A message from our President

Happy New Year Everyone!

From the old to the new, we say goodbye to the many successes of 2016 and look forward to all the wonderful things that we have in store for 2017. Concluding a successful fall quarter: D1s have fully transitioned into the UCSF family, D2s are approaching completion of BMS (hip! hip! hooray!), D3s are officially full time clinicians, and D4s are just that much closer to that DDS and residency. We started the year off by sending a whopping 7 board members to the fall session in Houston, Texas where we were enriched, connected and most importantly empowered. A huge thank you goes out to the Dean’s office who consistently supports our student chapter making our attendance at meetings possible and providing us with the opportunity to not only lead but also share our efforts with schools across the nation.

This fall, we’ve kick started a few of our favorite events like our annual mentor-mentee luncheon, meet the residents mixer, community education collaboration with SNDA, and the true life series. To make these events possible, a primary goal of ours for the new school year was to further develop our fundraising efforts to host more events to enhance our education, promote dental academia and increase attendance at annual conferences. Our fundraising chair, Annie Hsu (D2), facilitated our first water bottle and long sleeve shirt bundle fundraiser which turned out to be a huge success raising just over $900 for our student organization. Say it with me now, AMAZING! Sending warm hugs to all of our supporters!

Most students only know ADEA because of AADSAS and more often than not, know little about how to get involved. Our tremendously passionate board has put on these extremely incredible events because individuals were observant, creative and empowered enough to recognize ways to enhance our dental education and overall experience in dental school. Just ask our very own D3 rep, Kwan-ho “Joe” Yun, how he managed to start his own public speaking elective this past quarter and what a sheer success it has been. Looking to improve your public speaking skills? Do consider this elective!

Whether you have taught in the past, are interested in teaching or have little exposure at all, I encourage you to explore various aspects of dental education. Come to our events, check out our website, speak to our board members and find out how you can get more involved in academia. Cheers to 2017, UCSF Dental, it’s going to be a good one!

-Alessandra Dieplinger
This year we partnered with the Office of Career and Professional Development (OCPD) and the American Student Dental Association (ASDA) to host the first annual Meet the Dental Residents Mixer. The mixer hopes to introduce dental students to the many residents at UCSF School of Dentistry. Sixty dental students and 20 residents came together on November 7th to get to know one another on a more personal note. UCSF OCPD equipped dental students with a cardstock punch card that encouraged students to speak to at least one resident from every specialty. The punch card also provided conversation starters for networking and tips on how to end a conversation. Dental students who turned in a completed punch card were entered into a raffle to win a free lunch with a resident of their choice or an Amazon gift card totaling 9 winners! The event was a huge success and we look forward to next fall’s Second Annual Meet the Residents Mixer!

**Meet the Residents Mixer**

*By: Elias Almaz*

![Image of dental students and residents at the mixer](image)

**Mentor-Mentee Luncheon**

*By: Elizabeth Grover*

D1 and IDP3 students gathered at the Student-Faculty Alumni House on November 8th to meet their faculty mentors. These mentors will stay with the students throughout their duration of dental school. This year, 25 clinical and research faculty from the School of Dentistry volunteered to mentor to our incoming students. The goal of the mentor-mentee program is to facilitate student-faculty relationships early on in dental school and provide guidance throughout school.

Dean Featherstone and Dean Brear were in attendance and emphasized the importance of mentorship in the success of careers. In an address to the students, Dean Featherstone referenced the saying “You can lead a horse to water but you can’t make it drink.” He went on to explain that by attending this luncheon the students were at the watering hole. Now it is their responsibility to make something of their relationship with their mentor.

A special thank you to Bebhinn Halligan for helping to recruit faculty mentors through email. Another thank you to Dr. Atwal and Dr. Roykh for coordinating faculty mentors.

We look forward to hosting a mentor-mentee wine and cheese in the spring.

![Image of D1 students at the mentor-mentee luncheon](image)
The conference was a very rewarding experience mostly because of the amazing opportunities I had in meeting educational, clinical and administrative leaders in the dental community across the country. From participating in talks regarding curriculum changes to even developments in education research, I felt that I came back from this conference enlightened with the knowledge of many years of challenges and solutions that every school has been working on. It inspired me to tackle our own issues better and to maybe even implement quite a number of resolutions and programs that other schools have in place to improve the quality of their education. As a student who would like to be a part of the teaching community in the future, I find this very eye-opening but most importantly, expands my thoughts and experiences regarding my own future as an educational leader.

There is something that our school needs to know. I don’t think I ever doubted that ADEA was such a well-regarded and outreaching organization at our school but what took me by surprise was how outstanding our UCSF ADEA chapter was and how highly looked upon our specific school was at the Fall Conference. At the conference, our school’s name was repeatedly mentioned from the different events we hosted throughout the elementary to pre-doctoral levels to even the interprofessional learning opportunities that our school hosts. From the organization’s standpoint, our school proved to be such a success that we were set as a shining example of something that not only works but thrives. It is not only important for us as a school to continue its hard work and effort but to help other schools reach the same aspirations. As representatives of such a great organization, many of us were approached individually by students to help recruit more ideas to their schools in hopes of growing their organization. What was most amazing to me is that what we consider a standard was deemed as above and beyond in these other schools. So to be able to simply help them come closer to us, we were able to leave a lasting impression.

This is the beauty of these conferences. Students are coming from all over the country for the exact purpose of learning and growing. It’s as simple as that. I leave the conference with 4 business cards: an Academic Dean of Education, two renowned Clinical Psychologists who pioneered the field of dental anxiety and a friendly clinical professor who simply enjoyed breakfast with me. These are networks and opportunities that I otherwise would not have been able to meet. But what’s more than these simple conversations are the lasting colleagues that I have met. From the friends in the freezing cold Buffalo to those in the South and to every person I was able to speak with, these are people who have a genuine passion for education and the drive to change an ever dynamic methodology of education.

For me, to have gone to this conference is such a blessing and I am just so grateful to have been given such a great opportunity. There are so many things I have not been able to mention in these few paragraphs but if there is anything you must know, it is this: this is an experience plants the seeds that build the foundations of your student’s careers. Please go!
True Life Series: Ortho Resident

By: Kathryn (K.C) Hemstreet

On Thursday November 17, 2016 Dr. Marianne Demirdji, a UCSF Orthodontics resident, presented at a lunch and learn series called “ADEA’s True Life Series.” Marianne is a first year student in the orthodontics residency program at UCSF and received her DDS from Loma Linda University School of Dentistry in 2016. She presented to approximately 40 current dental students about her journey that led her to choose orthodontics and end up at UCSF. Marianne's charismatic personality shone through as she spoke to the students and the setting was very casual and conversational. Since her dad was an orthodontist, she described growing up and seeing him at his practice, and eventually working there alongside her family and aspiring to one day be an orthodontist as well. While academics were important to her throughout college, where she was a chemistry major at La Sierra University, and dental school, she also emphasized how important the activities she did outside of school were. Marianne was very involved in community service and mission trips, and in dental school she was her class representative for the California Dental Association (CDA) and presented at an AADR meeting. In addition, she did many mission trips and dental work community service in places such as San Francisco, San Diego, Pomona, San Bernadino, and even as far as Nicaragua. She also discussed how important interests completely outside of school were to her such as family, baking, and running. In terms of choosing a residency, Marianne seemed to always have some idea that she wanted to pursue orthodontia. She emphasized that while there are many great residency programs, she loved orthodontia the most because of the types of treatment you get to provide, the lifestyle, and the age of a typical patient. One of her favorite parts is getting to chat with middle school students about school and their social life, and she loves seeing their smile transform as they grow up and gain confidence. Marianne concluded her talk by encouraging all the dental students present to explore as many residencies and options as they can to try and find out what is the best fit for them, like she did.

ROADS TO RESIDENCY

Roads to Residency is a series of Lunch and Learns where program directors and residents come out to inform students about the specialty as a whole, what strengths they emphasize in their program, and how the application process looks. Students are then broken into smaller discussion groups to get to know residents a little more.

TRUE LIFE SERIES

The True Life Series is a series of Lunch and Learns that invites specialty dentists and residents to come out and share what a day in their life looks like in the clinic.

D1/D2 TUTORIALS

ADEA hosted its quarterly PRDS tutorial to help the D1’s and D2’s finish off their fall quarter. These tutorials are set apart from tutorials held by other organizations because it offers students a chance to have their work critiqued and approved by a faculty dentist. Students worked together, providing each other with advice and support to complete their PRDS daily work. It was a successful event during which students were able to finish some work while socializing with each other in a stress-free environment.

STUDENT/FACULTY MENTORSHIP

The Student/Faculty Mentorship Program is a program set up for first year dental students at UCSF to be matched up with a faculty mentor that they can go to with any questions that they may have. Some faculty mentors like to take their mentee groups out to lunch every once in a while or invite their mentees to their practice to show them how they run things in their own practice. This program has been very successful and is continuously improving as it gives many students a faculty mentor that they feel comfortable going to whenever they need advice. These mentors are assigned at the beginning of the D1 year to help with the transition into dental school, but they are also valued as mentors for life.
Faculty Spotlight: Dr. Jennifer Perkins!

By: Valery Saikaly

Dr. Jennifer Perkins, DDS, MD attended UCSF for her residency in Oral and Maxillofacial Surgery (OMFS) and is currently the Director of Predoctoral Dental Education in OMFS at UCSF. Her favorite part about UCSF is the network of excited educators that are enthusiastic about dental education and are working to improve it.

Dr. Perkins formally mentors students through the Oral Surgery Mentorship Program, which she and a fourth year dental student created. Dr. Perkins found that students had many questions about applying for OMFS residencies, but had limited access to information. She decided that something systematic had to be done to provide students with opportunities to communicate with OMFS faculty. Furthermore, Dr. Perkins is not only interested in mentoring pre-OMFS dental students, but also creating institutions and faculty supported paths for all specialties, academic careers and general dentistry for students.

Dr. Perkins also informally mentors many women dental students that are interested in balancing a busy family life with a tremendous amount of work. Dr. Perkins is intentionally open about her family, because she wants students to know that they can do both. She believes that there is a common misconception that future professionals shouldn't be open about their desire to have a family or life outside of dentistry. Dr. Perkins believes that family and work can be balanced with effort, which is the reason that she discusses her own experiences with students.

Just for Laughs

The Secret Life of Teeth, Part 3

Artist: Ryan Andre Magsino
On October 5th, Dr. McMaster spoke to ADEA’s Academic Dental Career Fellows about the qualities of an effective multimedia lecture (i.e., our dental school lectures – with its many words, pictures, videos, etc.). Based on the work of a UC Santa Barbara psychology professor (Richard Mayer), Dr. McMaster described the principles that underlie how students retain knowledge in response to the format of lectures; sometimes called “Mayer’s principles” (1).

Essentially, we have a limited, short-term memory capacity for the amount of material presented to us at once. Four hours of BMS lecture back-to-back? Like drinking from a fire hose.

The work, however, suggests that the volume of water coming out of the hose is in part determined by how words and images are presented in lectures. Our brains are naturally inclined to experience, process, and integrate words and images in certain ways. If lectures were formatted in ways that cater to how our brains process information, then it would be easier for us to learn.

So: what are effective lecture (multimedia) formats?

1. Pretraining – ‘prime’ us for what we will learn
2. Coherence – less is more. Get rid of distracting details and videos.
3. Segmenting – break down information into digestible segments
4. Signaling – explicitly highlight important information with colors and arrows
5. Redundancy – eliminate redundant unnecessary too much extra overwhelming text
6. Spatial contiguity – labels accompany their image (e.g., “head” next to head)
7. Temporal contiguity – present different concepts in sequence (head, neck, shoulder)
8. Modality and multimedia – combine audio with text rather than audio or text alone
9. Personalization and voice – present in language that is easy to understand… kinda like talking to your grandma.
10. Image – use good, relevant images

While we may not have control over how our lectures are designed, the principles can still help guide us in our own studying. When we review for our exams, we can reorganize and rewrite the material to more effectively retain knowledge. When studying the mandible, for example, we can draw it so that the labels (coronoid process, condylar process, ramus, and angle) are next to their corresponding parts. (Spatial contiguity!)

Before going to lecture, we can quickly glance over the slides to prime us for learning during lecture. (Pretraining!) When studying with friends, we can make funny mnemonics that relate the information to our own lives (how about Val’s green vest and hat?). (Personalize and voice!)

Learning in dental school need not feel like drowning. If you think about how you can better format the slides and organize your own study notes, you may find yourself happily swimming in knowledge instead.

(2) Images and examples courtesy of Dr. Michael McMaster.
Featuring ADCFP Fellows...

By: Bronwyn Hagan

Linda Kim, a second year student, was particularly interested in the program as a way to gain perspective about academic dentistry. While exploring ideas to improve the existing curriculum, she noticed that most students struggle in the transition from pre-clinic to clinic; additionally, she was acutely aware that many patients in clinic do not always have a firm grasp on the treatments they are receiving. Linda’s project with Dr. Linda Centore, PhD, ANP, and Dr. George Taylor, DMD, MPH, DrPH, entitled “Facilitating Student Dentist-Patient Relationship Through Treatment Planning and Informed Consent,” offers a way to bridge the gap in the students’ transition to clinic and patients’ understanding of their treatment.

As Linda describes, dental students’ abilities to effectively communicate and simplify terms for their patients are often taken for granted. For patients to truly give informed consent, they need to know and understand the risks, benefits, and alternatives of their plan. Through the use of visual aids in discussions with patients and surveying experiences from student dentists in clinic, Linda hopes to determine how well patients are currently understanding their treatment plan and how to further improve student dentists’ communication to increase patient comprehension. Linda states, “Through this project, I hope that providers are able to see the bigger picture and will be able to communicate using visual aids, the teach-back method, and seeing what the patient’s health beliefs are.”

This project has the ability to impact not only future curriculum here at UCSF School of Dentistry but also the future of dental communication during our careers, which is why I am greatly looking forward to seeing the results of Linda’s work!

Featuring: Linda Kim

Double Trouble

By: Brittany Zhang

ADCFP Fellows Tiffany Han (D2) and Julianna Ko (D2) are an ambitious team. Working closely with Dr. Elizabeth Joyce from the Microbiology department and Dr. Marieke Kruidering from Pharmacology, they are crafting a two-fold project. First, they will be giving the sterilization lecture a makeover by making it more hands on and practical for dental students. The second part is a surprise. They are tight-lipped about what this component is, but will say that they are testing something out on the D1’s next quarter!

They say their inspiration came from their own experience as a D1 sitting through BMS lectures. Julianna felt “like we were left mostly to our own devices to learn from lectures,” and so they hope that their work will help the D1’s “learn and retain information through a more active process… rather than the more passive listening in class.”

However, their work extends past their individual projects. The ADCFP program encourages students to think critically about academia and inspire them to enter the teaching profession, and one way they achieve this goal is to hold monthly meetings with all fellows. This has been a favorite aspect for both students. Tiffany was greatly impacted by an article, written by Dr. Bertolami. The group discussed his “concerns regarding academia in dental school” and it gave her a “new perspective on dental school education and challenged [her] to look at our system more critically.” Their experience to date as ADCFP fellows has been overwhelmingly positive. Both have expressed their continued interest in pursuing an academic career, and say that being a participant in the program has only further strengthened that desire. They appreciate the opportunity to think about teaching, learn about curriculum development, and building relationships with faculty they admire.

Featuring: Tiffany Han and Julianna Ko
D1 Spotlight: Valery Saikaly
By: Annie Hsu

Valery Saikaly is a first year dental student at UCSF. She attended undergrad at UC Irvine and graduated in 2016. She always knew she wanted to be in the health care field and explored her options during her first year of undergrad. Dentistry was the last field she looked into but fell in love with it immediately after taking a tooth-waxing course.

As a current D1, Valery’s favorite part has been getting to know her class. There are many unique personalities and she likes how they work together towards a mutual goal. Valery states the hardest part of D1 has been the stress of the first round of exams because she did not know what to expect. However, she is thankful for the upperclassmen that helped guide and support the D1s.

With first quarter of dental school almost over, Valery would recommend to pre-dental students to attend preview and shadow days at local dental schools. She thought these events were helpful in foreshadowing how dental school is. She would also advise pre-dental students to find a mentor (dentist or dental student) and to find opportunities to practice manual dexterity.

With the intense D1 schedule, Valery’s advice is to keep a good balance. She is able to do this by being efficient with her study time. When she studies, she sets aside everything and focuses on the material. With her extra time from studying efficiently, Valery is able to do things she loves like exploring the city, going to the gym, sketching and painting. Her absolute favorite thing to do to unwind is to put on a facemask, light a candle and drink a cup of hot cinnamon spice tea.

D2 Spotlight: Maritess Aristorenas
By: Joti Kaler

Maritess Aristorenas is our renown D2. Most already know her due to her heavy involvement in school. Although she is much busier this year than last year, it much more enjoyable because her time is spent on coordinating events rather than studying for BMS. She is on board for 3 major organizations on campus including Student National Dental Association (SNDA), Filipino Dental Coalition (FDC), and Xi Psi Phi (ZIPS). Each organization has a special place in her heart. SNDA allows her to make their mission her personal vocation, increasing presence of minorities in dental education, especially because she had to face the same hurdles in her journey. FDC represents her strong connection to her Filipino culture. Lastly, ZIPS allow her to transmit her family values and traditions with her fraternity family.

With such heavy involvement, one is inclined to question how Maritess is able to manage everything. She stays grounded and reminds herself of her first priority, coming to UCSF to learn all that she can in order to become the best possible dentist for her patients. She constantly tries to be better and make sure her clinical skills continuously improve. Her goal is to treat her patients like her family members, understanding their needs, concerns, and prioritizing their overall health and well-being.

There is no question that Maritess has it all down. She advises D1s to not compare themselves to other classmates. It is easy to feel down and compare your test scores with other classmates. It is natural to compete, but the only person you should compete with is yourself. Strive to improve your test scores, be better than last time. “I believe that holding yourself to your own standard is more beneficial than holding yourself to someone else's”.

D3 Spotlight: Casey Lee
By: Valery Saikaly

Casey Lee is currently a third year dental student and an aspiring oral surgeon. To learn about OMFS, Casey shadows in the OMFS clinic at UCSF and is a part of the Oral Surgery Faculty Mentorship Program. During his time shadowing, Casey enjoys watching pathology and reconstructive surgeries.

As a third year dental student, Casey recently transitioned from working on a mannequin in SIM lab to working on people in clinic. Casey feels clinic is more challenging than SIM lab because he now has to treat the whole patient (whether it be medical conditions, personality and behavior, and etc.) instead of just a tooth. The biggest adjustments entering clinic for Casey were increasing speed at performing procedures, working with different faculty and philosophies, and learning new techniques on the fly. Although clinic has been a different experience from SIM lab, Casey really enjoys the person-to-person interaction and the healing aspect of being in clinic.

Casey’s favorite part about third year is being able to apply the information that he learned in the first two years and having that translate into something tangible such as seeing the direct impact of his work on his patients. He also enjoys doing real life dentistry and the thrill of learning new and different ways every day to accomplish routine procedures.

During his free time when Casey is not seeing patients or shadowing in the OMFS clinic, he likes to run, watch and play football, and play instruments, such as the ukulele and the piano. He also enjoys watching action movies and shows like Arrow and Flash.
D4 Spotlight
Q&A with Jean Cavlo

by: Ivy Vuong

1. As a D4 now and reflecting back at the first three years at UCSF, what are some of your favorite memories?

My fondest academic memory would be giving an oral presentation at Research and Clinical Excellence Day after my D1 Summer Research Fellowship. It was my first time completing or presenting research and presenting to the entire school was both terrifying and riveting. It really inspired my love of research.

My favorite memory of UCSF outside of school is from first year finals. A bunch of classmates and I rented a limo to drive us around famous SF sites following our last exam. We dressed up in formal attire for our exam and got in the limo right from class. It was the ultimate end to a VERY hard year of dental school!

I have a lot of other little favorite moments at UCSF like sending post cards to all of my patients wishing them Happy New Year after my first year in clinic. I also LOVE the chocolate oatmeal cookies at Palio and have many fond memories of bribing myself with a cookie to get work done in the library!

2. You took an untraditional route through dental school with a year away in Boston. How did you decide on doing a Masters in Public Health at Harvard T.H. Chan School of Public Health?

I came into dental school intent on pursuing community dentistry. I aspired to be a dentist who worked in a community clinic or FQHC. After my first year of dental school I began to realize that a lot of the issues I saw in dentistry such as financial barriers to obtaining care, health professions shortage areas, and lack of prevention was a systems level issue. I realized I would only be able to impact a finite number of individuals as a clinician but in public health I could make a larger impact on the population.

I was presenting research in Boston during my spring of D2 and stopped by the Harvard School T.H. Chan School of Public Health (HSPH) admissions office on a whim. They had never had a dental student outside of Harvard pursue a concurrent degree with them and were unsure about my eligibility to apply. I scheduled a few whirlwind meetings with HSPH administrators during my short trip to Boston and ultimately ended up applying to the program. Once I was accepted and received a funded fellowship from the Harvard Kennedy School I knew it was an opportunity I could not pass up!

3. What are your post-dental school plans?

I am applying to residencies in pediatric dentistry. I was never interested in pediatrics until after my MPH. When I returned from my year off I knew I wanted to continue to work in oral health but not be limited to clinical dentistry. I am planning on completing a pediatric dental residency where I can gain more clinical skills, focus on prevention, work interprofessionally in a hospital setting, and contribute to health policy/health services research.

4. Do you plan on teaching in the future?

Teaching was something I never considered before coming to UCSF. I was lucky enough to obtain funding and initiate the wellness elective with my classmate Mia Arreola during my 3rd year. Additionally, I was introduced to a medical student Wald Hamud-Ahmed during my second year of dental school. He and I petitioned the school of medicine to add an oral health component, which enabled me to lecture all MS1 students on oral health.

I greatly enjoyed both of these opportunities and definitely plan to teach in the future. Academic positions are one of the best ways clinical care, research, and teaching. As someone who would like to see a lot of changes in oral health and dentistry I think that teaching others is the best way to influence the next generation.

5. How did you get the ADEA internship? What are some things ADEA are working on in DC? What did you get to do as an intern?

I read about the ADEA legislative internship online and because I was very interested in the health policy I decided to apply to this fellowship even though I didn’t have advocacy or policy experience. I received the internship and spent six weeks in DC working at the ADEA office. The ADEA Advocacy and Governmental Relations group tracks state and federal policies to advocate for the needs of dental students, faculty and schools. ADEA lobbies and advocates for funding for NIDCR and dental resident training grants from congress.

Specifically while I was in DC I worked on state and federal policies regarding the opioid epidemic that could affect dentists. It was fascinating to see the very different perspectives and approaches on dentistry and opioid on the state level. Some states require additional CE courses to maintain a DEA license, most states have prescription drug monitoring programs, and some states even have implemented strict limits on opioid prescriptions. States have very different approaches but all ultimately want to reduce harm from drug overdose through policy.

6. Advice for dental students?

Don’t limit yourself to opportunities or programs that are directly presented to you. There is so much outside the traditional dental school path that affects oral health and if there is something you are interested in go out and pursue it! Some of the greatest opportunities I have had are simply a result of me reaching out via email to people I wanted to talk to or work with. Be brave and take initiative!
On Entering Academia

According to Dr. Brear, she entered academia “by complete accident” – through a somewhat random conversation. It was the late 1980s at the time. She had recently graduated from dental school in England and was working as an associate in Hong Kong, where she had grown up.

“I was out socially with a friend of a friend who happened to be a dentist [working] with the local dental school,” she says. “He explained it was a great way to stay in touch, to develop, to become a life long learner… and it’s good fun to spend time with students.”

Dr. Brear admits feeling scared at first: “I’d only been out in practice for three years, and I felt like I didn’t really know enough to teach.” Her transition to academia, though, was not as difficult as she’d imagined. She started teaching only half a day or a full day a week, and she received a lot of support from faculty members around her. “They really started me off slowly, understanding I’d just come out of school a few years before that. And the students where I taught in Hong Kong were not like students at UCSF. They never put you on the spot, never asked you difficult questions. Always very quiet.”

On Moving to California

Her move to the United States was also due to a chance conversation – this time ten years later with Rory Hume, current Dean of University of Utah School of Dentistry. He had just so happened to stop by the office where she practicing in Hong Kong, and “in a ten minute conversation he persuaded me to leave my private practice and go and study prosthodontics at UCSF.”

“I’d been in practice for about 10-11 years, and I felt like I’d seen everything in general dentistry I was going to see – there was nothing new coming in. I was very happy in my work but I wanted to do more complicated kinds of treatment,” she says. “My practice was largely pediatric, and I didn’t enjoy pediatric dentistry as much. I really enjoyed restorative dentistry, and I felt like if I went into prosthodontics it would take me out of pediatric care that had just developed over time… not because I had put myself out there as a pediatric dentist, but because it just happened. People just brought me their kids.”

Dr. Brear finished her prosthodontics license at UCSF in 2000. And once again, Dr. Brear’s career veered from her original plan. She had originally wanted to go into private practice and teach on the side, but UCSF had given her an ultimatum: they would either take her on as 60% or none at all…

…and what convinced her stay was another conversation: with Dr. Steven Silverstein at UCSF. “I thought there was no way it would ever work out, since I was so used to private practice,” she says. “In fact it worked out really well. I enjoyed teaching pre-doc students, plus a mixture of private practice. Then of course I became course director. And that really locked me in. Once you become course director, you become really attached to your school. I couldn’t imagine leaving at the time.”
On Becoming a Dentist

In contrast, Dr. Brear’s path to dentistry was more intentional. “On my part, it was a desire to be more independent than my mother was, to be able to make decisions for myself, and to feel that I’d never get trapped in a situation where I would be at somebody else’s mercy…that I wouldn’t be bullied, and I’d have my own financial independence…that I’d be in a career that I enjoyed. I went into dentistry probably for the wrong reasons at the time. I didn’t start to enjoy it until I started seeing patients. Then I realized it was the perfect career for me. I always enjoyed making this with my hands, taking things apart. I was also fairly dexterous – played a lot of musical instruments as a kid. I like the blend of arts and sciences that dentistry allows us to have, and I didn’t realize all this until halfway through dentistry.”

On Being Associate Dean

Now that Dr. Brear is Associate Dean, she still enjoys teaching and working as a dentist. Her favorite day is Tuesdays: “I’m with my patients in the mornings, then I’m teaching on clinic floor with students in the afternoon, and that’s all I do all day. And usually there’s a meeting at lunch time.”

Her other days are more administrative work. She says that they are “lots of meetings and emails. The emails are just… can’t ever get away from them. I get about 200 emails a day, and about 20 of them are urgent and I have to answer them immediately. The rest are less urgent but you have to deal with them eventually, but it all kind of goes with the job.”

One project that Dr. Brear is thinking about with the Dean and the administration is inter-professional practice. “We just don’t do enough of it. We’re right on campus with the other schools. For example, you go to externships in third and fourth year, as do the nurses, pharmacists, medical students… but they don’t go to the same sites. They go to different sites. “Inter-professional practice is something we need to do not because it’s the best thing for patients – one stop shop – but it’s also a more enjoyable experience for providers…probably safer as well. For example, pharmacists [at the same site] can help us see medications that a patient is on.”

Dr. Brear’s own career reflects a sort of inter-professionalism – from practicing to teaching to working in administration. Of her multiple responsibilities, she says, “I enjoy helping organizing things, either for students or faculty. I enjoy giving input with the Dean on possible future directions for the school, what we should be looking at; maybe future insurance plans, maybe how dentistry will get paid for in the future, how we can integrate inter-professionalism in a true practice. It’s a lot of fun. I get to work with a great team.”
D1 Class Highlights
By: Rebecca Lerman

Even though it has been 10 weeks, it still surprises me to say the words out loud. “I am a dental student.” For myself and so many others, UCSF is a dream come true. However, while asking my classmates what their thoughts were on our first completed quarter, the response was almost unanimously: “it wasn’t what I expected.” Some were surprised at the intensity of the course-load, while others, such as myself, were unexpectedly bad at waxing.

Although there were challenges, each difficulty came with a blessing. Most notably, the D2s were there to help us throughout the quarter with events such as exam review sessions, mock practicals as well as answering our frantic questions at any hour of the day. The D1s agree that the D2s have stepped up in an incredible way to be a support system, not only academically but also socially and emotionally. Many have voiced that initiation was one of the most welcoming and amusing events of the season. Psi Omega initiate, Selina Mahesri, said that initiation was “great because I got to know some of my classmates in such funny and unexpected ways. And, as with everything else, the D2s really put their all into making us feel welcomed.” Meanwhile, ZIPS member, Kelly Ren said that she “was so impressed with the ZIPS initiation night—we had just come off a difficult two weeks of exams so everyone was excited to have an enjoyable night. Initiation night did not disappoint! From the Amazing Race challenges to being surprised at the top of Twin Peaks, it was such a great night to spend with my classmates in a setting other than that of in a classroom or in the lab. Initiation night was definitely a reminder for all of us that there is more to dental school than just studying and that we are all a family at UCSF.” Finally, Delts member, Angela Chen expressed that the “delts initiation dinner was such a fun event! I really enjoyed seeing my fellow D1s relaxing and not wearing scrubs and I have a good time meeting all the delts alumni and faculty members. All in all, the dinner was a great way to cap off a busy few weeks and meeting my fraternity family was definitely the cherry on top!”

Other social highlights of the quarter include the D1 class thanksgiving, and class Tahoe trip.

Support Systems
By: Sapna Saini

Wake up. Go to Class. Eat. Study. Sleep (when able). Repeat.

Oh, the perks of D1 year. Though we all have variations in our own schedules, many of my days as a D1 this quarter (in particular, the last 4 weeks) have revolved around this typical routine. We were all fairly warned at the beginning of the quarter that our lives would shortly become consumed by all things dental school. However, towards the beginning, it was easy at times to overlook some of this advice when the full load of school hadn’t quite hit yet. But surely enough, before we knew it our to-do lists had expanded 10-fold, and we found ourselves spending our days immersed in BMS and PRDS, and caressing those critical medical dictionaries at night :). Dental school had really set in now. It’s easy to think that Life as a D1 means school and studying all day, every day. And though that’s mostly true, what I’ve yet to mention is a whole other aspect of dental school that is arguably just as important - my peers. What many aren’t able to see is first hand is how much of an interdependent unit our class is.

So, what does the day in the life of a D1 look like? Well, each day is a little bit different. You can bet it surely involves a fair amount of studying and time spent learning in class. But it also means spending each day with wonderful classmates that share in the gratifications and challenges of dental school, together making it possible to get through, one day at a time.
How To Get Through D1 Fall Quarter: A Survival Guide
By: Karisa Yamamoto

The first quarter of dental school is tough. Defined by snipping and sifting through fascia in anatomy lab, learning how to wax a pretty cusp of Carabelli and mastering the nooks and crannies of the PP Fossa, fall quarter at UCSF is notorious for its difficulty. It was a high altitude marathon with many steep peaks. And yet, somehow, we all made it through. Here are some lessons I learned along the way…

Hit the Reset Button. Let yourself breathe and take a step away from school. Whether it was going home for Thanksgiving break, cooking dinner with friends or visiting an art museum on a rainy day, I made a promise to myself to set aside my waxing kit and histology slides to be 100% present during my time off. Taking a moment away from work helps us recharge and we are then ready to hit the books with a fresh mind and revitalized motivation.

Keep your home cozy and neat. After a long day at school, nothing feels better than coming back home. The smell of a burning candle. A room lined with leafy plants, their vines cascading down the sides of my bookshelf. Trinkets from my friends and framed photos of our memories together welcome me in. Twinkling lights radiate a soft glow. Surround yourself with things that bring you joy. A cozy, clutter-free home helps me unwind and maintain focus when I need it the most.

Stay in touch with loved ones. Dental school can become quite the bubble. Don’t lose touch with the outside world. Grabbing dinner with, writing letters to or even just FaceTiming friends and family has helped me maintain perspective and keep in mind that there is life beyond UCSF.

Get outside. The student lifestyle is a sedentary one. Though not physically strenuous, such a way of life can really wear on us. Take the time to go outside and get some fresh air. A trip to the beach to watch the sunset, a walk through Golden Gate Park or a weekend hike in Marin…outdoor adventures have a way of reinvigorating us like nothing else.

Sleep. Sleep solves everything. No longer do I have that youthful energy that got me through those all-nighters in undergrad. After hours of studying and feeling the burn out, sleep is the answer to all of life’s problems. Some good shut-eye helps us synthesize the information we have learned. We can awaken with a new outlook on a topic we were studying the night before and perform with heightened awareness throughout the day.

Celebrate your victories. After our first anatomy practical, my lab partners and I treated ourselves to a celebratory brunch. We ditched our scrubs in our lockers, dressed up and stuffed ourselves with avocado, house potatoes, bacon and omelets galore. We are going to make it a tradition.

Remind yourself that you don’t have to do it all. As much as I love making my endless to-do lists, sometimes I need to remind myself that I just can’t do it all. Learn when to say “no.” Only get involved in the extracurricular activities that you love. It is so easy to compare yourself to the amazing peers that surround you, and think that you are not doing enough. But you are enough. Always remember that.
Congratulations to these D4s for matching!

Periodontology:
Yolanda Ho - Tufts
Ruth Yan - Tufts
Anastasia Petrovska - UCSF
Sepi Shafa - UCSF
Hector Carmona - LSU

Orthodontics:
Lauren Frisch - UCSF
Siyouneh Novshadian - UCSF
Cassie Truong - University of Pennsylvania
Mychi Nguyen - NYU
Wendan Li - Columbia
Yat Tang - University of Nebraska
Edward Viloria - UCLA

Prosthodontics:
Raion Sabo - West LA VA Hospital

GPR:
Mona Nejad - Swedish Medical Center
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The American Dental Education Association (ADEA) Student Chapter at the UCSF School of Dentistry strives to promote excellence in all aspects of dental education by providing opportunities for professional development and leadership.

We aim to address the need for dental educators, to encourage the pursuit of careers in academia and research, to further post-graduate education, and to outreach, mentor and recruit under-represented students into dentistry.

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- Building partnerships in support of and advocating for the needs of dental education
- Serving the individual needs of members and institutions
- Encouraging communication and sharing of information among ADEA-UCSF members
- Expanding the diversity of dental education
- Recognizing the needs of those ADEA-UCSF serves
- Promoting oral health

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