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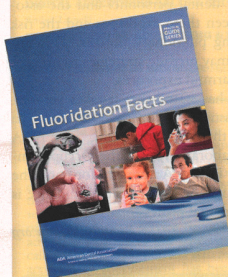
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BRIEFS

New edition of ADA's premier resource on fluoridation available

Dental professionals who have questions about water fluoridation can turn to the updated 2018 edition of "Fluoridation Facts," which was released in March.

Compiled by the experts of ADA's National



Fluoridation Advisory Committee, Fluoridation Facts is the ADA's premier resource on fluoridation.

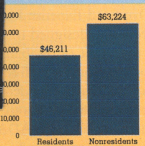
This 114-page publication provides the latest scientific information about the efficacy and safety of water fluoridation. It also includes information on fluoridation's effectiveness, role in health policy and the benefits of fluoridating community water supplies. The book also features evidence-based responses to common questions put forth by groups opposed to fluoridation. 10

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AT THE FACTS

Average first-year tuition

Of 67 of 68 U.S. dental schools in operation and first-year nonresident students more tuition than first-year resident students. The average difference was \$17,013 for the 2015-17 school year.



* Helps Not Int...

Source: ADA Health Policy Institute. ADA-nphip/iphp/iphp/iphp ver. 2018

ADA announces 10 under 10 winners

New Dentist Committee recognizes advocates, philanthropists, educators in inaugural awards

Dr. Vanessa Benavent
Clarksville, Maryland

Dr. Jon Copeland
Wildwood, Missouri

Dr. Gerald E. Davis II
Nashville

Dr. Mai-Ly Duong
Mesa, Arizona

Dr. Michael Kroll
Lawton, Oklahoma

Dr. Christine Meiners
San Antonio

Dr. Hubert J. Park
Cambridge, Massachusetts

Dr. Kristopher P. Rappold
New Orleans

Dr. Amisha Singh
Aurora, Colorado

Dr. Katie Vincer Sears
Columbus, Ohio

BY KIMBER SOLANA

An entrepreneur who established an athletic mouth guard company. A cancer walk organizer. A founder of a student-run free dental clinic at Tufts University.

The ADA announced March 6 the recipients of its inaugural 10 Under 10 awards, which recognize 10 new dentists who demonstrate excellence in their work, community and inspiring others.

Selected by the ADA New Dentist Committee from more than 200 nominations, the winners showcase the personal and professional successes of new dentists and how well they have mastered the art of balancing the many transitions of

See WINNERS, Page 16

Oral cancers highlighted for April awareness

BY MICHELLE MANCHIR

April is Oral Cancer Awareness Month and a good time for dental professionals to consider their role in screening head and neck cancers and making referrals when appropriate.

The ADA offers resources on the topic of head and neck cancers based on the best scientific evidence.

In 2017, the ADA released a clinical practice guideline for the evaluation of potentially malignant disorders in the oral cavity.

It offers clinicians an overview about the potential use of adjuncts as triage tools for the evaluation of lesions, including potentially malignant disorders in the oral cavity. The guideline also offers six recommendations, including that all adult dental patients should receive an intraoral and extraoral conventional visual and tactile examination when visiting

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Dummies make learning easier

Simulation laboratory provides dental students with authentic experience treating patients

Editor's note: In November 2017, the ADA News launched Becoming a Dentist, a series of stories that follow three dental students at the University of Maryland School of Dentistry — Dan Yang, LaShonda Shepherd and Ben Horn — during their journey of becoming dentists. The first story, which introduced the students, ran in the Nov. 6 ADA News.

BY JENNIFER GARVIN

Baltimore — "Did you get all your wax off?" "What drill speed are you using?" "How do the burs go? From white to red or red to white label?"

Welcome to eavesdropping during operative den-

istry, the course that gets to the heart of dentistry: Improving someone's smile.

Today's assignment is to place a Class IV composite restoration on tooth No. 8. At the University of Maryland School of Dentistry, the operative dentistry program spans all four years of school. The first-year students receive hands-on experience in a simulation laboratory where they familiarize themselves with and learn to use typical dental materials on mannequins. Bit by bit the challenges they face and the knowledge they gain become increasingly complex, culminating in



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Simulation

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dental materials on mannequins. Bit by bit the challenges they face and the knowledge they gain become increasingly complex, culminating in their final two years when the students are tasked with developing treatment plans and treating their patients in the school's clinic.

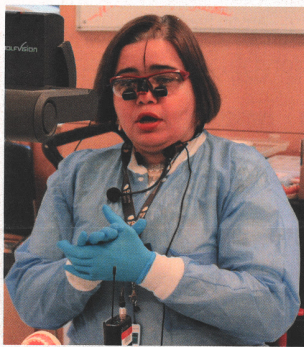
According to Dr. Mary Anne Melo, an associate professor of operative dentistry leading today's class, the goal at this stage is to provide all the first years "an excellent foundation" that will inform them well beyond graduation.

"Anytime you can practice what you've learned in a pre-clinical setting, you're going to retain the information that much better," Ben said. "Working with composite and amalgam and learning to make ideal preparations with the drill definitely makes me feel like I really am becoming a dentist. This class, more than any thus far, makes me excited for what's to come as a D2 and especially once we make it to the clinic in our D3 year."

Dr. Melo starts by demonstrating how to prepare a lingual matrix — a mold using an

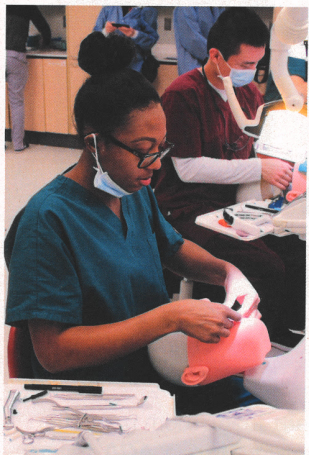


Screen time: First-year students look at the video screens to get a close-up look at a procedure during an operative dentistry lab on Feb. 9.



Watch me: Dr. Mary Anne Melo, an associate professor of operative dentistry at the University of Maryland School of Dentistry, demonstrates placing a composite.

impression putty of the "patient's bite" — to guide the composite placement. As they do in all their simulation labs, the 65 students in this section of the class, watch Dr. Melo's movements up close on individual video



Lab work: LaShonda and Dan take their time making sure their composites are placed just right in operative dentistry class.

screens that capture the professor's every motion from a camera focused exclusively on her hands as she demonstrates a clinical technique.

After the students let their impressions set for about five minutes, they begin to trim any excess material from the matrix's surface. As the assignment directs, their aim is to capture the "lingual and interproximal contours" and wrap the material around the "facial side of the incisal edge." In layman's terms, the sides of the tooth facing in towards the mouth, the area where two teeth touch and wrap along the biting edge of the tooth.

"Use the No. 20 blade, not the No. 12," Dr. Melo instructs from her perch at the teaching station in the room, as the students follow her lead and carefully remove the excess wax from their impressions. In addition to the camera, the professor's work station is equipped with a microphone to ensure that she can be heard even if the students are drilling or suctioning.

"She makes it look so easy," said Dan, watching Dr. Melo's hands move. "It's challenging getting all that wax off."

Ben agreed, saying, "I still have some wax on mine too."

During this portion of the lab, Dr. Melo walks about the classroom to see how her students are advancing with the etching and bonding portion of the assignment. She's joined by clinical instructors Drs. Elaine Miginsky and Michael Raderman, who meander through the classroom offering guidance where needed. After getting their matrices in shape, the students move on to part two of the assignment: Placing the composite.

"Apply a generous amount of composite against your lingual matrix," Dr. Melo instructs. "Use a plastic filling instrument for that. After the composite is loaded, apply light pressure to the matrix and tooth and push the composite into position."

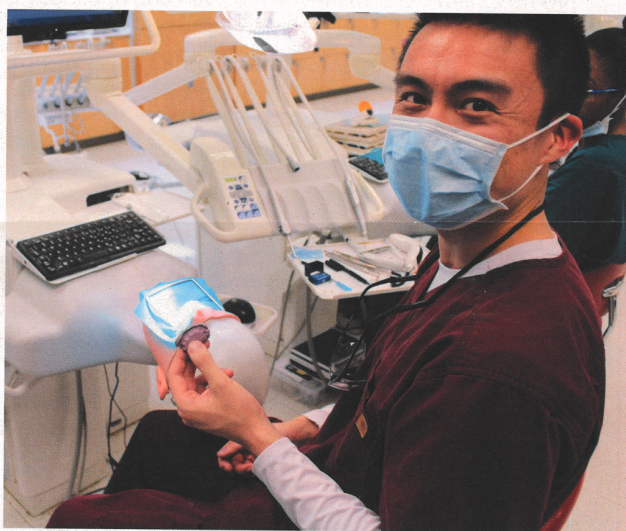
"Can you see any gap between the composite and the lingual?" Dr. Melo asked.

"A little," said LaShonda.

"You can put a little more composite in there," Dr. Melo advised.

It's good practice, working on the mannequins.

"This lab has shown me just how far I am from becoming a real dentist," Dan said. "During simulation labs, I am constantly making mistakes but I also feel like I've definitely been improving. What I like most is the



The matrix: Dan shows off the mold of his mannequin's "bite."

opportunity to familiarize myself with some of the instruments and techniques that I will be using in clinic. While I understand that everything is just a simulation and that in practice it will be much different, I believe that this is valuable exposure and time spent, even if it's just to learn how to hold or learn the names of some of these instruments."

"The lab gives us a glimpse of what's to come in our dental careers, and that aspect has been really cool," added LaShonda. "We're nearing the end of the course, so it's funny to look back on earlier assignments and see how much our hand skills have improved over these past few months."

After an hour of working on their matrices and getting their composites ready, something magical happens: the students start to look more confident, as if filling teeth has been part of them all of their lives. LaShonda already has her "etch and bond" technique down, preferring to place a little of the composite on her table tray first and work on the lingual shelf "one layer at a time."

Ben, who recently watched his older brother, an orthodontist, take an impression, was

pleased to have the opportunity now to use some of the same instruments and materials.

"I was like, I know how to use that," he said.

As they move on to their final step — finishing and smoothing — the students have to figure the best way to smooth and shape the lingual surface. Out come the drills, but what speed? Everyone helps each other when possible.

"With so many minds in one room, you never run out of opinions on how to approach each restoration/preparation. Whether good or bad, I feel like it's always a positive to be able to bounce ideas off of so many different people," Dan said.

On cue, Ben asked fellow first-year, Bridget Nucum, "What drill speed are you using?"

"Fifteen," she replied, "Ten wasn't working for me."

"The anterior tooth has been fun for me because I've seen the dentist I shadowed restore a chipped tooth before," said LaShonda, adding that this assignment was one of her favorites since it "allowed us to tap into the more artistic side of dentistry." ■

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