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VOLUME 95 / NUMBER 2

BACK TO SCHOOL

RDAEF Program Gets an A+

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NOVEMBER 2015

- 14 Stay Out of Jail: Avoid Coding Errors and Excell in Insurance Administration
- 19 Oral Cancer: What's New?
EVENING COURSE
- 21 The Dental Professional's Role in the Evaluation, Diagnosis and Treatment of Snoring and Sleep Apnea
HANDS-ON COURSE

DECEMBER 2015

- 12 Don't Just Inject, Add Some Finesse: Local Anesthesia Workshop
HANDS-ON COURSE

JANUARY 2016

- 23 Infection Control and the California Dental Practice Act
- 30-31 Smile Reconstruction Using Porcelain Veneers
HANDS-ON COURSE

FEBRUARY 2016

- 8-12 22nd Annual Island Dental Colloquium
Maui, Hawaii
- 20 31st Annual Charles Sweet, Sr. Pediatric Dentistry Memorial Lecture
- 27 A Comprehensive, Multidisciplinary Overview of Head and Neck Cancer: Oral and Oropharyngeal Diagnosis and Treatment

MARCH 2016

- 12 Posterior Ceramics: Predictable and Efficient Techniques for Success
HANDS-ON COURSE
- 18-19 Multiroot Endodontics Two-Day Workshop
HANDS-ON COURSE

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AUTUMN 2015

{Features}

17 | RDAEFs on the Rise

Having an RDAEF as part of the dental team is a growing trend and an important element of many practitioners' dental practices. To address this need, the dental school launched an RDAEF program in 2011 and has become a leader in educating RDAs in Northern California. Hear from program graduates, alumni and faculty as they describe how this program has enhanced their careers.

21 | Serving SoMa

The Dugoni School of Dentistry has always been an integral part of the community, but is making an even greater impact with its new downtown facility. Learn how students, patients and community partners are benefitting from the dental school's new San Francisco campus location in the heart of the burgeoning South of Market district.

27 | Advancing Education with Technology

Technology is changing by the minute, and the way information is disseminated and the manner in which students learn is also constantly evolving. Dr. David Chambers examines how the Dugoni School of Dentistry has implemented various forms of technology to improve teaching, learning, collaboration and patient care.

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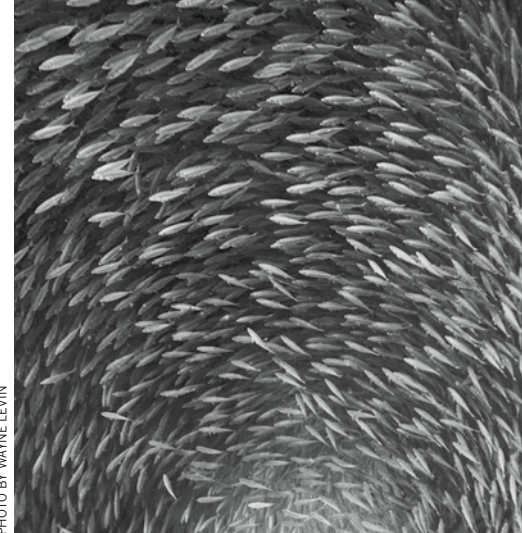


PHOTO BY JOAN YOKOM



PHOTO BY JON DRAPER



On the cover | It's back to school for RDAs looking to grow their careers. PHOTO BY WAYNE LEVIN

CONTACT POINTS



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Alumni Association

Alumni Association President
Dr. William van Dyk '73

Executive Director
David Eastis
(415) 749-3307

Assistant Director
Esther Hill
(415) 929-6423
ehill@pacific.edu

Pacific Dugoni Foundation

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David W. Chambers
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CONTRIBUTING WRITERS

Christina Boufis
Kathleen A. Barrows
David W. Chambers
Dan Soine
Colleen Woo

ART DIRECTOR

Joan Yokom

DESIGN

Brian Blanchard
Sandra Shuhert

PHOTOGRAPHY

Bruce Cook
Jon Draper
Wayne Levin
Joan Yokom

ADVERTISING

Janelle Palomares

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NADER A. NADERSHAHI, INTERIM DEAN

New Pathways

When I first started as a new student in our school in 1991, I never would have imagined my path would lead me to my new role as interim dean. Having the opportunity to serve in this position is a tremendous honor. I am thrilled to carry on the legacy of leadership at the Arthur A. Dugoni School of Dentistry.

I would like to thank our former dean, Dr. Patrick J. Ferrillo, Jr., who for the last nine years provided leadership and a steadfast commitment to fulfilling our school's mission. I wish him well on his sabbatical and his future retirement.

We are in for a great year ahead. The classes, simulation laboratory and patient clinics have been humming with activity. I am recharged every time I walk around our new state-of-the-art school. Our students are finding their



PHOTO BY JON DRAPER

own pathways in their programs after having settled into the routines of dental school. Our action-packed first quarter featured signature events such as the First-Year Student Retreat, Cioppino Dinner, White Coat Ceremony, guest talks organized by our student clubs and alumni receptions around the state. It is always exciting to participate in opportunities to bring our school family together, celebrate our culture and reinforce our values.

I look forward to seeing you at future events organized by our Alumni Association and other departments. In the meantime, feel free to visit us in San Francisco and catch up on the latest happenings at the Arthur A. Dugoni School of Dentistry!

Sincerely,

Nader A. Nadershahi, DDS, MBA, EdD
Interim Dean

Dugoni Students Become First in Nation to Complete Portfolio Exam for Licensure

Dr. Dan Beroukhim '15 may not have known he was making history at the time, but he was the first dental student in the nation to apply for a license to practice through a new portfolio examination. Beroukhim, along with five other students from the Arthur A. Dugoni School of Dentistry, were the first group of dental students in the country to apply for licensure using this method.

This new pathway to obtaining a license was approved by the California legislature in 2010. For years, committees of faculty members from the state's six dental schools worked to develop patient parameters and grading criteria for the standardized evaluation system. In 2007, the Dental Board of California initiated the process of re-evaluating the clinical exam and worked with the state's dental schools to explore alternative methods.

The Arthur A. Dugoni School of Dentistry was the first school in the state, and in the country, to have students apply and gain licensure through the portfolio exam process. Drs. Dan Beroukhim, Cooper Differding, Daniel Feldman, Kaitlyn O'Brien, Derek Nishimori and Julia Ann Nishioka all from the Class of 2015, were part of this innovative group.

licensure by portfolio is a true assessment of a student's competency. Licensure by portfolio is more practical for students as well because students are given more time to complete the portfolio and have the flexibility to bring patients in at a time when it is convenient for both students and patients."

Previously, there were only two pathways to initial licensure in California. One is a clinical exam administered by the Western Regional Examining Board. This process involves a two-and-a-half-day exam which includes students' demonstration of dental treatment competencies on a patient. A second pathway involves completing a postdoctoral residency program in either Advanced Education in General Dentistry or General Practice Residency.

With the new portfolio exam, students now have the option to build a portfolio of completed clinical experiences and competency exams in six subject areas over the entire course of their final year of dental school. The process consists of sequential candidate evaluation and passing competency examinations performed on patients of record. Faculty members evaluate students in six areas in accordance with grading criteria set by the Dental Board of California.

The portfolio exam option currently gives initial licensure for practice in California only.

"My journey towards licensure through portfolio was a great experience which included the opportunity to work closely with faculty towards my dental license," Beroukhim said. "I believe that li-

"This new pathway is an exciting development that provides more options for our graduating students to obtain their licenses," said Dr. Sigmund Abelson '66, associate dean for clinical services. "We are confident that our extensive preparation and calibration among our faculty members will serve this process well as the training of faculty for this pathway has been a significant enhancement to their clinical teaching skills."

Will the portfolio exam become part of a national trend? It's too soon to tell, but the eyes of dental school administrators will be on the Golden State's dental schools in coming years.



PHOTO BY JON DRAPER

Left to right: Dr. Dan Beroukhim '15, Dr. Sig Abelson '66, associate dean for clinical services, and Dr. Daniel Feldman '15.

First Scholar Graduates from Pacific's International General Dentist Educator Program

Dr. Fawaz Alzoubi recently became the first global scholar to graduate from Pacific's International General Dentist Educator (IGDE) program.

The program started in 2010 through collaborative effort between the Arthur A. Dugoni School of Dentistry and Gladys L. Benerd School of Education. Designed for international scholars looking to further their dental education and eventually become dental educators, the program brings students from abroad to Pacific for five years of advanced training and graduate work.

Clinical education is provided through a two-year Advanced Education in General Dentistry (AEGD) residency program leading to a clinical certificate upon completion of both years. Didactic education is provided through a two-year graduate program leading to a master's degree in education. The final year of the program consists of completing a thesis project (if not completed in the previous year) and teaching experience in didactic, preclinical and clinical education.

"What I have accomplished here at Pacific during my five-year program is a reflection of the kind of education and training I received at this wonderful institution," said Alzoubi, who plans to return to Kuwait to teach and practice at Kuwait University. "Pacific is an amazing place, and I truly cherish the time I spent here. It's been a wonderful journey that I enjoyed very much. I look forward to starting an extension of the Pacific family as an international scholar."



PHOTO BY JON DRAPER

Dental Hygiene Program Plans for Move to San Francisco

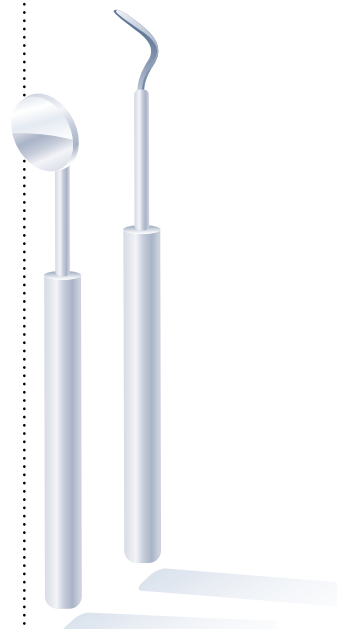
It will soon be a new era for Pacific's highly regarded Dental Hygiene program, as school leaders plan for the move of the clinical training portion of the program to the University's San Francisco campus.

For many years, both the program's general education curriculum and clinical portion have been delivered on Pacific's Stockton campus. Starting in January 2017, students in the 18-month clinical portion of the program will study and practice in the clinics at the San Francisco campus at 155 Fifth Street. Pacific will continue to provide general education "predental hygiene" requirement coursework in Stockton. Some hygiene students fulfill these general un-

dergraduate education requirements at Pacific's Stockton campus, while others complete their general curriculum at other schools and then transfer to the Dugoni School of Dentistry for the clinical portion.

The program's move will allow for increased connection to the school's San Francisco-based dental clinics and programs, enhanced intraprofessional opportunities in the field of oral health-care, opportunities for hygiene students to learn alongside dental students in the DDS, IDS and residency programs and access to a large base of patients who use the school's San Francisco clinics.

The baccalaureate-level program allows graduates to pursue positions in teaching, research, administration, public health, private industry and other areas of hygiene practice, as well as to pursue entry into advanced degree programs. For more details about the future move, or to get involved with the program as a faculty member or prospective student, contact Deborah Horlak, program director, at dhorlak@pacific.edu or (209) 946-7394.



C. DORIOT.

DENTAL ENGINE.

No. 503,740.

New Virtual Dental Museum Highlights Dental History Online

Patented Aug. 22, 1902.



Five new exhibits showcasing fascinating artifacts of dental history can now be viewed on a new website, dentalmuseum.pacific.edu. The exhibits are also on display on digital kiosks located on the first and fourth floors of the dental school. The work is part of the ongoing virtual museum project, which began in 2012 as a creative way to present the school's A.W. Ward Museum of Dentistry Collection. For the past two years, Dr. Dorothy Dechant, museum curator, has been working closely with school photographer Jon Draper to carefully photograph artifacts of all shapes and sizes—from tiny dental burs to heavy antique dental chairs.

Viewers can browse through five exhibits: "Please Have A Seat: Evolution of the Dental Chair," "A Dynamic Decade: Speeding Up the Handpiece," "Painless Promises: Business Cards of the Victorian Dentist," "Still Lives in Dentistry: The Artifacts" and "There & Back Again: Our San Francisco Story."

The idea for the virtual museum took shape as the school was determining how the museum would transition to its space in the

dentalmuseum.pacific.edu

INVENTOR

Constant Doriot

By City J. J. Peyton

WITNESSES

Edw. J. ...

PHOTOS BY JON DRAPER

Jacob N. Bilt



Facing page top to bottom: Illustration from Victorian-era business card; Steele's improved bridge repair outfit circa 1918; Power mixer owned by Dr. Fred West, '17, circa 1960; Tod Co dental floss, circa 1905.

This page top to bottom: Illustration from Victorian-era business card; portable field dental chair World War I era; page from the virtual museum website.

new school building. A virtual presentation was the creative solution that would allow broader access to the museum and digitally showcase artifacts that have been in storage due to space limitations. A team of colleagues in the Design and Photo, Marketing and Communications and Information Technology divisions worked with Dechant to create the website and kiosk exhibits.

The A.W. Ward Museum of Dentistry Collection was founded in 1974 in honor of one of the school's early graduates and a pioneer of surgical periodontics, Dr. Abraham Wesley Ward, P&S Class of 1902. Most of the artifacts date from the mid-1800s to mid-1900s.

The school's Institute of Dental History and Craniofacial Study maintains four collections, the A.W. Ward Museum of Dentistry being one, to support the preservation and study of dental history, craniofacial biology and evolution. Students, researchers and dental professionals interested in studying the collections may contact Dr. Dorothy Dechant, museum curator, at (415)929-6627 or ddechant@pacific.edu.



Upcoming Events

Asilomar Retreat
February 19-21, 2016
Pacific Grove

117th Annual Alumni Meeting
March 4-5, 2016
InterContinental Hotel

Legacy Ball
March 5, 2016
City View at Metreon

Pacific Pride Day
April 9, 2016
Dugoni School of Dentistry

Alumni/Graduate Banquet
June 10, 2016
The Ritz-Carlton

Thanks a Bunch Brunch
June 11, 2016
The Four Seasons

Commencement Ceremony
June 12, 2016
Masonic Auditorium



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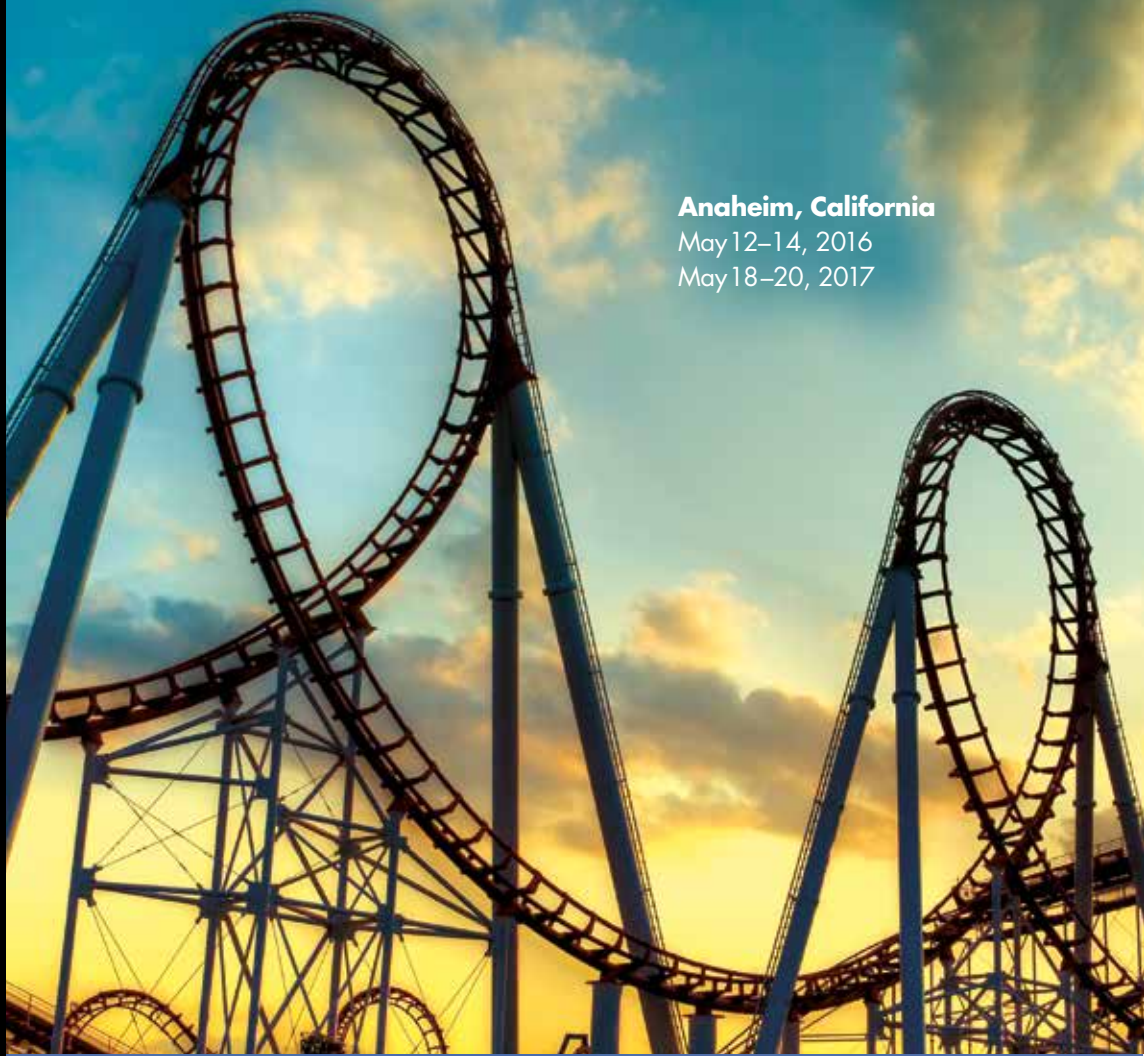


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May 12–14, 2016

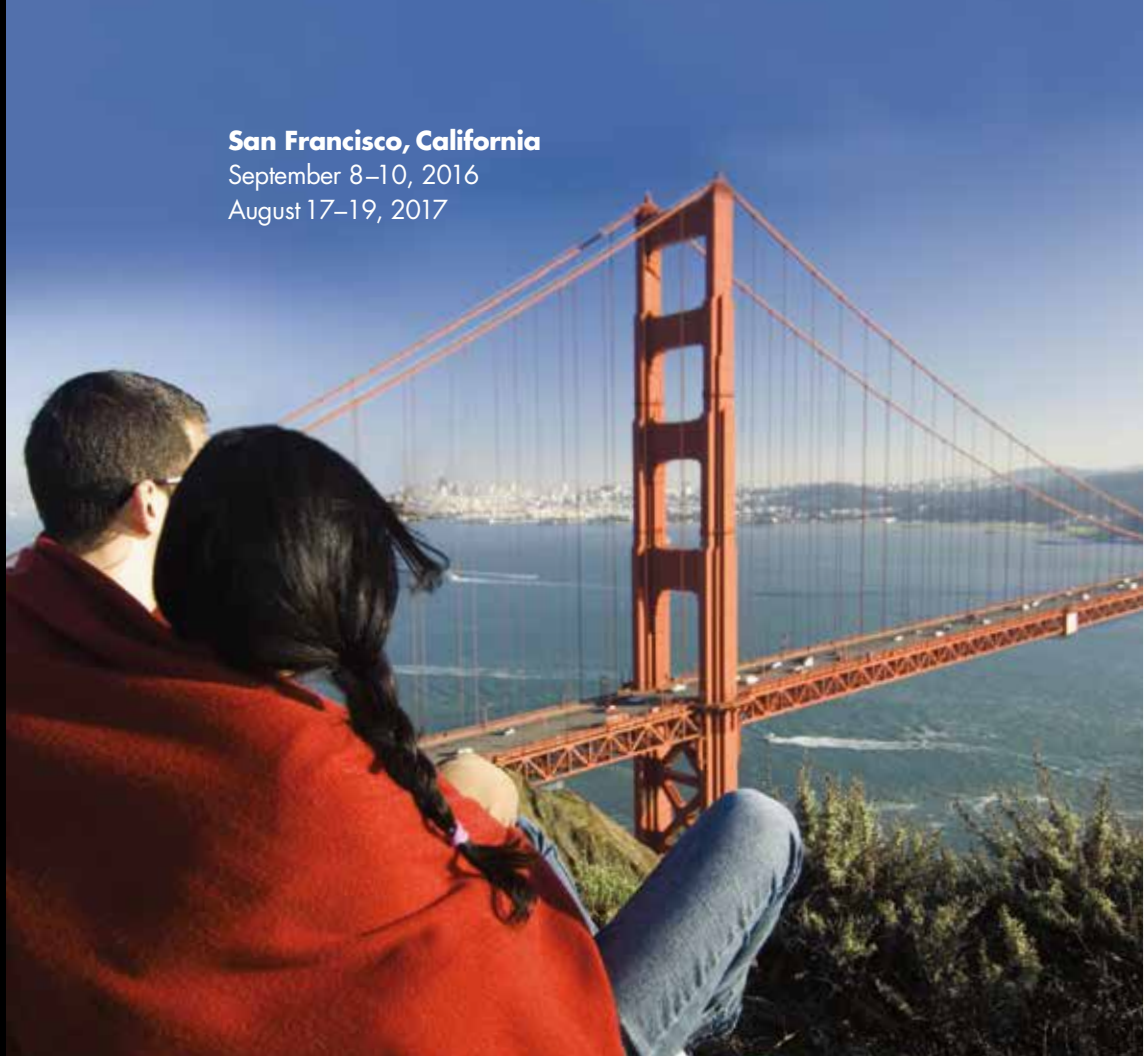
May 18–20, 2017



San Francisco, California

September 8–10, 2016

August 17–19, 2017



New Chair of Department of Biomedical Sciences Named

Dr. David Ojcius recently joined the school as chair of the Department of Biomedical Sciences, bringing a wide range of research, scholarship and leadership skills to his role.

Ojcius completed his baccalaureate and PhD training in biophysics from University of California, Berkeley, and two postdoctoral fellowships at Harvard and Rockefeller University. He then worked for 13 years at the Institut Pasteur in Paris and the University of Paris-Diderot, where he studied interactions between human pathogens and the host immune system, and taught biochemistry, immunology, cell biology and microbiology. He recently served as professor, chair and vice provost for academic personnel at University of California, Merced.

Ojcius has a sustained record of scholarship and \$2,300,000 of funded research from the National Institutes of Health (NIH) as principal investigator since returning to the United States in 2004; and since 2010, he has served as a permanent member of the Oral, Dental and Craniofacial Sciences (ODCS) study section of the National Institute of Dental and Craniofacial Research/NIH.

Ojcius is also editor-in-chief of *Microbes and Infection*, a journal published by the Institut Pasteur, and he is on the editorial boards of several journals that publish results from research in the biomedical sciences or projects related to sustainable development. He replaces Dr. Leigh Anderson who had served as department chair since 2009. Anderson will continue teaching part time as a professor for the school's basic science courses.



PHOTO BY JON DRAPER

Dr. Bedrossian '15 Received Wands Fellowship

Dr. Edmond Armand Bedrossian '15, a first-year resident at the University of Washington School of Dentistry, recently received the David H. Wands Fellowship in Graduate Prosthodontics. Bedrossian is the 14th recipient of the \$10,000 award. Dr. Wands, a long-time member of the graduate prosthodontics faculty at UW, established the award to support and inspire recipients to pursue an academic career in prosthodontics education.

Before studying at the Dugoni School of Dentistry, Bedrossian pursued postbaccalaureate studies at University of California, Berkeley, after receiving a degree in biology from University of San Francisco. He learned some of the basics of his future specialty while working in a dental laboratory. He had thought about practicing general dentistry, studying periodontics or following his father's footsteps into oral and maxillofacial surgery, but his father actually encouraged him to consider prosthodontics, in part, because of the specialty's growing emphasis on implantology.



Bedrossian is the son of Dr. Edmond Bedrossian '86, an oral and maxillofacial surgeon who serves as a professor in the dental school's Department of Oral and Maxillofacial Surgery and director of surgical implant training at University of the Pacific and Alameda Medical Center.

Dr. Bedrossian '15 receives his diploma from President Eibeck at the 2015 Commencement.

PHOTO BY JON DRAPER

AROUND CAMPUS

PHOTOS BY JON DRAPER



PHOTO BY JUN WEAVER



▲ 2015 IDS Valedictorian Dr. Basil Al Shaikhly speaks at the Commencement Ceremony.

◀ Bridge Builders event promotes global awareness.



◀ Sim Lab snapshots
▼





▲ First-year students volunteer at the SF Botanical Gardens.



First-Year Retreat at the Presidio



Punk rock in the Molinari Great Hall



◀ Bradd Jenkins wins Employee of the Quarter award.



Kahala Bishaw celebrates life with a Hula performance. ▲



Jan Yanehiro, U.S. Congresswoman Jackie Speier, University President Pamela Eibeck, Bonnie Kwong and Stacy McAfee tour the campus. ▲



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Pacific Ranked 6th Among Private Universities in California by *U.S. News & World Report*

University of the Pacific tied with University of San Francisco for the No. 6 spot among California private institutions in *U.S. News & World Report's* annual Best Colleges ratings of national universities released in September.

Nationally, Pacific ranked No. 108 among 268 institutions in the category, tying with University of San Francisco, Illinois Institute of Technology, Iowa State University, University of Dayton, University of Oklahoma and University of South

Carolina. In addition, Pacific ranked among the top 15 institutions nationwide for ethnic diversity. And Pacific again made the short list of "A-Plus Schools for B Students."

"University of the Pacific is deeply committed to our wonderfully diverse and engaged student body, and proud of the superb education we offer them," said University President Pamela Eibeck. "These rankings reflect our commitment and our students' success."



Pacific Welcomes Largest Class of Graduate, Professional Students

University of the Pacific enrolled its largest-ever number of graduate and professional students this fall, thanks to newly launched degree programs on the University's San Francisco and Sacramento campuses.

Across Pacific's three campuses, more than 900 new graduate students are enrolled. Pacific also welcomed more than 1,100 new freshmen and transfer students to its Stockton campus. More than 86% are California residents, up from 83% last year.

"Each year it is my great pleasure to welcome the newest members of the Pacific family," said University President Pamela Eibeck. "They have chosen an institution with a rich history and an exciting future. Our highest commitment is to their success. On each of our campuses—Stockton, Sacramento and San Francisco—our faculty are deeply dedicated to teaching and learning. Pacific students leave the University with a superior education, prepared for successful careers and leadership in their communities."

The San Francisco campus welcomed 60 students to inaugural graduate programs in analytics, audiology, food studies and music therapy, as well as more than 180 new dental students to the Arthur A. Dugoni School of Dentistry.

The Sacramento campus welcomed 20 students to inaugural MBA and EdD (doctorate of education) programs, along with 178 first-year law students and 47 students pursuing master of laws, master of science in law and doctor of judicial science degrees at the Pacific McGeorge School of Law.





22ND ANNUAL

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Chrystle Cu '08 | Changing the Way You Floss

As a practicing dentist at Young Dental Group in San Mateo, California, Dr. Chrystle Cu '08 felt like she was treating the same diseases and conditions over and over again and her message about oral health education was falling on deaf ears.

“Though I invested a generous amount of time on hygiene instruction with each of my patients, my message wasn’t adequately getting across,” says Cu. “Floss was simply undesirable.”

So Cu and her sister Catherine Cu—a Stanford entrepreneur and non-flosser—worked together, interviewing family, friends and patients to understand their flossing habits and feelings about floss. Their finding: flossing and oral care are universal pain points. Their goal: making flossing seem less like a chore and more like a treat.

The result is Cocofloss—a soft, microfiber, Caribbean blue dental floss that the creators say is more effective at removing plaque than the average floss. It’s infused with coconut oil to ensure smooth gliding and prevent shredding and has natural flavors and aromas to make it enjoyable to use.

As Cu notes, brushing your teeth daily is something everyone grew up with, whereas flossing is often introduced later in life. “In the early years, kids don’t floss because they don’t yet have the dexterity for it and most of their teeth don’t touch. Next they’re in braces, when they can’t floss even if they tried. Before we realize it, they’re adults. Professionals struggle to help adults build new habits.”

“We started this company to make flossing and oral care more rewarding, delightful and accessible for everyone,” says Cu. “We want to inspire people to take good care of their smiles by creating products and experiences people love.”

During her time at the Dugoni School of Dentistry, Cu served as president of the Student Community Outreach for Public Education (SCOPE) program, which is a student-run volunteer community service organization at the dental school. SCOPE officers encourages the student body to take active roles in sponsoring or participating



in activities such as prevention education and screenings to underserved members in the Bay Area community. Through all the events helping out in the community, Cu learned that succeeding as a student doctor meant helping patients understand the state of their mouths and how to improve their long-term health.

CONTINUED ON PAGE 18

ALUMNI PROFILE

This sense of community health awareness stuck with Cu after graduation, and she's using her

and oral health care education to children. The program is supported by volunteer dentists and students from the Philippines and the United States.

"During my time at the Dugoni School, I learned that oral health education and prevention are the most valuable gifts that we can pass to our patients and peers."

company as a platform to give back to the community. For every Cocofloss product purchased, the company pledges to deliver dental essentials to someone in need. She's teamed up with Philos Health, a non-profit organization established to improve health services in the Philippines. Philos provides medical, surgical and dental services during visits to the Philippines three times a year. Their latest initiative, Philos Dental, will provide a brand-new dental clinic as well as supplies, staff

"During my time at the Dugoni School of Dentistry, I learned that oral health education and prevention are the most valuable gifts that we can pass to our patients and peers," says Cu.

And what advice does Cu have for all of us? "Cocofloss daily!"

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Back to School: Our RDAEF program gets an



A+

By Christina Boufis

When her dentist at a busy cosmetic dental practice brought up the idea of enrolling in the RDAEF program at the Arthur A. Dugoni School of Dentistry, Leann Haas jumped at the chance. “I love dentistry and I love to continue learning. I was super excited,” says Haas, who enrolled in 2011 and graduated in 2012 as part of the first graduating class.

The Registered Dental Assistant in Extended Functions (RDAEF) program started at the Dugoni School of Dentistry in June 2011, explains Dr. Jane Wright-Hayes, director of the Division of Continuing Dental Education. It was the brainchild of Dr. Molly P. Newlon ’82, course director, who was involved in a smaller program at University of California, San Francisco, for many years. “But when they decided to drop it,” says Wright-Hayes, “she wondered whether we wanted to pick it up and do it here.” The answer was yes.

The application process to the Dental Board of California was extensive, says Wright-Hayes. “It took about a year to get approved,” says Newlon. And the Dugoni School of Dentistry is one of only two Dental Board of California-approved providers of the RDAEF program in Northern California.

“About seven years ago, the dental board approved the type of functions that an RDAEF would be licensed to do,” explains Newlon. “So, I created the course from scratch, and it went from about 11 days (at UCSF) to 45 days (at Pacific)—quite a bit bigger.”

The 410-hour course begins in August and runs until May, about 22 weekends. It meets for eight hours on several Saturdays and Sundays, says Newlon. “It’s a lot of work for everybody. In given treatment areas, the RDAs receive the same training that our dental students do,” she adds.

What does an RDAEF student learn? Placing and finishing permanent direct restorations, such as amalgams and composites; making impressions for tooth-borne removable partial dentures; fitting and cementing endodontic master

points and accessory points for root canals; cord packing and final impressions for crown and bridge; and doing oral health assessments in community dental settings are some of the major categories, says Newlon.

“It’s hundreds of hours of lectures, hundreds of hours in the simulation lab working on the manikins. It’s pretty extensive. The students learn a lot,” says Dr. Brian Kenyon, associate professor in the Department of Dental Practice and a group practice leader in the student dental clinic, who teaches in the RDAEF program.

In addition to the didactic and extensive lab work, “Students are required to complete 20 restorations in a dental office where they work on patients under the direct supervision of their dentist,” explains Newlon. At the end of the program, students can take an exam administered by the Dental Board of California, and, if they pass, “then they’re licensed EFs and able to complete those functions in a dental office under the direct supervision of a dentist,” says Newlon.

“It was a whole year of my weekends,” says Denny Pham, RDAEF Class of 2013, who works at the Marin County Dental Service’s Community Clinic, serving a low-income population. “But I looked forward to going to the dental school and learning new things. I was very lucky,” he added. “I learned from Dr. Kenyon and Dr. Newlon—the best instructors. They taught me lots of things that I applied to my job very easily.”



For Kenyon, the feeling of excitement is mutual. “I think it’s a great program. I really enjoy teaching in it. I love teaching in general, but the dental assistants are so eager to learn, and they are just a pleasure to work with. It’s really rewarding for me.”

Leann Haas calls the program a “life changing experience.” But, she adds, “I wouldn’t even call it work because I love dentistry, and they made the experience so positive. I looked forward to going on the weekends,” says Haas. “You’re there for eight hours a day, which went by so fast. You’re constantly learning, and I didn’t feel like it was work at all.”

One challenge that students face is monetary. “It’s expensive to take the program, so many students are asking their dentists to help them through,” explains Wright-Hayes. “What is heartwarming is that more and more dentists are stepping forward and saying, ‘I value my team members so much, and this is such a benefit not only to me but also to them.’ Some dentists even pay the entire tuition for their dental assistants.”

Dr. Mark Harris, who’s had a private practice in Eureka, California, for almost 42 years, did exactly that with two of his dental assistants, one who recently completed the program and another who is just starting this year. Both of his dental assistants had worked for him for decades, and it was he who first proposed the idea. “You would have these valuable skills and increase your earning potential with just going to school for one

**“They
love what
they’re
doing.”**

—Dr. Brian Kenyon

year,” he recalls telling his assistants.

What did his dental assistant gain from the program? “She had really good skills and a good knowledge of dentistry going into this, so it wasn’t difficult for her,” explains Harris. “But she gained knowledge about how to handle materials you use to restore teeth and got a better understanding of what her eye needed to see to be able to construct a restoration for a tooth. Your hands can’t do what your mind doesn’t know,” he adds.

Now that his first dental assistant has successfully completed the program, Harris says it makes his work life easier. “I don’t have to do the fillings that I used to have to place after I’ve prepared the tooth to receive them,” he explains. “Once you’ve done your first 10,000 fillings, you know how to do it, you’ve done it. But that’s not one of the easy aspects of dentistry.”

Once his assistant enrolled in the program, some of their roles were reversed, recalls Dr. Harris. “We were working a lot of the time with me being the dental assistant and her being the operator. I’d be right there watching her place the fillings and helping her with instrumentation. To have somebody that gets to the skill level where you trust that they can pull that off and do it properly, that becomes a big load off the dentist’s back. Not only does it lessen the intensity of what you do all day, but your efficiency goes up.”

Kenyon hears similar things from students who’ve

gone through the RDAEF program. “They love what they’re doing,” he says. “It gives them an opportunity to do a lot more for the dentist. It gives the dentist an opportunity to be able to see more patients, and if there’s a shortage of dentists, it can allow a clinic to see more patients, so it’s a win-win for everyone.”

Just ask Dr. Michael Aaronson ’66, part-time director of clinical services at the Marin County Dental Service who estimates the clinic serves 50 to 60 patients a day, depending on emergencies. “We’re funded exclusively by the county as a safety-net service, and we take patients no one else will see,” he explains. Having Denny Pham successfully complete the RDAEF program has been a tremendous help at the clinic. “It’s a great benefit,” says Aaronson. “Denny’s able to do many of the tasks that previously were restricted to dentists. He’s able to finish many restorations, to adjust and fix and cement restorations. It frees up some of the other dentists to perform other tasks like oral surgeries. It’s been very valuable for us to have him, and we truly appreciate his ability and experience.”

For Haas the range of functions she’s now able to do has also expanded. “Now on top of the typical RDA license, I’m able to cement final crowns and veneers, finish composites and restorations. That allows my dentist extra time, so once she starts the procedure I’m able to take over while she’s able to do more productive procedures.”

In addition to freeing up her dentist, an added benefit is to serve as “almost an extra set of eyes for the dentist. You have a better understanding and knowledge of why things are done,” says Haas. “My

**“It adds to
their
professional
growth.”**

—Dr. Molly Newlon



“Best decision I ever made.”

For more information about the RDAEF program, visit dental.pacific.edu/ce1 or contact the Division of Continuing Dental Education at cedental@pacific.edu or (415) 929-6486.

dentist really appreciated all the new skills I’ve learned because I’m able to communicate things that I see on a tooth that she probably couldn’t see on her side of the patient.”

Harris echoes the sentiment about his dental assistants, saying that their level of observation has increased. “Instead of looking in the mouth and dental assisting, they’re now looking in the tooth to understand exactly what I’m doing and how I’m doing it.”

As for the graduates, many of them continue to keep in touch, touting the benefits of the RDAEF program. “They’re all so happy that they did it,” says Newlon. “It adds to their professional growth. They are more valued members of the dental team. They can work much more independently than they ever did before, and make more money.”

“If I could go back to school, I’d do it all over again,” says Haas. “The Dugoni School of Dentistry felt like it was a close-knit family, which was awesome. I didn’t even want to graduate.”

Newlon recalls what one graduate of the RDAEF program recently posted on her Facebook page. “Best decision I ever made.” For students and instructors alike, the RDAEF program at the Arthur A. Dugoni School of Dentistry earns an A+.

Christina Boufis, PhD, is a freelance health and medical writer from the East Bay.





Serving and Changing the SoMa Community

By Kathleen A. Barrows

Dr. Sig Abelson '66, associate dean of clinical services, has lots of stories to tell about patients being served at the Arthur A. Dugoni School of Dentistry's new campus. He remembers well a neighborhood woman, with no money, who had tripped and broken her two front teeth. The emergency department was able to correct her fractured teeth with crowns, and she walked out with a smile that might help her win a job. There were the children with swollen faces, screaming in pain, brought in by their worried parents who are so grateful to have the clinic nearby.



Stories like these were just a small part of what members of the dental school community—faculty, students, staff, donors—told us when we asked about how the move had affected our service to the community, the students’ experience and the surrounding SoMa community. Everyone agrees that the future of the dental school seems to be as bright as the light now shining through the new building’s windows.

Serving more patients and increasing access

“If you build it, they will come.” It’s an old adage that Interim Dean Nader Nadershahi ’94 says, “certainly rang true for us as we opened our doors to the public.” Everyone agrees that the location—only 1.5 blocks from the Powell Street BART/Muni Station—has been a big plus. In the past, patients would have to connect from BART and take an extra bus or two to reach Pacific Heights.

As a result, the increase in patient numbers has been tremendous. Abelson estimates that we are treating 25% to 30% more patients compared to a year ago. “We have too many patients,” he admits, pointing out that many dental schools have a challenge in providing patients for their dental students.

Now, with a larger and more efficient clinic, the pediatric dentistry program has grown by 40%. Ninety percent of pediatric patients whom the dental school treats are on Denti-Cal. And in a city like San Francisco, where nearly 40% of children have tooth decay by the time they reach kindergarten (in comparison to a 33% national average), that’s important. Emergency services and the orthodontic clinic have also experienced large increases.

Of course, the recent decision by Western Dental to no longer accept Denti-Cal patients in California has put increased pressure on the system. The school is only able to take a few new patients a day for comprehensive care. But Abelson assures us, “We’re taking as many new patients as we can and no one is turned away for emergency services.”

Enriching the students’ experience and expanding community partnerships

The socio-economic conditions surrounding the new campus have also brought students a broader perspective and a more illuminating experience to better prepare them for the future. As Christine Miller, associate professor and director of community programs, notes, “We’ve been out developing community-campus collaborations for our students for decades. Now we’re really in the heart of the action. The physical proximity to where our clients are living, working and going to school engages students more deeply.” Programs for community members of all ages are just blocks away: from Early Start and Head Start for children to senior housing.

Abelson points out that this experience of interacting with people of diverse backgrounds and ethnicities is a significant mind-opening part of the students’ education. He recalls one student admitting, “Sometimes you have preconceived ideas of the homeless and you don’t know how to interact. But many are really nice people. They just have needs.” Abelson hopes that the students will take those experiences with them when they graduate and help in their communities.

In addition, with the enthusiastic support of University of the Pacific President Pamela Eibeck, new projects are being launched to integrate oral health with other social and health services. Now that Pacific’s audiology program is at the SoMa campus (with food studies, music therapy and data analytics also a part of the San Francisco campus), the dental school is reaching out to these schools as part of a strategic plan to establish linkages for interprofessional education.

Miller reports that from day one of dental school she engages her students in interprofessional health projects with a focus on prevention. Her goal is to demystify health care and social





service collaborations and to enlist students in evolving healthcare delivery projects and models. Recently, for example, Cantonese-speaking pharmacy students from the Stockton campus acted as translators in dental screenings in Chinatown as part of a special project with Chinatown social service and health agencies.

In addition, in collaboration with the San Francisco Public Health Department and University of California, San Francisco, Miller contributed to the 2014-2017 San Francisco strategic plan to advance children's dental health in programs designed around best practices in public health. "It was true synchronicity when the SF strategic plan was released at the same time we were opening our clinic doors to the neighborhood and Bay Area with ready access to public transportation."

Exciting the alumni, donors and patients

There is overwhelmingly positive response to the design of the new building itself. Former Major Gifts Officer Will Hall reports that when he walks the halls of the new school giving tours, "People are flabbergasted at how modern it is." The alumni have come through in a big way. More than half of the \$40 million capital campaign has been secured in gifts and pledges.

But it's not just the stunning new look of the building that has attracted praise and funding from alumni and donors. Melanie and Richard Lundquist, owners of the InterContinental Hotel and former owners of the building that houses the new campus and generous benefactors to the dental school, appreciate the expanded opportunities which the new campus offers to treat the underserved. "What captured our hearts," says Melanie, "was....most importantly

how the school treats its patients, particularly those people in need." It's a location that Richard recognizes as, "much more convenient for all those who are underserved to get quality dental care."

Dugoni School of Dentistry students, too, report the glowing comments of their patients, both new and those who have been coming for 20 years. Dr. Emily Vaccarezza '15, currently doing a pediatric dental residency at San Diego's Lutheran Medical Center, speaks from the perspective of a student who saw patients at both the old and new campuses. The former CDA class representative was excited by the move and says her patients especially enjoyed the "more private" feeling of the new clinic set-up, where patients no longer face each other. She admits it was an adjustment at first for the students not to all work on the same floor, but everyone adopted.

Rosemary Tran, Class of 2016, whose "big sibling" was Emily, agrees. As a third-year student, who also plans to specialize in pediatric dentistry, she never worked in the clinic at the old campus, but reaffirms that patients love the new building and location. Tran always makes a point of asking her clinic patients how

far they've traveled. She reported that her first patient of that day, who now lives just a bus ride away, had exclaimed "how the new building is bright, open and easy to find." Patients also enjoy the modern check-in process and appreciate the security.

As CDA representative for her class, Tran herself is also taking advantage of the proximity to underserved populations. She recently participated in an oral education program for struggling mothers and their children at Compass Family Services in the Tenderloin district, just a few blocks away.

Brightening the neighborhood

But the dental school is not only serving the dental needs and brightening the smiles of an expanding population. It's also helping to change the face of the neighborhood. As Dr. Craig Yarborough '80, senior development officer, explains, "People and local businesses say, 'thank you for coming.' It's brightened the neighborhood."

Yarborough is the dental school's liaison with the Yerba Buena Alliance, an organization which strengthens partnerships among residents, businesses and cultural and educational institutions, stretching from Second to Fifth Streets and Market to Harrison Streets. With the 5M Project—an office and residential complex to be built in stages over the next decade that will transform the lots directly across the street from the school—the area is destined to become a technology hub. Yahoo! is already there in the San Francisco Chronicle Building, and EventBrite and Slack occupy the top two floors of the dental school. Two new apartment buildings just south of the school are under development as well. The burgeoning high-tech industry in the neighborhood also helps expand the demand for the faculty practice.

On another level, it's also helping local restaurants and businesses. Hall meets with potential donors at great local restaurants like Michelin-rated Luce in the InterContinental, The Cavalier and 54 Mint. But it's





not only the high-end restaurants that are appreciative, he says. On Wednesdays and Fridays the food trucks enjoy lines of hungry students, staff, patients and faculty.

Just as San Francisco Mayor Edwin M. Lee had predicted at the dedication of the new building last year, “In addition to enriching San Francisco’s education landscape by training future innovators who will improve the lives of many of our residents, the new campus in SoMa will support San Francisco’s growth and economic vitality.”



It seems to be doing just that, while at the same time broadening the students’ educational experience and creating innovative new health service models. Interim Dean Nadershahi sums it up well: “For years, the Dugoni School of Dentistry has cared for people from all walks of life. Our new location brings us even closer to underserved people in nearby neighborhoods, giving them a state-of-art new home to obtain quality oral health care. It’s exciting to carry on our mission in a new home in a vibrant and ever-changing neighborhood.”

Kathleen Barrows, an East Bay freelance writer, is a contributor to Contact Point.





PHOTO BY BRUCE DAMONTE

Erasing Time and Space in Our Dental Education

By David W. Chambers

Wow, what a magnificent new building. And, the technology to go with it. Imagine a faculty lecturer being able to get real-time feedback from students who merely touch a personal device and the cumulative results appear instantly. Great for testing, stimulating discussion and keeping students involved.

Well, we've come a long way since those primitive days of wood-burning computers. That was Room 411 in the building in Pacific Heights back in 1967. There was a tangle of wires under the floor connecting little dials in the armrests of students' seats to display dashboards on the lectern. We were so far ahead of the times that no one knew how to use that functionality, and it quickly fell into disrepair.

The current building at 155 Fifth Street is a marvel. Its physique is striking. But one might be dazzled by the elephants, marching bands and baton twirlers and miss the parade, unless the focus is on the deep innovation here which is fundamentally digital. We have a new nervous system in the building. That, to a much greater extent than the layout of faculty workstations and clinic operatories, is what is changing the way the Arthur A. Dugoni School of Dentistry does dental education.

And we are unlikely to repeat the mistake of Room 411 because technology is now a pervasive part of our culture; digital savvy is broadly distributed across students, staff and faculty and there are almost no wires to get tangled. Literally, we do not do dental education the same way anymore. And the relationships among us are shifting, even down to re-interpreting our core value of humanism.

It's All a Laboratory

Let's start where students first feel like they are doing dentistry—the simulation lab. Dr. Parag Kachalia '01, vice chair of preclinical education, technology and research in the Department of Integrated Reconstructive Dental Sciences and lead designer of the preclinical facility, turns slightly sideways when he hears this term. "We are not simulating a laboratory; we are simulating the full clinical experience. In every detail possible, the delivery system for first-year students is identical to what they will be using in the clinic, and we hope when they begin practice." The computer system is the same in both places (students' manikins are registered clinic patients), the high-torque electric handpieces are also the



same and manikins have features such as cheeks and tongues. They are designed with space for computer boards which can be programmed to emulate conditions such as gagging and health limitations.

The physical configuration is a U shape—there are eight of them with 18 students each. This shape mirrors the group practice concept used in the clinic (although clinic groups are multi-year) and allows for teaching “in the round.” The electronic instructional platform in the lab has the full complement of camera, PowerPoint and video and Internet access one would expect. But there is a common feature to educational technology in the lab, clinic, lectures and seminar rooms. Everything is tri-level: presentation and access can be instantly customized and delivered to the entire class, groups within the class or the individual student.

The context matters as well. Next to the lab is a grading room. Students slide their projects into numbered cubbies, faculty members retrieve them and work around a table to grade the projects, then replace them in the cubbies. It is expected that this will disappear or be modified, as it is hoped that grading in the future will be digital. For students, there are polishing labs and a wet lab (no busier than they were at 2155 Webster Street) and these too will be replaced with digital impressions and milling. Instead there will be a digital design lab. One ancillary area that will likely remain is the student lounge immediately off the lab. Food, conversation and personal computers will stay. There is even a photocopy machine—unremarkable, except for those of us who can remember the days when administrators had to request photocopying privileges, and only a few got them.

Kachalia gives a grin as he summarizes what this new facility represents. “There is one sense in which it is correct to call this a lab. The faculty members are continuously experimenting to determine the best ways to teach preclinical dentistry. If you come back a year from now, it will be different, maybe sooner, but certainly improvement is constant.” The amount of input received in designing the facility was enormous, both in volume and range of sources. The school partnered with students, staff and faculty, and even with vendors. In fact, there is a standing weekly meeting with the company that did most of the design work because they want to know what is working and what is not. Our students have never been shy about letting us know what might be done better. Because our basic structure is small group configurations and complete digital connectivity, everyone is in the center, and everyone participates in continuous improvements. Very humanistic.

Patient Access

Possession of information is not as important as access to it. The same is true for this building. Patients are in certain areas of the building. Students are in other places, and there is even a floor for faculty and administration. Access is controlled by swiping one’s identification card.

Patients have their own entrance to the building and are greeted by staff and are issued a pass at a computerized kiosk. Taking the escalator to the second floor, they can expect to be greeted by their student dentist who was alerted to their arrival by the kiosk. All records are digital, and there are computer monitors for both students and patients. Faculty members have ID cards to swipe. Radiographs are digital, and soon other aspects of care such as impressions will be digitized. Students can now access their segments of the Axium computer clinic management and patient record system from their laptops anywhere in the building.

The image of students and faculty members lugging around carousel trays of slides or backpacks full of models and notes would be a bit anachronistic. It would not even be correct to think in terms of students and faculty carrying computers filled with the information they need. A better image is that we carry access devices that have wireless connections to information that exists “somewhere.” Occasionally, it is necessary to plug into a display device, as when giving a presentation. But the metaphor is what we need to know is “there” and is rich, publicly owned and constantly being updated. We do not even have to do the updating. The challenge is access, and that is expanding dramatically.



I Never Did Know Exactly What Didactic Meant

All lectures are on PowerPoint or Keynote when presented, but usually are posted on Sakai, a learning management platform, ahead of time and the actual delivery is archived on a system called Dental Lecture Capture. This is supplemented with study guides, schedules, information about test coverage and links to related material not produced at the Dugoni School of Dentistry posted by faculty and students. Students know, for example, that they can use the Internet to access the collection of histology slides at several universities (for free) or look up Centers for Disease Control and Prevention reports on the connections between heart disease and periodontitis that may be more current than the PowerPoint presentations faculty prepared last month.

In the education system for which the old school on Webster Street was built, it made some sense to talk in terms of learning 80% or 90% of what an instructor said. That is largely meaningless today, except in the vestibular ritual of multiple-guess tests.

Our two large lecture rooms are vastly superior to anything a CE speaker could expect at modern convention centers. The multiple large screens across the front of the room can handle up to four different input streams at the same time from as many as six media sources. In addition, there are television screens throughout the lecture and seminar rooms to support breakout groups. Most of this technology is “plug and play” in the sense that the expert connects his or her electronic device to the system and is off and running. No, we did not get rid of blackboards in the seminar rooms. Except they are now white, and many work with colored pens, automatically project to large screens and erase themselves with one click. The days of students crowding to the front of the room to grab a copy of the handout are, of course, gone. If it is not online, there is a serious possibility that it does not exist.

More Can Play

The old model was that information was transmitted from faculty to student. The new model is that faculty and students sit around a virtual table covered with content. But there is a new player in the building on Fifth Street. Staff members have assumed a role in education that goes well beyond the old days of typing course outlines, handouts and final exams. Not that long ago, staff members drew their power primarily from controlling access to faculty members. Virtually every course strand in the curriculum now has a staff facilitator (not a faculty member) who helps manage student learning. Just the business of arranging multiple small group meetings in the building involves one full-time employee, plus the discipline-based staff. It is all electronic, down to green and red digital displays near huddle room doors. The Department of Information Technology, once three brave souls, now has a broad range of experts in many areas, often in direct and continual contact with students and faculty. The number of staff at the dental school has increased 15% in the past five years. Staff members have assumed new importance, and we could not implement technology as we do without them.

Students Are Different

Students tend to see technology a different way than the administration and faculty do. It is not so much about content and transmission of information as it is about participation. It is also about options and connectivity.

Students are motivated to navigate the rich environment of learning opportunities. And just as there are some students with strong biomedical backgrounds and some with natural mechanical ability, there are differences in digital literacy. Some, after all, have graduate training and work experience in IT. But it is the network that matters. Every student has access to the digital tools provided by the school; but most go well beyond that. Facebook is used for sharing class notes, tips about additional material, social events and community service opportunities, interpretations of clinical protocol, appeals for help and venting and humor. Most students have multiple Facebook accounts: some for general broadcast information, some for school business of various sorts and even exclusive accounts. Some are open and some are moderated. Students may organize files by discipline content, as the cur-



riculum and faculty are organized. But they are also organized by media and student life experiences. In the clinic, the computer is centered on the patient experience, not on requirements.

Students learn much of how the digital world works from classmates. The Dugoni School of Dentistry was one of the first dental schools to issue laptop computers to students in the 1990s. In the early days, we insisted that only a single type of school-issued device was allowable, and the faculty voted not to install electrical outlets on the seats when remodeling a classroom because “who knew what students might be doing on their laptops when they were supposed to be listening to the lecturer?”

Access matters to students; and so does redundancy. The usefulness of media content is dependent on being able to get to it in a useable format at the time it is needed. In my interviews with students, the quality of content of instruction was never mentioned—it is assumed. What seems to matter is being able to download content to devices that fit various students’ personal styles and are familiar to them. Having two monitors in each clinic operatory is excellent. One is for the patient, and they will be shown reruns of old sitcoms or homecare instructions, both found by the student from YouTube rather than provided by the school. The other is for the student-dentist. Two monitors are good in the preclinical technique lab as well. One is for faculty members presenting information; the other—in line of sight for students while operating—provides moment-to-moment support.

New Relationships

A cynic might question whether students really do learn more content or get it better than was done in the good old days. Of course, we knew most of the answers to these questions decades ago. In the 1970s, a typical research article in the *Journal of Dental Education* compared student learning in various media formats. We found that media does not matter as long as faculty control the experience. We also did studies when various platforms such as Sakai were introduced to host course content. We found that students glance at newly posted material to see whether it is of value and spend a bit more time with the resources immediately prior to examinations. National Board scores are largely unchanged.

But all of this misses the point. We have a new relationship with information and a new relationship with each other. Learners (and that would include faculty members) can change what they know more quickly these days. That matters a lot because dentistry and the context in which it is practiced are changing at an ever-accelerating pace. It is no longer high praise to say that Professor Centric is the most knowledgeable individual on occlusion in the whole building. Students now have and expect to have a more responsible role in acquiring and managing their learning. They also know that that information is “somewhere,” and they are pretty good at getting it.

What the speed and complexity of information technology has forced on us is a democratization of knowledge. The concept of an expert is drifting; clock hours are losing their meaning as a measure of knowledge. Humanism has gone digital because what we need to know is no longer tightly controlled by a few. We are gaining the technology to break down traditional barriers and allow more people to participate in the advancement of dental education.

Remember that old tangle of wires in Room 411 that was a showcase for progressive technology in the “new” building on Webster Street? That was then and there. We did more than move to a new building.

We are erasing time and space in dental education.

David W. Chambers, PhD, is a professor of dental education and former academic dean at the Dugoni School of Dentistry, and is editor of the American College of Dentists.



ALUMNI SCENE

◀ Alumni/Graduate Banquet at The Ritz-Carlton PHOTOS BY BRUCE COOK





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Pacific Dugoni Foundation Names New President, Adds Board Members

The Pacific Dugoni Foundation Board of Directors recently approved Dr. Gabby Thodas '77, Ortho '95 as its new president. Thodas currently serves as a co-chair of the Arthur A. Dugoni School of Dentistry's "Building Our Future, Embracing Our Legacy" fundraising campaign and has been involved with the school for years as a faculty member, alumnus and supporter. Dr. Thodas succeeds Dr. Ed Bedrossian '86, who served as president for two years.

After graduating in 1977 from the Dugoni School of Dentistry, Thodas practiced general dentistry for 16 years and was a clinical instructor of fixed prosthodontics at the school for three years. She completed her graduate orthodontics training at the Dugoni School of Dentistry in 1995. Today, she is clinical director of the school's graduate orthodontic residency program. She is married to fellow dental school alumnus Dr. Gary Thodas '77, also a long-time friend of the school.

The Pacific Dugoni Foundation is the school's fundraising arm, overseeing a variety of programs and events to raise money for school initiatives. The foundation also welcomed two new board members: Dr. Kelvin C. Choi '77 and Dr. Saam Zarrabi '08.

Dr. Kelvin Choi '77 started his successful South San Francisco dental practice more than 25 years ago, after graduating from the dental school, where he also taught fixed prosthodontics from 1977 to 1980. He is the father of four children, three of whom chose to go into dentistry. The school recently named its group practices 2D and 3D in recognition of a \$200,000 gift from the Choi family. Choi's dental practice serves the community in many ways, including through its well-known "Smiles for All" day of free dental care for the public.

Dr. Saam Zarrabi '08 is also a graduate of the Dugoni School of Dentistry. He co-founded Rodeo Dental & Orthodontics in Texas and has been a leader since its inception. Rodeo Dental has made a \$250,000 gift to name a landing area at the new dental school. This entrepreneur has guided the pediatric-friendly multidisciplinary group practice through significant expansion and, along with Rodeo, has engineered the successful launch of 14 dental practice locations across Texas. Zarrabi supports the community through involvement with The LEAP Foundation and Dentists Who Care.

For more information about the Pacific Dugoni Foundation, visit www.dental.pacific.edu and click "Support the School."

www.dental.pacific.edu/campaign



PHOTO BY JON DRAPER

Development Team Welcomes Three New Members



PHOTO BY JON DRAPER

The Arthur A. Dugoni School of Dentistry welcomes three individuals—(left to right in photo: Melisa Caminata, Mynor Aragon and Charleen Yson)—to the school's Office of Development. They will work together with the development team to continue the school's fundraising efforts.

As the annual fund manager, Aragon oversees unrestricted support of the school, reunion giving and fundraising for the campaign. He has seven years of experience in higher education, most recently as head of the parent giving program for University of the Pacific in Stockton. Previously, he managed major gift prospects and reunion giving at University of San Francisco's law school. Aragon holds a bachelor's degree in politics, a master's degree in non-profit administration and an MBA—all from University of San Francisco.

Caminata serves as a development officer and will focus on identifying, cultivating and soliciting gifts in the \$5,000 to \$25,000 range. She spent the last three years leading the reunion giving program at the University of the Pacific in Stockton. Born and raised in Stockton, Caminata earned her bachelor's degree in history from Sacramento State University and started her fundraising career there as a student caller.

Yson is the team's administrative assistant. She has been a receptionist in the school's dental clinic for the past two years. Prior to working for the school, she was an administrative assistant at California Pacific Medical Center.

[www.dental.pacific.edu/campaign]



\$24m
to date

Memorial and Honor Gifts

PHILANTHROPY

This list reflects memorial gifts from February 24, 2015 through August 1, 2015.

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If you are interested in making a memorial or honor gift, contact the Development Office at

415.929.6431

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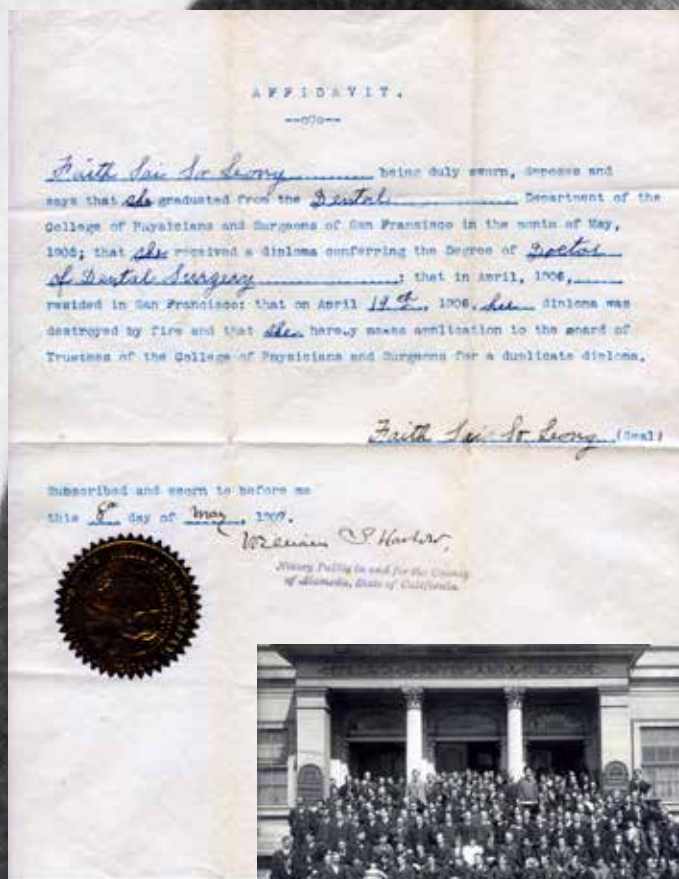
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Faith Sai So Leong, the first Chinese American woman to receive the DDS degree from a dental school, graduated from P&S in 1905 and set up practice on Washington Street in San Francisco. She submitted this 1907 document applying for a second copy of her diploma, to replace the first that had perished along with her office in the 1906 earthquake fire.





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