

THE DENTAL ASSISTING ISSUE

JULY 2009

Chairman's Corner: Running a Marathon



The months of April, May and June have been quite busy for me. I completed 5 half marathons (13.1 miles) and my first full marathon (26.2 miles). If you had asked me less than a year ago about my feelings on completing a full marathon, I would not have been very optimistic. However it is very satisfying to set goals and achieve them. While running in the marathon (St. Louis) in the pouring rain (it rained non-stop), I could not help but think of the say-

ing that 'Life's a journey and not a destination'. While I was hoping to get to my destination (the finish line), once I got there I decided it was time to plan the next journey (run). The same is true of our mission in education. I don't think we can ever say that we are fully satisfied with where we are. The only constant is change and change is happening all around us. We have to embrace the changes happening in dental education, understand the changes that may affect the way we practice dentistry but above all make sure we participate and stay involved.

This issue of our newsletter is titled 'The Dental Assisting Issue'. The focus of this newsletter deals with different aspects of the field of Dental Assisting. In this regard, I have asked the faculty in the Assisting Division, Pam Ford, Patsy

Capps, Sheri Alderson and Michelle Bissonette to write articles.

We are also featuring an interview with Dr. Newell. As you all know Dr. Newell will retire at the end of June after 20 plus years of service to the Department and the School. We are acknowledging and paying tribute to Dr. Newell for all his outstanding contributions.

Emergency Protocol & Emergency Drills

Kathy Thompson, Dr. Michael Gosweiler and Dr. Steven Towns presented information on emergency management of our patients in our clinics in April. We followed this up with an emergency drill in May where we dealt with the management of 'syncope'. I am planning monthly emergency drills so that we will all be prepared if we need to be.

THE AAP ELECTIONS

Dr. Steven Blanchard is in the running to become a Director of the American Board of Periodontology (ABP) In addition, I am in the running to be elected to the Nominating Committee of the ABP from District 4. I would urge all of you to consider voting for us in these capacities.

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Editor: Dr. Vanchit John
Design and Layout: Dr. Sivaraman
Prakasam

An interview with a Legend in the Field



Dr. Donald Newell, Professor in the Department of Periodontics and Allied Dental Programs is retiring after 20 years of service to the school and the Department. He was interviewed by Dr. Steven Blanchard.

SB: Tell me a little bit about your family?

DN: I have been married to my wife, Sue, for 49 years. We have 3 children: Sandy (48), Ken (45), and Valerie (41). I also have 4 grandchildren: Abby, Adam, Noah, and Regina.

SB: Give me some background on your professional career?

DN: I received my DDS from the University of Illinois, College of Dentistry in 1958. Upon graduation from dental school, I entered the U.S Army Dental Corps and returned to the University of Illinois for my graduate training and re-

Dr. Newell's Retirement

ceived a certificate in Periodontics and MS in 1964. I retired from the military in 1980 and joined the faculty at the University of Texas Health Science center in San Antonio where I taught in both the pre-doc and graduate programs until I joined the faculty at IUSD in 1989. I became the graduate program director in 1994 and held that position until 2003.

SB: You may have had some profound experiences throughout your life but what are a couple of experiences that had the most impact on your life?

DN: I would have to say that the most profound experience was when I met my wife, Sue. I was doing a dental internship at Brooke Army Medical Center after I finished dental school and was asked to review a set of dental radiographs for a young lady who needed to pick up her X-rays. I later found out that this was a set-up between our X-ray technician and my future wife's parents who wanted to come up with an opportunity for Sue and I to meet. The rest, as they say, is history.

SB: What do you enjoy most outside of the school setting?

DN: I enjoy reading, especially mystery books and some books on politics. I spent a significant portion of my time at home organizing slides and putting lectures together. I think I probably have

a collection of more than 300,000 clinical slides.

SB: If you had not gone into dentistry, what career field do you think you would have chosen?

DN: That's a hard question to answer. I might have gone into movie production and hopefully may have been like Steven Spielberg. I always had an interest in making movies and produced a couple of films in dental school which went on to receive awards but I thought that dentistry would be more attainable.

SB: How did you become interested in dentistry and periodontics?

DN: I had relatively few dental problems growing up and no fear of dentists. Our family dentist taught part-time and he answered a lot of questions and got me interested in dental school.

I never thought I would go into periodontics upon graduation from dental school but became interested in periodontics during my internship where I was able to do a number of periodontal surgical procedures.

I was the preventive dentistry officer at my first permanent duty station in the Army and the guidance of Col. Thane McManus (my commanding officer) and Gen. Joseph Bernier (Chief of the Dental Corps) further developed my interests and encouraged me to apply to periodontics.

Article continued in next page.

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SB: What are things you have enjoyed the most about periodontics and your teaching career?

DN: My interest in teaching began during grad school and was further developed shortly after I finished my perio training when I was assigned a teaching position as a NATO military exchange office in Canada where I did a lot of teaching. Later, I was able to train GPRs and two perio residents at Army hospitals.

I have always enjoyed the team approach of working with other dentists and specialists when treatment planning and treating patients and this was a natural transition into academic dentistry when I retired from the Army.

SB: What changes have you witnessed in dentistry that are perhaps negative?

DN: I think that the 3rd party payment system has not always been in our best interests and can sometimes tend to dictate what we should do or not do for our patients.

The other thing that can have a potential negative influence is implant dentistry. Implants have been a wonderful way to restore teeth and dentitions in ways that we never could before but I think that there are times when practitioners are too willing to quickly condemn teeth to place implants.

I think that we should avoid the temptation of giving

up too early on natural teeth. Dr. Paul Fugazzotto once made the comment that the introduction of dental implants has led to some lazy periodontists.

SB: What do you look forward to the most when you retire?

DN: Well, I don't plan on completely retiring and will be returning to IUSD in the Fall as a volunteer. I will probably be teaching 1 ½ days and still doing the second year Advanced Perio seminar on Wednesday afternoons.

One of my prime goals is to get into a regular exercise program and lose weight. In my remaining spare time, I plan on going through all my slides and finally finding all the good ones that I have been unable to locate over the years.

I plan on doing more reading and possibly taking some art lessons and taking up painting. Last but not least, I'll try to be of more help for my wife around the house.

SB: What will you miss the most after you retire?

DN: I think the thing that I will miss the most is the camaraderie with people at IUSD and in the department. This has been one of the things that has kept me here and is one of the reasons I plan to come back to volunteer.

SB: Who have been some significant people in your life that have helped shape your career and life?

DN: Well, besides my parents, my wife and children, there have been several people that come to mind.

Dr. Bennett Klaven and Dr. Maury Massler were my graduate advisors for my perio and MS training who taught me many things and encouraged independent thought.

As a youth, my minister, Rev. Kermit Long, had a significant influence leading me down the right path in life.

I previously mentioned Gen. Bernier and Col. McManus who encouraged and supported me in applying to periodontics. I also need to mention my last commanding officer, Col. Gene Valkavich, who allowed me to begin teaching at UTHSCSA early during my last few months in the Army.

Finally, I would like to mention my father-in-law, Col. Harrison Browne, who I spent many hours with discussing various life issues. Col. Brown was a POW with the Japanese during WWII and he greatly increased my appreciation for all the sacrifices that our military members have made and continue to make in their service to our country.

IF you need to email Dr. Newell and wish him well you can do so at dnewell@iupui.edu



Educating Dental Assistants for the Future of the Profession

Pam Ford



Education at IU School of Dentistry is a serious endeavor for all the programs including the dental assisting program. **We provide our students with the most comprehensive didactic and clinical education available in Indiana.** The dental assisting program at I USD is accredited by the ADA Commission on Dental Accreditation (CODA).

We offer two programs; a traditional campus program and a distance learning program.

They are both nine months in length and consist of 31 credit hours. The students take 16 credit hours in the fall and 15 credit hours in the spring. Our curriculum follows the standards that are mandated by CODA to prepare dental assistants for clinical practice. **At IUSD we go beyond the standards, by providing a robust curriculum for our students that is patient centered.** The education we provide contains cutting edge dental information and clinical techniques. Our programs utilize what I refer to as **“immersion dental assisting”** as the students are expected

to begin applying their newly learned knowledge base as soon as they are prepared. They are immersed in dentistry, basically from 8-5 Monday through Friday.

A few examples of where we have expanded the curriculum beyond what CODA requires, is our preparation of our students in cultural diversity. This information prepares the students to be aware of cultural differences and how various cultures access health care. This helps our students interact with patients in a culturally respectful manner. The assisting students often begin their cultural experiences in Comp Care Clinic because of the diversity of our student and patient populations.

To increase our students’ cultural experiences, our faculty have developed community partnerships for service learning opportunities for the students.

Our clinical director then assigns the students to different community and clinical locations to provide oral hygiene instructions or clinical assisting services with underserved minority populations. This year students were assigned to Wishard Hospital’s Westside Clinic, Trinity Free Clinic as well as IUSD’s Cottage Corner Dental Clinic.

Although IUSD’s main goal is teaching, research is still a very important part of the work that is carried out at here. There is much for students to learn from participating in research activities.

The assisting students in our last two years have participated in the research project; Dental Assisting Students: Dental Health for Moms and Babies.

These research activities have been supported by a grant from the American Dental Education Association. Assisting students have helped prenatal women by giving them oral hygiene instructions to care for their mouths and their baby’s mouth. These women are from underserved populations, some of whom do not speak English. Interacting with these women and working with an interpreter are experiences that other assisting students across the state may not have an opportunity to participate in.

All CODA accredited dental assisting programs must provide at least 300 clinical hours in their curriculum. Our program provides 308 clinical hours and our students begin assisting in the Comprehensive Care Clinics with the pre-doctoral students in their 4th week of school. As they learn more techniques in pre-clinic they are required to practice these techniques in Comp Care.

The Comp Care Clinics are our largest classrooms and our students are learning not only from their dental assisting faculty, but also from the pre-doctoral students they are assisting and the dental faculty they have contact



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with. There are many opportunities for learning and growth at IUSD.

Another expansion of our curriculum beyond CODA requirements is the clinical rotation experiences our students have. These include assignments in the following pre-doctoral clinics: Comprehensive Care Clinics, Pediatric Dental Clinic, Oral Surgery Clinic and Screening Clinic. Students also are assigned clinical rotations in the following post-doctoral or graduate dental clinics: Periodontics, Pediatrics (Riley Dental Clinic), Endodontics, and Orthodontics. These experiences are not available in any other location in the state. IUSD is also one of few dental schools in the country that have all of the dental specialties and if they have a clinic - our students are assigned in them to assist.

Along with the benefits I have described thus far, the faculty also present a finely tuned curriculum. I have listed only a few instances that makes our curriculum unique – there are many more. Some other factors that makes our programs outstanding are, the fact that our campus program has been in existence in the dental school since the early 1970s.

Although, the Distance Learning Program has finished its second year, this program is the only school offering a distance learning program in the state. Our distance learning program is also one of a few across the country.

Also our assisting faculty remain in employment here for long periods of time. This is great benefit to the program and our students. Long term faculty maintain the continuity of the program and allow for continual updating and refinement of courses. What you may not know are the other professors that teach courses in our program.

The professors that teach are: Pamela Rettig and Gail Williamson and the doctors that teach are Drs: Cheryl Krushinki, Matthew Moeller, James Oldham, Charles Palenik, Norman Stump, and Paul Zitterbart. We harness and channel this wealth of knowledge and experience into our program and use it positively for our students. No other assisting program has the quality and depth of knowledge available to their students as this program does.

As you probably already know, our program is a state funded, university based program. Students pay for and earn college credit. The dental assisting credit hours are accepted into 3 bachelors degree programs here at IUPUI and we encourage our graduates who do not already have a bachelors degree, to continue their education.

We are educating the dental assisting leaders of the future and our graduates may not need advanced degrees for clinical practice, but the profession will need leaders and those leaders

will need advanced education

Why do we go to all of this trouble?

First, it is important for the patients that we serve. They deserve the best possible dental care available from everyone on the dental team.

Secondly for employers, this is a benefit for them because it will provide them with excellent, educated employee that will easily adapt to their offices.

Our graduates will be able to adapt to new changes and requirements in dentistry as soon as research uncovers them and our hope is that they will become career dental assistants that remain in the profession for years.

We have high expectations for ourselves and our students. **To quote Dean Goldblatt... "Our goal is to make our graduates better than ourselves!"**

Soon, we will be passing the professional baton to our graduates and they must carry us into the future. That will be our true test! Have we done our job well? I feel comfortable that the dental assisting profession will be in good hands with IU School of Dentistry Dental Assisting Program graduates.

Comments for Pam She can reached at ptavenne@iupui.edu



Educate your dental assistants to educate your patients



Michelle Bissonette, CDA, EFDA, BS

and training about risk assessment can make dental assistants an even more productive and valuable team member.

about risk assessment, they can be more helpful to you during risk assessment. Part of risk assessment involves diagnosis.

Health and dental care costs are on the rise. Dental clinicians are looking for avenues to allow for a transition from the current repair model to a wellness model for oral health care. The wellness or risk assessment model focuses on the disease potential over the long term instead of treating pathology as it appears.

The articles I reviewed about risk assessment agree that there are certain characteristics such as: age, smoking, cardiovascular disease, pregnancy, diabetes and cancer that increase the risks of periodontal disease, alveolar bone loss and periodontal tooth loss.

They also agree that utilizing a risk assessment tool could help identify patients who may need additional education, preventions or interventions.

While dental assistants are not involved with diagnosis, they can ask the preliminary questions and input information into a computerized assessment tool. After diagnosis and interpretation of the risk scores are handled by the dentist or periodontist, dental assistants can spend additional time educating the patients on how to care for their mouths in light of the patients' individual risks.

Dentists and periodontists should ask themselves: How can my dental assistants help with caries and periodontal risk assessment? During this time of economic crisis, many dental offices are focusing on surviving the tough times. One way to ensure maximum productivity is to make sure that dental auxiliaries are utilized in the office to their maximum potential.

The American Academy of Periodontology views risk assessment as a critical component of periodontal treatment planning that should be included in every dental and periodontal evaluation. Many times in the dental office, we get caught up in current treatment plans and staying on schedule for the day. It is important to make time for caries and periodontal risk assessment as part of our patients' examinations.

Patients are often more comfortable talking to and asking questions of the dental assistants and dental hygienists. Educated dental assistants are able to have informed conversations and answer questions regarding risk assessment, home care, and treatment plans.

Many dental assistants, like the IUSD graduates, have been formally educated through ADA CODA-accredited dental assisting programs. These dental assistants enter the workforce with a strong knowledge base about dentistry and oral hygiene. Education

As IUSD adds risk assessment into the pre-doctoral curriculum and clinical experiences, IUSD's Dental Assisting Program plans to add the necessary material to our program as well. If your dental assistants are trained and educated

The doctor can move on to another patient or treatment while the dental assistant spends more time discussing the individual home care recommendations and treatment plan based on the patient's risk assessment, thus, improving the office productivity.

It is my goal as an IUSD Dental Assisting faculty member to collaborate with others at IUSD to ensure that

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our program offers the necessary education and training for our dental assisting students in regards to risk assessment. Another goal I have is for our dental assisting students to work alongside the pre-doctoral students during caries and periodontal risk assessment.

During the Spring 2010 semester our students will have a new oral hygiene instruction (OHI) requirement in the Comprehensive Care Clinics. Currently, our students only have this requirement during their short rotation through the Dental Hygiene Clinic. In an effort to ensure our students'

competency with OHI, we are increasing their requirements in the clinical setting.

Our students are introduced to caries risk assessment in their Preventive Dentistry course. A new requirement for completing the IUSD caries risk assessment forms with patients will also begin with our next class.

These new requirements along with adding risk assessment education to our program will enrich our graduates as they enter the workforce during the transition from a repair model to a risk assessment model.

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Comments for Michelle? She can be reached at pbissonne@iupui.edu

Insight into the Dental Assisting Program at IUSD



The dental assisting faculty and staff at Indiana University School of Dentistry have been dental auxiliaries for 186 years, collectively! The faculty are all Certified Dental Assistants, radiology licensed and expanded functions. Some faculty and staff are dental hygienists, and have been RN's, and EMT's. We all have Bachelor's degrees and some have

Sheri Alderson

Masters degrees in Education and Social Work. Some hold offices in state and local professional organizations. We have a variety of backgrounds and experiences. We have worked in general dentistry, periodontics, pedodontics, orthodontics, hospital dentistry and endodontics. All of us have been dental professionals for a long time, have a wealth of experience in the dental profession and have seen the profession change over the years.

I was fortunate to get in on the ground floor of the newly developed GPR residency program at Regenstrief Health Center in the 1980's. It was a very valuable experience that

shaped my career. Some things about dentistry will never change, ie. we still use rubber base, but other things are very different.

For example, the use of technology, computers and digital radiography has changed how we practice dentistry. Also, today it is more common to have large group practices than it was years ago and infection control protocol is dramatically different. In the early eighties we did not know what PPE was. The complaint of many, when we were told we had to wear gloves during a procedure," it is going to hurt our manual dexterity". On the other hand, I remember when we starting treating HIV positive patients



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THE DENTAL ASSISTING WALL OF FAME

Patsy Capps, Kim Beard, Kay Rossok, Pam Ford, Sheri Alderson and Michelle Bissonette at Regenstrief. We prepared the operatory and ourselves like we were entering into a HAZMAT disaster! Extreme precautions were an understatement. The thought of Standard Precautions for everyone was not in our thought process yet.

I poled our highly trained and experienced dental assisting faculty and staff to ask them what their observations were over their career path. Here are some of our thoughts:

- Always be professional
- Dental Assistants are a vital member of the dental healthcare team
- Continue to learn and grow as a professional
- Teamwork is essential

- Do not participate in office drama
- Be a true team player in the dental office! The doctors will notice, your co-workers will enjoy working with you, and you will feel good about the work you did at the end of the day.
- Take time to hire auxiliaries with compatible personalities and similar character and philosophies. Not only will your workdays be more pleasant, your employees will stay for longer periods of time, minimizing employee retraining.
- Cross-train
- Days in the dental office go smoother if the doctors and employees are happy, do little

- things to make people in the office smile!
- Dentistry is 90% PR
- Appreciate cultural diversity
- The patient is the most important person in the dental practice
- Be honest and genuine
- Take 5 minutes to get to know your patient before starting the procedure
- It is worth taking an extra minute or two to make sure the patient knows what to expect during a procedure
- For many patient's it is the expectation, not discomfort that causes dental anxiety
- Be willing to go the extra mile

- If you maintain a kind tone of voice on the phone, sometimes even the most disgruntled patient will calm down
- Don't tell the patient about you – ask them about themselves – they will ask you if they want to know about you
- Anticipate!
- There can be more than one way to do a procedure
- You never know what direction your career path will turn
- Communication is everything!
- A little compassion goes a long way, especially when the patient is in pain
- Patients will ask the dental assistant questions that they are afraid to ask the dentist
- See your patient as a

- person, not just a procedure
- Take the time to learn something on the job every day, this will make you a better dental assistant, more valuable to your employer, and it feels good to be well educated!
 - YOU are a reflection of the dental practice

In conclusion....Here are our top ten reasons to stay in the dental assisting profession:

- #10 The first thing you see when you meet someone, is their smile.
- #9 You never have to worry about choosing cologne, the fragrance is always eugenol.
- #8 Free dental care, if you can work it into the schedule.
- #7 Quickest way to overcome your phobia of personal space invasion

- #6 We don't have to wear nursing caps anymore
 - #5 You can blame your hot flashes on your PPE
 - #4 You get to wear scrubs and tennis shoes, which are the next best thing to pj's and slippers.
 - #3 Everywhere you go, when someone finds out you work in the dental profession, they show you their teeth and ask your opinion
 - #2 You can be part of a team and not play a sport
- And the #1 reason to stay in the dental assisting profession....
Dr. John is the best!

Comments for Sheri? She can be reached at salderso@iupui.edu

The Role of the Dental Assistant in HB1172



Patricia Capps, CDA, RDH, MS

effective July 1, 2008. This bill delegates new duties to dental assistants involving coronal polishing and anti-cariogenic medicaments after the dental assistant completes an Indiana State Board of Dentistry (ISBD) approved course. Currently ISBD is promulgating the rules for the courses of coronal polishing and anticariogenic medicaments.

The curriculum for these two courses was basically outlined in HB1172.

For coronal polishing there needs

to be five hours of didactic instruction in the subject area of:

- Ethics, jurisprudence, and infection control
- Plaque and material alba
- Intrinsic and extrinsic stain
- Abrasive agents
- Use of slow speed hand-piece, prophy cup and occlusal polishing brush
- Theory of selective polishing

For caries prevention there needs to be nine hours of didactic instruction in the subject areas of:

- Ethics, jurisprudence, and

House Bill #1172 became



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infection control

- b. Reasons for fluoride
- c. Systemic fluoride
- d. Topical fluoride
- e. Toxicity of fluoride
- f. Fluoride application

Both courses require two hours of laboratory training in topical fluoride applications and use of slow speed handpiece. The clinical portion of the two courses consists of demonstrating competency on a minimum of five patients.

Indiana has 11 Dental Assisting Programs accredited by the Commission on Dental Accreditation (CODA). CODA Dental Assisting Programs will be incorporating the curriculum for the new duties into their educational programs. New graduates will be certified to perform coronal polishing and fluoride application in their dental offices.

Since the new graduates will only account for approximately 10% of the dental assistants in the state, Indiana University School of Dentistry (IUSD) will be offering continuing education courses for the rest of the dental assistants to become certified.

The didactic portion of the curriculum will be placed online to allow for accessibility and flexibility of working dental assistants throughout the state. The curriculum is set up in modules of PowerPoints covering a specific topic. After the dental assistant

completes the module, she/he takes an online quiz referring back to the material in the module.

When the dental assistant completes all the modules of both courses, she/he will be scheduled for the laboratory session at IUSD. Prior to going to the simulator lab, the dental assistant will take a written exam over the material in the modules of the courses. The exam ensures that the dental assistant completed the modules, knows the material and is prepared for the laboratory session. A minimum grade of 70% needs to be achieved on the exam before the dental assistant is cleared to complete the hands-on laboratory session.

The hands-on session will start with the simulators. The dental assistant will practice using a slow speed handpiece and rubber prophylaxis cup on the simulator to develop her/his hand skills. When the dental assistant feels she/he has practiced enough with instructor supervision, she/he will complete a competency on the simulator.

After the dental assistant completes the competency on the simulator, she/he will be paired with a fellow dental assistant to complete a competency on the paired partner. Then the dental assistant will decide the type of topical fluoride needed for her/his partner and apply that topical fluoride to the maxillary arch and will complete a fluoride varnish

application on the partner's mandibular arch. Both fluoride applications will be performed to competency level. If any of the competencies are not successfully completed the first time, the dental assistant will be required to practice more and repeat the competency at that lab session.

After the laboratory competencies are completed, the dental assistant is cleared to complete the clinical portion of the continuing education courses on five patients for each coronal polishing and fluoride application in their dental offices to clinical competency as determined by the dentist. After the dentist has verified that clinical position has been successfully completed, a certificate will be issued to the dental assistant that she/he has completed coronal polishing and/or fluoride application.

As Periodontists, I can see that these new duties could really increase the production in your periodontal office. Many hygienists already utilize a "hygiene assistant" for taking radiographs, recording periodontal probing, and oral hygiene education; so these new duties could also be delegated to the hygiene assistant. This would allow more time for the dental hygienist and/or periodontists to perform periodontal treatment.

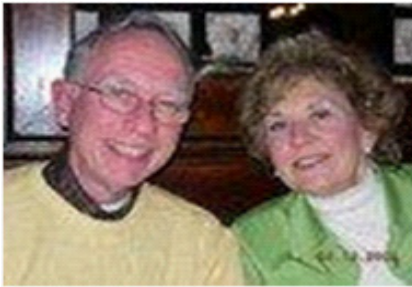
Comments for Patsy? You can contact her at paacapps@iupui.edu



FEATURE SECTION:

We are featuring Dr. Fred Robbins in our Faculty Profile and Ms. Sharon Baggett in our Staff Member Profile.

Faculty Member Profile- Dr. Fred Robbins



Fred and Caroline

Educational Background- I graduated from Anderson High School in 1956. I followed this by earning a BS (1961), DDS (1964), and MSD (1966) from Indiana University.

I entered the US Army and was sent to Germany, Ft. Know, SHAPE Belgium, Presidio of San Francisco and Ft. Campbell. I stayed the course in service and followed this by my stay in private practice for 18 years in Evansville, IN. I have since worked part-time in Depart-

ment for the past 3 years.

Family-My wife Caroline and I have been married for 44 years. We have two children and four grandchildren. Life is good.

My hobbies- I tried golf but gave it up. I was not very good. Quitting golf helped the quality of vocabulary. I no longer made a sailor blush. After two years of learning to play the piano, I can only play the stereo and even then at low volume.

I have a 'man cave' that contains hundreds of books and untold hours video/audio lecture along with a small theatre and personal office. As I said life is good.

Hidden Talents- Still searching

If I had a different career- I would probably have become a history teacher or a historian. I also have an interest in Linguistics, in religion and in European travel. I also find modern languages fascinating.

Pet Peeves- I see problems with our school systems and what kids are being taught. Specifically, a lack of teaching in schools about problem solving. Students are not being taught to process facts or form an opinion based on reality. In not being judgmental, they develop no ability to judge.

Likes- I like my home, my family, my friends and my once a week job (Wednesdays) in the Department. Did I mention 'life is good'

Staff Member Profile- Sharon A. Baggett



Educational Background- I graduated from Arlington High School in 1973. In 1976, I attend Bryman's Institute aka (Professional Careers Institute), for Dental Assisting. I relocated to Southern California and worked for 6 years in the field, returned to Indianapolis and worked for various Dr. throughout the area. I came to IUSD in 1988 where I was hired into the Oral Surgery Dept, worked for

2 years and transferred to the Graduate Periodontics Dept. where I have continued to work and learn in the past 19 years.

Position- My position in Graduate Periodontics is as a Dental Surgical Assistant

Family- I met my husband Benjamin in California (yes, In a Dental Office) we have been married 17 years we have 3

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daughters, Toya, Rhiannon and Brittany. 1 grandson, Bryson, and another one on the way
My hobbies- are drawing, and crocheting
Hidden Talents- not quite sure I think they still hidden.

If I had a different career- I'm sure I would have become a

nurse or an EMT, something involving people, had I not, entered into the field of dentistry.

Pet Peeves- I try hard not to have any pet peeves or dislikes. I'm working on developing and perfecting my philosophy which is, never allow anything, to bothers you that you cannot

control

Likes- Things that I like to do are self taught things. I feel a sense of accomplishment when I teach myself how to do things. My self-taught interests include drawing, crocheting and now I am working on learning to play the guitar.

Faculty and Staff Member(s) in the News

Prof Patsy Capps was elected the Prof Patsy Capps was elected the Secretary of the ADEA Dental Assisting Section at the annual session in Phoenix AZ.

Dr. Michael Gossweiler was presented with an AAP Educator Award for 2009.

Professor Pam Ford and Professor Patsy Capps were recipients of 'Trustee Teaching Awards' for 2009

Dr. Daniel Shin won the Henry M. Swenson Scholarship.

The Department had a great showing at IUSD Research Day on April 24th

Dr. Enrique Cruz won the 'Indiana Dental Association Best Clinical Case Report Award for M.S. /M.S.D. Students' for his case report titled "Periodontally Accelerated Osteogenic Orthodontics". This is the first case report of its kind in Indiana

Dr. Sivaraman Prakasam won the 'Wrigley Student Award for M.S./M.S.D. Students' for his project titled "Soluble TLR-2: Putative Adjunct Marker for Chronic Periodontitis"

The following students who won awards at the Research Day were mentored by Dr. Michael Kowolik

Dr. Vivian Wahaidi- Dental Plaque as Risk Factor for Coronary Heart Disease- Dr. Wahaidi did her PhD with Dr. Michael Kowolik.

Vivian won the Maynard Hine Award for the second consecutive year. She was also in contention for the Volpe Award at the National Level

Rachel Dunlop (3rd Year Dental Student)- Methicillin Resistant Staphylococcus Aureus present on Dental Student Laptop Computers.

Rachel won the Cyril S. Carr Research Scholarship Award

Congratulations Dr. Han

Dr. Jung Han (MSD 2007) was voted the top teacher by the graduating D4 class ". . . in recognition of outstanding contributions to the quality of dental education." Dr. Han was recognized in front of students, faculty, and staff in today's Awards Ceremony. Dr. Han is the Pre-Doctoral Director of Periodontics at the Nova Southeastern School of Dentistry

Congratulations Dr. Yasumasu

Dr. Kazushi Yasumasu (MSD 2007) completed his requirements for Board Certification and is now a Diplomate of the American Board of Periodontology

Congratulations Dr. Krishna

Dr. Ranjitha Krishna (MSD 2008) completed her requirements for Board Certification and is now a Diplomate of the American Board of Periodontology

Article continued in next page.

DPADP Indiana University School of Dentistry
1121 West Michigan Street,
Indianapolis, IN-46204

Papers Published by Alumni

S. L. Zunt, L. V. Burton, L. I. Goldblatt, E. E. Dobbin and M. Srinivasan-Soluble forms of Toll-like receptor 4 are present in human saliva and modulate tumour necrosis factor- α secretion by macrophage-like cells- Clinical and Experimental Immunology- 2009, 1-9

John V, El Kholy K, Krishna R. "Periodontal Maintenance Therapy: An Integral Part of Dental Practice. Case Reports on Three Periodontally Involved Patients". Journal of the Indiana Dental Association, Vol. 88, No 1: Spring, 2009

Service Learning Trips

Steven Blanchard Leads a Trip to Honduras

Dr. Steve Blanchard accompanied six 3rd year dental students (Matt Rowe, Joe Jackson, Young Eun Kim, Sarah Lash, Josh Gotlib and Mike DiPiazza) to Comayagua, Honduras from March 14-23 as part of the IUSD International Service Learning Program. This was the first trip to Honduras for the IUSD ISL program. Dr. Blanchard and the students worked in conjunction with the Comayagua Lions Club and used their existing 2 chair den-

tal clinic to treat patients and spent one day in a remote village school setting up a clinic in one of the classrooms. Most of the patients treated on this visit were children but there were a few opportunities for Dr Blanchard to get involved treating some periodontal patients. "Dental caries was rather rampant," Blanchard stated, "but I was happy that we were able to provide many restorations to the patients we treated at the Lions Club clinic. The day we spent in the remote village we did almost all

extractions because of the advanced nature of the caries in those children. It was a great opportunity for the students to learn and appreciate the importance of helping those with no or very limited access to dental care". Dr. Blanchard and the students have expressed interest in returning to Comayagua again next March.

Dr. Enrique Cruz, graduate student, participated in the trip to Calnali, Mexico

Where are they Now?

Pradeep Adatrow, (MSD 2006), chose to pursue a career in academic periodontics and joined the University of Tennessee, College of Dentistry (UTCODS) as an Assistant Professor. In 2007, he became a Diplomate of the American Board of Periodontology and was subsequently appointed as the Director of Pre-Doctoral Periodontics. He was awarded DDS through the Advanced Standing Program from UTCODS in May of 2008. He appointed as a Consultant

Faculty for the Lutheran Medical Center AEGD program, New York In September 2008. In 2008, he was inducted as a Fellow of International College of Dentistry. He is actively involved with organized dentistry and maintains a private practice of Periodontics. Pradeep was awarded the Dean's Junior Faculty Award (Jan 2007) and John Diggs Faculty Award (Jan 2009). You can contact Pradeep at: padatrow@utm.edu

James Wolfe, (MSD 1996) maintains

a private practice in Kokomo, Indiana and continues to teach part-time as an associate clinical professor. He became a Diplomate of the American Board of Periodontology in 2003. In 2006, he and Dr. Burt Largura (MSD 2006) formed a partnership and opened another periodontal practice in Noblesville, Indiana. Dr. Wolfe and his wife Stacy live in Noblesville and had twin daughters in 2007. In August 2009 they are expecting their third daughter.

■ ■ ■ Article continued in next page.

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Jim can be reached by email at: jwolfeddmsd@comcast.net. **Burton Largura, (MSD 2006)**, maintains a private practice working at offices in Noblesville, Kokomo and Valparaiso, Indiana. He practices as a partner

with Jim Wolfe and has learned much from Jim's experiences both regarding the art and science of periodontics, as well as the process of owning and operating a dental business. He also provides patient care at

Indiana Health Center, Kokomo, IN where he works with low income and Hispanic migrant populations. Burt can be reached by e-mail at blargura@comcast.net.

We Say Goodbye to the Graduating Class of Residents- Welcome to the Profession New Periodontists

Dr. Peter Smith came to us following his dental school training at the UNLV School of Dentistry. Dr. Smith plans to head back to Utah and practice Periodontics.

Dr. Shane Cope came to us following his dental school training at IU. Dr. Cope is opening his periodontal practice in Indianapolis.

Dr. Venkatesh Swaminathan came

to us following his dental and prosthodontic training in Chennai, India. Dr. Swaminathan is heading to the University of Detroit Mercy to complete his Advanced Standing Program (DDS) while serving as a clinical instructor at the school in the Department of Periodontics

Dr. Enrique Cruz came to us following his dental training in

Mexico. Dr. Cruz is enrolled in the joint Periodontics-Orthodontics training program. He will be beginning his orthodontic training this month.

Dr. Daniel Shin came to us following his dental training at Buffalo. Dr. Shin is considering his options that will likely involve a combination of academics and private practice.

We Welcome a New Group of Residents

Dr. Jason R. Au-Yeung comes to us following the completion of his dental program at the University of Detroit Mercy in 2009

Dr. Adam Barrett Christman comes to us following the completion

of his dental program at IU in 2008

Dr. Mustapha Hotait comes to us following the completion of his dental program at the University of Detroit Mercy in 2009

Dr. Mohamed Khaled comes to us following the completion of both his dental (1995) and periodontal degrees (2005) at the Dr. MGR Medical University in Chennai, India.

Upcoming Dates and Events

June 29th and July 6th- ACLS for the Second Year Residents

June 30th- 12:00-1:00- Dr. Newell's Retirement Lunch in the Department- Room S421

June 30th- 8:15- Emergency Drill

July 1- New Residents Arrive to begin their journey

September 12th-15th- AAP Annual Meeting in Boston, MA.

