA B. NGUYEN, ’08, President of the Student Council, and formerly Vice President and Class Secretary, was recognized for her leadership.

THE MUSLIM DENTAL ASSOCIATION was recognized for providing a sense of community for Muslim students and organizing programs to promote an understanding of Islam. From left: Andleeb Shabahat, ’09; Seema Siddiqui, ’10; Maryam Hasan, ’09; and Ghayth Adhami, ’10, with President Sexton.

THE NYUCD CHAPTER OF THE AMERICAN STUDENT DENTAL ASSOCIATION was recognized for its commitment to protecting and advancing the rights, interests, and welfare of students. Ryan Lee, ’10, is shown accepting the award from President Sexton.
The indisputable engine of a college’s success is its faculty.*

All faculty at the College of Dentistry — clinicians and researchers alike — have been key to the great strides made in recent years. To publicly express gratitude to our faculty, NYUCD recently took a full-page advertisement in The New York Times. A copy of the ad appears at right.

*This list includes faculty who devote one-half day a week or more to the College. If any names were inadvertently omitted, the error will be corrected the next time the list is published.
SERVICE RECOGNITION AWARDS PRESENTED

Over 130 full- and part-time faculty members, administrators, and staff were honored recently at the annual Service Recognition Ceremony, which acknowledges the contributions of faculty and staff in the Colleges of Dentistry and Nursing over an extended period of time.

“These people have displayed exemplary dedication and play an important role in NYUCD’s continued success,” said Dr. Michael P. O’Connor, Executive Associate Dean for Administration & Finance. “We are tremendously grateful to them all and salute their commitment to the Colleges of Dentistry and Nursing.” The names of recipients of Service Recognition Awards appear below.

50-Year Service Award
Periodontology & Implant Dentistry
Dr. Lloyd S. Landa
Dr. Gerald S. Wank

35-Year Service Award
Basic Science & Craniofacial Biology
Dr. Robert Boylan
Dr. Joel D. Schiff

Cariology & Comprehensive Care
Dr. Stuart M. Hirsch
Dr. Richard A. Kiman

Endodontics
Dr. Howard D. Silverman

Oral & Maxillofacial Pathology, Radiology and Medicine
Ms. Brenda Lee

30-Year Service Award
Basic Science & Craniofacial Biology
Ms. Rosemary T. Guarino

Cariology & Comprehensive Care
Dr. Gabriel Fulop
Dr. Harry G. Meeker
Dr. Allan M. Solden

Prosthodontics
Dr. Bert Gaster
Dr. Ashok Soni
25-Year Service Award
Cariology & Comprehensive Care
Dr. Stanley Heller
Dr. Eileen Kronenberg

Clinic Operations
Ms. Joanne P. Wright

Oral & Maxillofacial Pathology, Radiology and Medicine
Dr. Paul D. Freedman
Mr. William Ward

Oral & Maxillofacial Surgery
Dr. Jack P. Barak

Orthodontics
Dr. Neal L. Kaplan

20-Year Service Award
Basic Science & Craniofacial Biology
Ms. Wieslawa Kosinska

Cariology & Comprehensive Care
Dr. Samuel T. Jung
Dr. Stanley Small

Clinic Operations
Ms. Kathryn Aiyeku
Ms. Carol Alleyne
Ms. Marcia M. Ancher
Ms. Vivian Corteselli
Ms. Lisa Patterson
Ms. Luz Tartaglia
Ms. Yuet-Ming Yuen-Ologan

Continuing Dental Education
Mr. Ken Beacham

Financial Management & Business Operations
Ms. Lourdes Acosta Mendoza

Oral & Maxillofacial Pathology, Radiology and Medicine
Dr. Steven R. Rosenblith

Orthodontics
Dr. Gustave Lasoff
Ms. Shirley Salowitz

Pediatric Dentistry
Prof. Jill B. Fernandez

Periodontology & Implant Dentistry
Dr. Sanford J. Bier
Dr. Leonard I. Linkow
Dr. Bernard G. Rupnarain

Restorative Support Unit
Mr. Reginald S. Brinkley

15-Year Service Award
Basic Science & Craniofacial Biology
Dr. John S. Evans

Bluestone Center for Clinical Research
Ms. Ana Ledesma

Cariology & Comprehensive Care
Mr. Vincent Alleluia
Mr. Paul Federico
Dr. George Gluck
Dr. Dolores M. Franklin
Dr. Nahid Javahery-Maroo
Dr. Gerald Klaczany
Mr. Patrick E. Reid
Dr. Frank F. Resillez-Urioste
Dr. Stewart Rosenblatt
Dr. Arnold Rosenstock
Dr. Michael Schlossberg

Central Sterilization
Ms. Virginia Cummings

Clinic Operations
Ms. Catherine Clarence
Ms. Deborah Powell
Ms. Cherisse M. Thompson

Continuing Dental Education
Ms. Sofya Glazenburg

Dental Hygiene
Prof. Su-Yan L. Barrow
Prof. Judith Kreismann

Endodontics
Dr. Peter Babick

Epidemiology & Health Promotion
Ms. Nancy F. Fink

Nursing – Bachelor of Science Degree Program
Mr. Alphonse Falcone

Operations
Ms. Marie Patricia Gaudin

Oral & Maxillofacial Pathology, Radiology and Medicine
Dr. Thomas G. Jacoby
Dr. Ram D. Phull

Oral & Maxillofacial Surgery
Dr. Morton Brod
Dr. Vasiliki Karlis
Dr. Gayle T. Miranda

Orthodontics
Dr. Trevor Gottfried
Dr. Gail E. Schupak

Pediatric Dentistry
Dr. Neal G. Herman
Periodontology & Implant Dentistry
Dr. Luis Fujimoto
Dr. Hans Grafelmann
Dr. Dennis P. Tarnow
Dr. Michael Wildhirt

Prosthodontics
Dr. Debra H. Cohn
Dr. Caroline Grasso
Dr. Todd H. Lerner

10-Year Service Awards
Cariology & Comprehensive Care
Dr. Amin Ayoub
Dr. Satish A. Joshi
Dr. Jong S. Lim
Dr. Pradeep R. Mehta
Dr. Saverio Ravazzolo
Dr. Jay W. Schwarz
Dr. Kiwon Shin
Dr. Howard W. Silbersher
Dr. Philippe Tardieu
Dr. Lucy M. Troncoso
Dr. Alexander Yermolenko
Dr. Yoseph Zaky

Central Sterilization
Mr. Robert Crandell
Ms. Lisa Nelson
Ms. Adrienne L. Washington

Clinic Operations
Mr. Luis Caraballo
Ms. Tyrone Herrera
Ms. Rosita Marzan
Mr. Eric Richards
Ms. Lizzette Yunes

Dental Hygiene
Ms. Renee Davidowitz
Ms. Beata A. Golebiewska

Epidemiology & Health Promotion
Dr. Stephanie L. Russell

Faculty Practice
Ms. Tania Figueroa

Financial Management & Business Operations
Mr. Wayne Green

Information Systems
Mr. Michael E. George
Mr. Ajitesh Tiwari

Operational Standards & Compliance
Ms. Marie Lydda Bien-Aime

Nursing – General Administration
Mr. Lance Irving
Ms. Rwei Hwa Su

Oral & Maxillofacial Pathology, Radiology and Medicine
Ms. Dina L. Delgado-Kadletz
Ms. Nilsa Garcia
Dr. Alexander R. Kerr
Dr. Irina Rossinki
Dr. Omar F. Suarez

Orthodontics
Dr. Mark Hochman
Dr. Michael A. Katz

Pediatric Dentistry
Dr. Untray T. Brown
Dr. Lily I. Lim
Dr. Louis Siegelman

Periodontology & Implant Dentistry
Dr. David S. Gottlieb
Dr. Hana Hassan
Dr. Manfred Lang
Dr. Stephen V. Mender
Dr. David Scharf
Dr. Robert S. Schoor
Dr. Rolf Semmler
Dr. Carlos M. Valdes

Prosthodontics
Ms. Marisol Beltran
Dr. Sanders Borisoff
Dr. James J. Cancro
Dr. Anthony S. Lambrakos, Class of 2004, and a second-year student in the Jonathan and Maxine Ferencz Advanced Education Program in Prosthodontics, has become the 10th recipient of the Dr. Harold Litvak Junior Fellowship in Prosthodontics.

After completing his prosthodontics specialty training, Dr. Lambrakos plans to enroll in NYUCD’s Implant Fellowship Program and subsequently pursue a career in private practice.

“Dr. Lambrakos was awarded the fellowship because of his ability to excel academically, in patient satisfaction, and in his interaction with faculty and peers,” said Dr. Farhad Vahidi, Associate Professor of Prosthodontics and Director of the Jonathan and Maxine Ferencz Advanced Education Program in Prosthodontics.

The Litvak Fellowship was established in 1999 through a generous grant from Mrs. Adele Block in honor of her dentist, Dr. Litvak, a Clinical Professor of Prosthodontics at NYUCD and a generous donor to the College. Mrs. Block is a member of the family that owned the Block Drug Company, Inc., a major producer of oral and general healthcare products, which is now a division of GlaxoSmithKline.
On May 20, 2008, with nearly 3,000 people in attendance, the Class of 2008 was honored at a joyous graduation ceremony at Madison Square Garden. The College presented 44 Advanced Education Program Certificates; 11 certificates in clinical research; eight Master of Science degrees in clinical research; three master’s degrees in biomaterials; 13 Bachelor of Science degrees in dental hygiene; 55 Associate in Applied Science degrees in dental hygiene; and 343 DDS degrees.

Additional highlights of the ceremony included the presentation of the Dr. Harry Strusser Memorial Award for distinguished contributions to improved public health to Dr. Larry W. Rosenthal, ’72, for whom the College’s Rosenthal Institute for Aesthetic Dentistry is named; the presentation of the inaugural Michael C. Alfano Award for Promoting Diversity in Dental Education to Dr. Gerald W. Deas, a prominent physician and advocate for young people of color to enter the healthcare professions; and the presentation of the David B. Kriser Medal to actress Blythe Danner for her efforts to promote oral cancer awareness. Ms. Danner is a very visible spokesperson for the early detection of the disease in TV public service announcements and in TV and print interviews.

Ms. Danner spoke of the loss of her husband, the director Bruce Paltrow, to oral cancer in 2002, and challenged the Class of 2008 to make an oral cancer screening a routine part of every examination. “Had my husband’s cancer been detected earlier, she said, “he might be alive today.”
NYUCD recently hosted a half-day Field Advocacy Workshop conducted by the ADEA Center for Public Policy and Advocacy. Topics included the legislative process, grassroots advocacy, the Deamonte Driver Dental Access Improvement Act of 2008, funding issues related to dental research, how to compromise during legislative negotiations, and how to get one’s message out to members of Congress.

From left: Deborah Darcy, ADEA Director of Congressional Affairs; Mike Kalutkiewicz, AADR Director of Legislative Affairs; Dr. Andrew I. Spielman, NYUCD Associate Dean for Academic Affairs and workshop organizer; Gina Luke, ADEA Director of Legislative Policy Development; Dr. Janet Leigh, Professor and Chair of Oral Medicine, LSU, and 2008 ADEA Legislative Fellow; Myla Moss, ADEA Director of Congressional Relations & Regulatory Affairs; Jack Bresch, Associate Executive Director of ADEA & Director of ADEA Center for Public Policy and Advocacy; and Steve Heuer, Director of Federal Affairs for NYU.

NYUCD hygienists lend support to oral health advocacy day

Lindsay Borocz (left) and Adriana Berardi, both 2008 graduates of the AAS Program in Dental Hygiene, and Marsha Tantleff (not shown), an Instructor in Dental Hygiene, were part of the New York State Oral Health Coalition’s Annual Oral Health Advocacy Day in Albany in February.
CONGRATULATIONS TO...

Dr. Charles N. Bertolami, Herman Robert Fox Dean of NYUCD, on being a featured panelist in a discussion whose proceedings were published in the Journal of Dental Education under the title “Curriculum and Clinical Training in Oral Health for Physicians and Dentists;” and on being interviewed by the AAMC Reporter for an article about the partnership between the American Dental Education Association (ADEA) and the Association of American Medical Colleges (AAMC), leading to inclusion of dental educational resources in MedEdPORTAL.

Dr. Michael Bral, ’70, Professor of Periodontology & Implant Dentistry, on coauthoring an article entitled “Management of a Patient with Severe Erosive Lichen Plaues in Need of an Immediate Complete Denture: A Clinical Report,” for The Journal of Prosthetic Dentistry, with Dr. Gary Goldstein, Professor of Prosthodontics.


Ms. Winnie Furnari, Clinical Assistant Professor of Dental Hygiene, on authoring “Disaster Preparedness: Your Role as a Dental Professional and Community Partner,” for Access, the magazine of the American Dental Hygienists’ Association.

Ms. Rhoda Gladstone, Clinical Professor of Dental Hygiene, on authoring “Reflecting on Our Past, Preparing for Our Future,” for Access, the magazine of the American Dental Hygienists’ Association.

Dr. Morey J. Gendler, Clinical Assistant Professor of Cariology & Comprehensive Care and Group Practice Director, on presenting “Dentistry as a Career Choice” to middle-school students at the Milton L. Olive Middle School in Wyandanch, New York. Joining Dr. Gendler were Darlene Hart, Stephen DiBenedetto, and Amit Gupta, all of the Class of 2009.

Dr. David L. Glotzer, ’58, Clinical Professor of Cariology & Comprehensive Care, on authoring an article entitled “The Shelter-in-Place Decision: All Things Considered,” for the Australian Journal of Emergency Management, with Dr. Walter Psoter, Assistant Professor of Epidemiology & Health Promotion; Mr. Rudolph St. Jean, Associate Research Scientist in Epidemiology & Health Promotion; and Dr. Kera Weiserbs, Associate Research
Scientist in Epidemiology & Health Promotion.

**Dr. Gary Greenstein**, Implant Dentistry Fellowship Program, ’08, on coauthoring “When to Save or Extract a Tooth in the Esthetic Zone: A Commentary,” for *Compendium of Continuing Education in Dentistry*. Dr. Greenstein’s coauthors included Dr. John Cavallaro, Associate Professor of Periodontology & Implant Dentistry, and Dr. Dennis P. Tarnow, Professor and Chair of the Ashman Department of Periodontology & Implant Dentistry.

**Dr. Leila Jahangiri**, Assistant Professor and Chair of the Department of Prosthodontics, on coauthoring an article entitled “Characteristics of Effective Classroom Teachers as Identified by Students and Professionals: A Qualitative Study,” for the *Journal of Dental Education*, with Dr. Thomas W. Mucciolo, Adjunct Assistant Professor of Prosthodontics.

**Dr. Sathya P. Kallur**, ’99, Clinical Assistant Professor of Endodontics and of Periodontology & Implant Dentistry, on being named a contributing editor to the *National Board Dental Examination Part II Lecture Notes*, and on copresenting “The Role of Dental Implants in the Treatment of Sleep Apnea” at a symposium sponsored by the World Association of Sleep Medicine.

**Dr. Angela Kamer**, Assistant Professor of Periodontology & Implant Dentistry, on being named an Associate Editor of the *Journal of Alzheimer’s Disease*.

**Dr. Ralph Kaslick**, Clinical Professor of Periodontology & Implant Dentistry, on receiving the Distinguished Alumni Achievement Award presented by Columbia University’s College of Dental Medicine, in recognition of his extensive contributions to dental education. Added kudos to Dr. Kaslick on being inducted into Heritage Hall at Fairleigh Dickinson University. Dr. Kaslick is a former Dean of the FDU College of Dentistry.

**Dr. Ralph V. Katz**, Professor and Chair of the Department of Epidemiology & Health Promotion, on being profiled in the *Tufts Dental Medicine Magazine* on his research published as “The Tuskegee Legacy Project.” Dr. Katz is a 1969 graduate of the Tufts School of Dental Medicine. Added kudos to Dr. Katz on being invited to author two articles in his capacity as Director of the NYU Oral Cancer RAAHP (Research on Adolescent and Adult Health Promotion) Center, one for *Il Dentista Modena*, providing an overview of the seven years of research conducted at the RAAHP Center, and the other...
a response for the *Southern Medical Journal* to an article on minority participation in biomedical research that had been published in *Medicine*.


**Dr. Wayne Kye**, Clinical Assistant Professor of Periodontology & Implant Dentistry, on receiving the 2008 American Academy of Periodontology (AAP) Foundation Fellowship to attend the ADEA/AAL Institute for Teaching and Learning in the Health Professions, and the 2008 AAP Award for Outstanding Teaching and Mentoring in Periodontics.

**Dr. Racquel Z. LeGeros**, Professor and Associate Chair of the Department of Biomaterials & Biomimetics and Linkow Professor of Implant Dentistry, on being selected by *Implant Dentistry* and the International Congress of Oral Implantologists to receive the Ralph V. McKinney, Jr., Annual Award in Basic and Clinical Research; on being appointed Co-President of the 11th Annual Seminar and Meeting on Ceramics, Cells, and Tissues, where she presented a paper entitled “Carbonate- and Fluoride-Substituted Apatites (CFAs): Properties and Cellular and Tissue Responses”; on presenting papers entitled “Calcium Phosphate-based Biomaterials” at the Brazil-U.S. Workshop on Materials, and “Bioactive Coatings on Metals and Polymer Membranes” at the Sixth Chinese Conference for Advanced Functional Materials; on coauthoring chapters entitled “Bioactive Bioceramics” for *Orthopedic Biology and Medicine: Musculoskeletal Tissue Regeneration — Biological Materials and Methods*, and “Bioceramics: Chemical, Physical and Biologic Properties” and “Biologic and Synthetic Apatites” for the *Encyclopedia of Biomaterials and Biomedical Engineering*; and on coauthoring an article entitled “Synthetic Bone Mineral (SBM) for Osteoporosis Therapy: Part I — Prevention of Bone Loss from Mineral Deficiency,” for *Key Engineering Materials*.

**Dr. Leonard Marotta**, Clinical Associate Professor of Periodontology & Implant Dentistry, on coauthoring an article entitled “Complete-Arch

**Dr. Amr Moursi**, Associate Professor and Chair of the Department of Pediatric Dentistry, on presenting a new continuing education course entitled “Pediatric Dentistry for the General Dentist.” The course, cosponsored by the New York State Dental Foundation and NYUCD, is designed to increase the number of dentists who are comfortable treating infants and children, including those with special needs. Dr. Neal G. Herman, Clinical Professor of Pediatric Dentistry, also spoke at the course, which was moderated by Ms. Jill Fenandez-Wilson, Clinical Associate Professor of Pediatric Dentistry.

**Ms. Denean Paulik**, on being promoted to Alumni Outreach Administrator in the Office of Development & Alumni Relations.

**Dr. Eric J. Ploumis**, Clinical Associate Professor of Orthodontics, on authoring an article entitled “No Release, No Refund,” for the *New York State Dental Journal.*

**Dr. Andrew Schenkel, ’82,** Clinical Assistant Professor of Cariology & Comprehensive Care and Group Practice Director, on coauthoring an article entitled “A Unique Collaboration with Nurse Practitioners,” for the *Journal of Dental Education,* with Ms. Madeleine Lloyd, Clinical Director of the NYUCD Nursing Faculty Practice; Dr. Francis V. Panno, Professor Emeritus of...
**CELEBRATING OUR COMMUNITY**

Dr. Nelson R. Silva, Assistant Professor of Prosthodontics, on coauthoring “Effect of Water Storage Time and Composite Cement Thickness on Fatigue of a Glass-Ceramic Trilayer System” for the *Journal of Biomedical Materials Research*. His coauthors included Dr. Paul G. Coelho, Research Scientist, Department of Biomaterials & Biomimetics; Dr. Christian F. Stappert, Assistant Professor of Periodontology & Implant Dentistry; Ms. Elizabeth A. Clark, Adjunct Assistant Professor of Biomaterials & Biomimetics; Dr. Dianne Rekow, Professor & Chair of the Department of Basic Science & Craniofacial Biology; and Dr. Leila Jahangiri, Associate Professor and Chair of the Department of Prosthodontics.

Dr. Harold Sussman, Clinical Professor of Periodontology & Implant Dentistry, on being invited to speak at the Hebrew University School of Dental Medicine in Jerusalem. Dr. Sussman spoke on “Apical-implant Pathology” and on “Placing Mini-dental Implants for Overdenture Retention.” Dr. Sussman was also an invited speaker at the Federation Dentaire International Meeting in Indore, India, where he spoke on “Bone Grafting Materials.”

Prosthodontics; Dr. Terry Fulmer, Erline Perkins McGriff Professor and Dean of NYUCN; Mr. Jack Wiggins, Assistant Dean for Clinical Systems & Patient Care; Dr. Judith Haber, Ursula Springer Leadership Professor in Nursing and NYUCN Associate Dean for Graduate Programs; and Dr. Mark Wolff, Associate Dean for Predoctoral Clinical Education and Professor and Chair of the Department of Cariology & Comprehensive Care.

Dr. Rima Bachiman Sehl, Associate Professor of Epidemiology & Health Promotion, and Ms. Alla J. Wheeler, Clinical Assistant Professor of Dental Hygiene, on being guest speakers at NYU’s all-University *Live Smart* series. They spoke on “A Healthy Smile for a Lifetime.”

Dr. Donna E. Shelley, Director of Interdisciplinary Research and Practice, on coauthoring an article entitled “Smoking Control: Tobacco Use Behaviors and Household Smoking Bans Among Chinese Americans,” for the *American Journal of Health Promotion*. 

Dr. Andrew I. Spielman, Professor of Basic Science & Craniofacial Biology and Associate Dean for Academic Affairs, and Dr. Mark S. Wolff, Professor and Chair of the Department of Cariology & Comprehensive Care and Associate Dean for Predoctoral Clinical Education, on coauthoring “Overcoming Barriers to Implementing Evidence-based Dentistry,” a letter to the editor, which was published in the *Journal of Dental Education*.

Dr. Christian Stappert, Assistant Professor of Periodontology & Implant Dentistry, on authoring an abstract entitled “Operative Dentistry: Fatigue Loading and Fracture Resistance of All-Ceramic PCRs,” for *Dental Abstracts*. 

Dr. Harold Sussman, Clinical Professor of Periodontology & Implant Dentistry, on being invited to speak at the Hebrew University School of Dental Medicine in Jerusalem. Dr. Sussman spoke on “Apical-implant Pathology” and on “Placing Mini-dental Implants for Overdenture Retention.” Dr. Sussman was also an invited speaker at the Federation Dentaire International Meeting in Indore, India, where he spoke on “Bone Grafting Materials.”
**Dr. Cristina Teixeira**, on presenting a lecture entitled "A New Regulator of Cartilage Maturation in Development and in Osteoarthritis" at the 34th Annual International Conference on Craniofacial Research.

**Dr. Michael D. Turner**, Assistant Professor of Oral & Maxillofacial Surgery, on coauthoring an article entitled “Hyposalivation, Xerostomia and the Complete Denture: A Systematic Review,” for the *Journal of the American Dental Association*, with Dr. Ship.

**Dr. Anthony T. Vernillo**, Professor of Oral & Maxillofacial Pathology, Radiology and Medicine, on authoring an article entitled “Routine HIV Testing in Dental Practice: Can We Cross the Rubicon?” for the *Journal of Dental Education*.

**Dr. Mea A. Weinberg**, Clinical Associate Professor of Periodontology & Implant Dentistry, on coauthoring an article entitled “Temporomandibular Disorders: Review and Management,” for *U.S. Pharmacist*, with Dr. Stuart J. Froum, ’70, Clinical Professor of Periodontology & Implant Dentistry.

**Professor Cheryl Westphal**, Assistant Dean for Allied Health Programs, Clinical Associate Professor of Dental Hygiene, and Director of the Dental Hygiene Program, on coauthoring an article entitled “A New Tool in the Caries Armamentarium: Incorporating Amorphous Calcium Phosphate into Your Caries Management Protocol,” for *Dimensions of Dental Hygiene*, with Ms. Rosemary Hays, Clinical Associate Professor of Dental Hygiene; and on authoring an article entitled “NYU’s Dental Hygiene International Student Exchange Program” for the *Bulletin of Dental Education*.

**Dr. Seiichi Yamano**, Assistant Professor of Prosthodontics, on receiving third prize in the research competition at the 2007 annual session of the American College of Prosthodontists for his presentation, “Effects of Nicotine in the Plasma on Wound Healing and Osseointegration of a Titanium Implant in a Rat.”
Harvard-trained Lawyer, Park Avenue Dentist, ADA Spokesperson: Dr. Ada Cooper Pursues Her Passion

Dr. Ada S. Cooper is a successful Park Avenue dentist and ADA National Spokesperson and Consumer Advisor, who frequently appears on TV, on radio, and in print to discuss dental topics that are important to consumers. But unlike other dentists at the peak of their careers, hers has not been a straight trajectory from college to dental school to practice and prominence. Prior to graduating from NYUCD, Dr. Cooper graduated from Harvard Law School and spent 13 years as a lawyer, including six as a partner at Jenner & Block, a prestigious Chicago law firm specializing in litigation.

“I enjoyed being a litigator,” says Dr. Cooper, “especially because Jenner & Block is a wonderful firm that is deeply committed to pro bono work, which was a high priority for me. The firm offers the highest-caliber legal representation and advice, and is dedicated to contributing to the legal profession, and to advancing a long tradition of public and community service. I was given wonderful career challenges and opportunities. But for years I had been working in excess of 14 hours a day on a variety of cases, some of which were deeply rewarding, while others were not. After litigating for 13 years, I came to realize that I didn’t want to do it for another 30 years.

“My father was a dentist, my grandfather was a dentist; I have uncles who are dentists, cousins who are dentists. Dentistry has always been a part of my life. And as I started to think about what I wanted my life, my lifestyle, and my career to be, I found myself constantly reflecting upon the career that I had watched my father happily pursue as I was growing up. I realized, ‘I don’t have to be a lawyer for the rest of my life.’”
"At that point in my life I wasn’t married; I didn’t have children; and therefore I was able to invest heavily in my own happiness, both short-term and long-term, personally and professionally. So while I was still practicing law, I started thinking about what I really wanted in my life, going forward."

Dr. Cooper considered becoming an in-house lawyer for one of her many corporate clients, or doing pro bono work at one of many public interest advocacy organizations, but she realized that any of those things would in effect require starting all over, building new relationships in another type of practice. "For many years and at great personal sacrifice, I had worked very hard and successfully to build strong relationships with the clients and partners at Jenner & Block," says Dr. Cooper. "I had attained a high level of recognition at the firm for my legal and trial abilities. I realized that I was only willing to give all of that up for something that I really wanted. That’s when I decided that I wanted to be in a field that was more consistently gratifying, productive, and satisfying to me on a personal basis."

"My father was a dentist, my grandfather was a dentist; I have uncles who are dentists, cousins who are dentists. Dentistry has always been a part of my life. And as I started to think about what I wanted my life, my lifestyle, and my career to be, I found myself constantly reflecting upon the career that I had watched my father happily pursue as I was growing up. I realized, 'I don’t have to be a lawyer for the rest of my life.'"

Before heading to law school, Dr. Cooper, a native New Yorker, had considered a career as a healthcare provider. But in her senior year at Stuyvesant High School, when she was 17 and just months away from enrolling at Amherst College, her mother suddenly passed away and she turned her attention away from the sciences. Later, when she decided to pursue a career in dentistry, she had to go back to college and take the additional courses she needed for admission to dental school — a year each of math, biology, inorganic chemistry, organic chemistry, and physics. "While I was still practicing law, I started taking evening courses at Loyola University in Chicago. I thought that if at any point I had second thoughts, I still had a great career at Jenner to fall back on. But I found that I loved it, absolutely loved it, and knew I had rediscovered the place where I should have been all along."

The next year, Dr. Cooper moved home to New York and began taking evening courses at NYU and Hunter College. "I was tremendously focused and disciplined," she explains, "and when I realized that this was what I really wanted, I resigned from the partnership at Jenner & Block, worked part-time in my father’s dental practice, and applied to dental school at NYU. NYU very generously gave me a full merit scholarship and for that, among many other things, I am indebted to NYU to this day. After I graduated from NYU, I practiced with my father for many years and when he retired, I took over his practice."

"In my legal career, I represented so many people, with many gratifying results, but as an ADA spokesperson, I have a platform that enables me to reach thousands and thousands of people around the world — people who don’t actually come into my office, who might not have access to dental care, but who have important questions and concerns, and need to know where to turn for answers and care. What an incredible opportunity to be able to help people around the world understand the importance of their oral health and how to get the care they need!"
An Invitation to Become an ADA Spokesperson

Not long after graduating, Dr. Cooper received a call from former Dean Michael C. Alfano asking her to participate in a student-recruitment video. He was so impressed with the result that he sent the video to the ADA in response to a request that he recommend an alumnus who had the potential to become an ADA spokesperson.

One day, as she was between patients, Dr. Cooper got a call from the ADA asking if she might be interested in the position. After a series of auditions in various contexts, she was invited to become an official ADA spokesperson.

“This is a phenomenal honor,” says Dr. Cooper. “It’s one of the most rewarding things I’ve ever done. In my legal career, I represented so many people, with many gratifying results, but as an ADA spokesperson, I have a platform that enables me to reach thousands and thousands of people around the world — people who don’t actually come into my office, who might not have access to dental care, but who have important questions and concerns, and who need to know where to turn for answers and care. What an incredible opportunity to be able to help people around the world understand the importance of their oral health and how to get the care they need!”

As the ADA’s consumer advisor, Dr. Cooper is called on to address a variety of issues. “It really depends on what’s making news,” she says. “Topics range from the latest developments in aesthetic dentistry, to access to dental care, to the effects of oral health on systemic health, to body piercing, to the sugar content of beverages that children drink, to injuries sustained during the course of dental treatment. The public wants information and peace of mind when it comes to their oral health, and I’m privileged to be able to provide it.”

Dr. Cooper also hopes to teach in a more intimate setting. “I left NYU with a firm commitment to come back to teach,” she says. “I would love to teach, and there’s no question that I would do so at NYU. My experience long ago as a dental student was so wonderful, and the memories of teachers who helped me are so lasting, that I well up with gratitude remembering the things that faculty members taught me. They have made such a difference in the way I practice, and I want to do the same for future dentists.”
NYU Dental Alum Offers Help for Medicaid Patients in Upstate New York

In March 2008, Dr. Michael Wilson, a 2005 graduate of NYUCD, opened a practice in Broome County, in upstate New York, to help expand access to care for Medicaid patients.

About 30,000 Broome County residents have limited to no access to basic dental care, according to Broome County Department of Health Figures. Five years ago, the U.S. Department of Health and Human Services designated Broome County a “dental health professional shortage area for the low-income population,” and opened funding channels to help fill the need.

Dr. Wilson was inspired to move to Broome County from Queens, he said, by his education at NYUCD, where teachers instilled an ethic of “not just chasing the money.”

In addition to providing dental care for those in need, Dr. Wilson sees his new practice as a way to provide general health care to a neglected population. He recognizes that people lacking health care are also at risk for other health problems, and that many of them do not see physicians. So in addition to the two dentists on his staff, he is considering adding a nurse to screen patients for such essential health barometers as blood pressure and blood sugar, and to make referrals for those who need them.

Dr. Wilson’s thinking reflects the educational philosophy driving NYUCD — a philosophy of caring for the whole person — embodied in the 2005 alliance of the NYU College of Dentistry and the NYU nursing program, which created a College of Nursing and a Nursing Faculty Practice within the College of Dentistry.
(To view a video on the alliance in action, please go to www.nyu.edu/dental/news/nyucdtv/ and scroll down to “Dentistry-Nursing Partnership on NY1 News.”)

“The NYU dentistry-nursing alliance,” said Dean Bertolami, “builds on an important trend in health care, which is that more and more nurse practitioners, who provide a wide range of preventive and acute health-care services, are serving as primary care providers, either independently or in collaboration with a physician.

“Since many more Americans visit a dentist each year than visit a physician, it makes sense that, by working collaboratively, dentists and nurse practitioners can make access to primary care much easier for underserved populations. This is what NYUCD is doing in drawing on the skills of faculty NPs who are trained to offer complete primary care for those who do not have a primary care provider. It’s extremely gratifying and a major point of pride to learn that an NYUCD graduate is working to achieve this goal in his own practice.”

Dean Charles N. Bertolami

“Since many more Americans visit a dentist each year than visit a physician, it makes sense that, by working collaboratively, dentists and nurse practitioners can make access to primary care much easier for underserved populations. This is what NYUCD is doing in drawing on the skills of faculty NPs who are trained to offer complete primary care for those who do not have a primary care provider. It’s extremely gratifying and a major point of pride to learn that an NYUCD graduate is working to achieve this goal in his own practice.”

Dr. Wilson and wishes him all the very best in his professional endeavors.”

Alumni with news of recent professional activities are encouraged to e-mail elyse.bloom@nyu.edu and then look for your achievements to be highlighted in a future issue of Global Health Nexus.
Congratulations to:

‘40s
DR. CECELIA L. DOWS, Class of 1947, and a Fellow of the American College of Dentists, on being honored recently by the ACD for making a $500,000 donation — the largest ever to the ACD — to establish the Dr. Cecelia L. Dows Scholarship Program for Native American Women Dental School Applicants.

‘50s
DR. NORMAN D. SPERBER, Class of 1954, on retiring after 54 years in general practice in San Diego, California.

‘60s
DR. ROBERT DOHERTY, Class of 1969, on being installed as Vice President of the New York State Dental Association.

DR. STEPHEN B. HARRISON, Class of 1966, on his appointment to the New York State Dental Association Board of Governors.

‘70s
DR. MARK A. BAUMAN, Class of 1974, on his appointment to the New York State Dental Association Board of Governors.

DR. SANFORD J. FENTON, Class of 1972, on being profiled as “outstanding in his field” by the Memphis Business Journal.

DR. STEPHEN B. GOLD, Class of 1974, on being installed as President of the New York State Dental Association.

DR. KENNETH S. MAGID, Class of 1970, and Clinical Associate Professor of Cariology & Comprehensive Care, on being featured in the Westchester Magazine Dental Health Guide.

DR. ROBERT B. RAIBER, Class of 1972, on his appointment to the New York State Dental Association Board of Governors.

‘80s
DR. PETER M. BLAUZVERN, Class of 1983, on his appointment to the New York State Dental Association Board of Governors.

DR. MICHAEL L. CALI, Class of 1985, on his appointment to the New York State Dental Association Board of Governors.

DR. STEVEN GOURNADES, Class of 1984, on becoming Immediate Past President of the New York State Dental Association.

DR. WILLIAMS H. KARP, Class of 1982, on his appointment to the New York State Dental Association Board of Governors.

DR. STEVEN I. SNYDER, Class of 1981, on his appointment to the New York State Dental Association Board of Governors.

DR. JUDY ANN TAYLOR, Class of 1980, on her appointment as Residency Coordinator of the General Practice Residency Program at Long Island College Hospital.

‘90s
DR. ASH KHORRAM, PG Prosthodontics, 1995, on being featured in the Westchester Magazine Dental Health Guide.

DR. ROBERT L. SHPUNTOFF, PG Orthodontics, 1990, on his appointment to the New York State Dental Association Board of Governors.

‘00s
DR. JASON HORN, Class of 2005, and a U.S. Navy Lieutenant serving on the USS Mesa Verde, on being awarded a one-year administrative fellowship in the office of the Chief of the United States Navy Dental Corps at the Bureau of Medicine and Surgery in Washington, DC. During his term, Dr. Horn will represent the concerns of junior Navy Dental Corps officers.

DR. LEIF A. LOBERG, Class of 2001, on being featured in an ADA News article about the ADA Intelligent Dental Marketing program.

MS. MARIA NEMELIVSKY, AAS in Dental Hygiene, Class of 2006, on winning first prize in the Dental Hygiene Table Demonstrations competition at the Greater New York Dental Meeting for a poster presentation entitled “Mitochondria Are Involved in Phosphate-induced Apoptosis.”
In Remembrance

JONATHAN A. SHIP: PROFILE IN COURAGE

Dr. Jonathan A. Ship, a Professor of Oral & Maxillofacial Pathology, Radiology and Medicine at the NYU College of Dentistry, Director of NYU’s Bluestone Center for Clinical Research, and the NYU PEARL Network Chair, passed away on April 18, 2008, after a lengthy bout with cancer. He was 49 years old.

Throughout his illness, Dr. Ship retained his spectacular intelligence, humor, humanity, optimism, and compassion, and in the process he taught everyone around him to live each day to the fullest. He was a peerless colleague and friend. He was one of a kind.

Dr. Ship earned both his undergraduate and dental degrees at the University of Pennsylvania, and completed a General Practice Residency at Montefiore Medical Center and a Fellowship in Oral Research at NIDCR. He was a Senior Investigator and Principal Investigator on several NIDCR clinical investigations examining the role of aging on oral physiology. Before joining NYU in 2000, he was at the University of Michigan at Ann Arbor as a Professor and Vice Chair of Oral Medicine/Oncology, Director of Hospital Dentistry, and Director of the Program in Geriatric Dentistry and Oral Medicine. In addition to his teaching and administrative responsibilities at the NYU College of Dentistry, he was also a Professor of Medicine at the NYU School of Medicine, and a practicing dentist adored by his patients.

A high point in Dr. Ship’s career, and in the history of the NYU College of Dentistry, occurred in April 2006, when NYUCD was awarded a $26.7 million NIDCR grant to establish a regional practice-based research network (PBRN). Known as the PEARL Network, the project links private dental offices in research projects. This was the largest-ever NIDCR grant and the largest grant ever received by any school at New York University.

Dr. Ship was a Diplomate of the American Board of Oral Medicine, a Fellow of the Gerontological Society of America, a board examiner for the American Board of Oral Medicine and the Royal College of Surgeons in Edinburgh, and a recipient of numerous prestigious awards, including the University of Pennsylvania Alumni Award of Merit. Dr. Ship published 22 book chapters, a monograph on “Oral Health in Geriatric Patients,” and 102 peer-reviewed papers.

“Jonathan Ship accomplished more in his brief lifetime than most people do in many more years,” said Dr. Charles N. Bertolami, the Herman Robert Fox Dean of the NYU College of Dentistry. “Over the past 16 months of his illness, his bravery, nobility, and grace were extraordinary. He never slowed down and he never lost his sense of humor. Indeed, his productivity and his kindness — always amazing — seemed to increase. It can truly be said of Jonathan Ship that he was the best our profession has to offer.”

To view a video tribute to Dr. Ship, please go to www.bluestonecenter.org and click on “A Video Tribute to Dr. Jonathan Ship.”

“When he shall die, take him and cut him out in little stars, and he shall make the face of heaven so fine that all the world will be in love with night and pay no worship to the garish sun.”

William Shakespeare, Romeo and Juliet
MEMORIAL SERVICE PAYS TRIBUTE TO DR. DONALD KITZIS

Dr. Donald Kitzis, who passed away on Thanksgiving Day, 2007, was remembered at a memorial service in April hosted by the Department of Prosthodontics to honor his lifetime of professional excellence and service. A member of the Class of 1946, Dr. Kitzis had been associated with NYIUCD as a Clinical Professor of Prosthodontics since 1969. Dr. Leila Jahangiri, Assistant Professor and Chair of the Department of Prosthodontics, said of Dr. Kitzis, "We all remember Donald as someone who challenged us to rethink traditional views of prosthodontics. He was an inspiration and a mentor to generations of NYU-trained prosthodontists. We loved him and miss him deeply."

Dr. Harry Blechman, a former Dean of NYIUCD from 1968 to 1975, passed away in January 2008.

Dr. Blechman was associated with NYIUCD as a student, faculty member, and administrator for over 50 years, including serving for many years as Chair of the Department of Endodontics. A Past President of the American Association of Endodontists, he received the AAE's highest honor, the Edgar D. Coolidge Award. He was also a Diplomat of the American Board of Endodontics, and served as President of the American Board of Endodontics from 1975 to 1976.

Dr. Paul A. Rosenberg, Professor and Chair of the Quattara Department of Endodontics, recalls Dr. Blechman as "a dynamic lecturer and Chair of the Department of Microbiology at NYIUCD."

"As a lecturer," says Dr. Rosenberg, he had a rapid-fire style of delivery. It was a challenge for students to keep pace while taking notes. This was long before lecture material was posted on Web sites. Dr. Blechman became Dean during a difficult period of student unrest, but was able to guide NYIUCD through the times with dignity and wisdom. As Chair of the Department of Endodontics, Dr. Blechman brought his vast knowledge of microbiology to the curriculum. He was a gifted educator, a scholar, administrator, and mentor. His memory is ensured a lasting place of honor at the NYU College of Dentistry."