Dean’s Message

This issue of The College of Dental Medicine Bridge highlights the motto of Western University of Health Sciences; “The Science of Learning - The Art of Caring”. Integration of Learning and Caring represents the College’s full investment in WesternU and validates the purpose behind our formation. The College was founded with the intent to develop an innovative, integrated curriculum. Not just for the sake of innovation and not just for the sake of integration, but to create a more effective and efficient learning experience. The College is equally committed to training healthcare providers who care.

The humanistic environment of WesternU is ideal for cultivating the art of caring. Our College’s aspiration of creating an environment of individual dignity for all is reinforced University-wide. The CDM culture of faculty, students and staff working together is evident in the Smiles for Success program. It is easy to see how caring plays out in the student organizations such as the WesternU chapter of the American Student Dental Association’s (ASDA) outreach events.

The Art of Caring without producing competent practitioners would be a hollow achievement. This issue of the Bridge also highlights some of the innovative curricular concepts that represent our application of the Science of Learning. Even though our curriculum is highly dependent upon advanced technology, it is rooted in solid pedagogy – engaging the teacher and student in the learning process. The most advanced adaptive on-line learning platform simultaneously provides the students with the didactic content and the faculty with the freedom to extend their reach beyond the simple recitation of facts and figures. Even faculty who have spent decades in the lecture hall have found the movement to active learning environments to be one of the most liberating and engaging changes.

The world of healthcare is changing. Our students will graduate and enter a practice world that is unpredictable in many ways. It is our belief that their preparation in The Science of Learning and The Art of Caring will provide them with enduring value in the dynamic and evolving world of healthcare. I hope you will enjoy this issue of the The College of Dental Medicine Bridge.

Steven W. Friedrichsen, DDS
Dean, College of Dental Medicine
By all predictions, the 21st century will see continuing changes in how dentists practice their profession. Western University of Health Sciences College of Dental Medicine was established to provide a contemporary curriculum to prepare graduates who can readily enter today’s practice environment as well as adapt to the future of dentistry. WesternU uses a number of learning platforms and educational approaches to insure an innovative, integrated education that is relevant for our students.

To deliver an integrated and innovative curriculum, the College is functionally organized around the curriculum rather than traditional departments and specialty disciplines. Macroscopically, the WesternU curriculum can be characterized as five blocks; four that are within the College and the fifth: Interprofessional Education, a shared curriculum that all nine colleges of WesternU deliver collectively.

Increasingly, the traditional approach to delivering content via live lectures for memorization is being replaced by hybrid or flipped classroom-learning sessions. Instead of listening passively to lecturers, students are provided with didactic content in advance of the session – often through on-line delivery platforms. The objective of these changes to the learning environment is to create higher levels of engagement with the information and provide a clear understanding of the application to patient care. Increased engagement and application enhance the learning and retention.

Key components supporting the success of the hybrid curriculum are the on-line platforms used to deliver core content. The College of Dental Medicine uses three different platform levels to deliver the curriculum. The three platforms range from relatively traditional information delivery placed into Adobe Captivate with embedded assessments. The second platform is built on a gaming engine. This is designed to engage the students in the didactic material in sequentially higher levels of complexity and uses game type formats for assessments. The third, and one of the most effective platforms, is the RealizeIt adaptive learning environment that delivers the learning content to the students in a manner tailored to their own individual learning styles, educational starting point and progression.

Students use both independent study time and scheduled sessions where all students work independently through the content – often engaging in peer learning and with a faculty facilitator. The traditional classroom time with the faculty is now reserved for designed learning classroom activities rather than passive lecture attendance. Students apply what they are learning to develop understanding. Further development of this understanding to higher levels of knowledge is accomplished with problem solving activities, case studies and critical thinking challenges. Students serve as peer educators in multiple settings. Dr. Robert Hasel, Associate Dean for Simulation, Immersion, and Digital Learning, described the team-based classroom sessions as “boisterous, energetic, and engaging.” Students are going far beyond basic memorization of information to higher levels of learning where they demonstrate understanding and critical thinking. It is extremely rewarding for both students and faculty. Faculty are now responsible for managing the students learning instead of simply delivering content.

This issue of the Bridge contains several examples of courses that move beyond the lecture and test method of learning and teaching. Through these innovative courses, the College of Dental Medicine is moving forward in realizing its mission in educating and training highly competent future clinical practitioners. The integration of this unique and innovative educational platform illustrates how Western University of Health Sciences College of Dental Medicine continues to be at the forefront of dental education.
Local Anesthesia Gaming Platform

The first Essentials of Clinical Dentistry module to use a gaming platform was Local Anesthesia. The Local Anesthesia module is comprised of four main components that span over a period of seven weeks. These components consist of an online module, one review session, one simulation lab experience involving skulls, and a clinical peer-to-peer session where students perform five major injections on each other. Included in the platform are clinical cases requiring application of critical thinking skills through problem solving and writing abstracts.

The Local Anesthesia course allows students many opportunities to develop their knowledge and proficiency in three key areas: head and neck anatomy, pharmacology, and critical thinking through an integrated application of concepts that promote mastery of the injection procedural techniques. One of the most notable advantages was the uniform level of student preparation prior to the injection sessions. The gaming platform will not let the students out of a level of learning until they have achieved mastery of that level. As a result, all students review and retest until they have completed all learning levels. The review session and dry skull practice sessions assure the students can apply the learning from the on-line components before they reach the peer-to-peer practice sessions.

Head and Neck Anatomy
Adaptive Learning Environment

The Head and Neck Anatomy course was the first Basic Science course developed using an adaptive learning platform. The course was designed for hybrid delivery using the RealizeIt online adaptive learning platform to provide the didactic content to the students. Since both the adaptive learning platform and hybrid course delivery are new to many students, the course begins with an introduction; affectionately called “Boot Camp.” The goal of Boot Camp is to direct the students on how to obtain the most value from both the learning platform and hybrid course.

Students interact with the didactic content by completing all of the required learning nodes. Each node contains learning objectives, didactic content, interactive 3D models, supportive diagrams and media files, learning activities, and assessments. When the student achieves a pre-programmed threshold level of mastery of knowledge in a requisite node, they can then progress to the next open node. Algorithms in the adaptive learning platform guide the student along a unique learning path based on the student’s demonstrated level of proficiency and learning style.

As the student progresses through the nodes, they also attend classroom sessions. Classroom sessions are designated for proctored individual study or for multiple activities that reinforce and synthesize the didactic knowledge covered in the online environment. The activities include replicating nerve pathways, charting muscle insertions and location of anatomical landmarks. Pre-dissection lab sessions preview and focus on the topics of the anatomical dissections that are occurring that day.

In addition, special classroom sessions emphasize and focus on appropriate dental related topics such as the salivary gland function, temporal mandibular joint movements, muscles of mastication, anatomical considerations in needle placement, occlusion, and head and neck examination.
To supplement the evolving curriculum, The College of Dental Medicine (CDM) has incorporated instructional videos as learning aids over the past four years. Videos offer students the freedom to learn at their own pace. Students can pause the video after a particular step, review the steps and resume the video. Students are not limited by a set schedule and can consume video content at their own convenience. In addition, since the content matter is laid out in video format, the students can use classroom sessions for Q & A, critical thinking exercises to increase understanding and for individualized hands-on learning with our faculty. In essence, videos have made the classroom more efficient and effective.

In order to further enhance our students’ understanding of a topic, we have incorporated HD quality video during recorded sessions and for live demonstrations. High definition video gives our students the ability to view the smallest details with absolute clarity from a first person point-of-view.

With the help of all our outstanding faculty content experts and video production team: Drs. Alexander Lee, Jeffry Lloyd, Jed Burton, and Brian Chui, CDM has nearly 100 videos available. These videos range from 1 - 30 minutes in length, and cover topics ranging from patient management to oral surgery all the way to software tutorials. The videos are available to our students through WesternU CDM’s Youtube site. With video, no topic is untouchable.
In a typical classroom setting, a student sits down, downloads their lecture and tunes out or goes into a panic mode quickly. At the same time, the presenter can be disengaged from the students failing to connect with them. For faculty and health professional students who are constantly bombarded with new material, this practice is a daily struggle. However, the “Flipped Classroom” teaching concept adds a new enlivening twist to the classroom environment. The Flipped Classroom actively engages and encourages participation thus stimulating interest. At the same time, it allows for real-time assessment of student performance and progress. A classroom environment where students apply knowledge in various assigned groups or individualized activities, teach peer to peer while the faculty member mentors, all while a faculty facilitates and guides the process is a true “flipped classroom.”

The newly designed Removable Partial Denture (RPD) module incorporated the flipped classroom method for classroom lectures and supplemented a portfolio project for laboratory exercises. At the beginning of the module, students are required to create a portfolio showcasing all of their lab exercises completed during the module. Students used their smartphone camera to sequentially capture each step of the RPD framework design; from cast tripodization to retention mesh outline to major connectors. Each student collected, assembled and created a portfolio document. In addition, the students were required to describe each procedure and list troubleshooting solutions. Their personal feedback was a crucial element in its relevance for use as an assessment piece in order to genuinely understand their level of comprehension of the content. The sample images are original slides created by students. The level of student knowledge, professionalism and creative presentation was truly remarkable.

In addition to the lab portfolio assignment, classroom learning objectives were met by reducing lecture time to 15 minute increments whereby key topic areas were introduced in layers through a chunking mechanism, students had an opportunity for active in depth discussion after each 15 minute increment regarding two to three LO (learning objective) topics. Before moving forward to the next learning objective, the entire class was required to fully understand the material before a new LO was presented to them. Essentially, they had an opportunity as a class to discuss and reinforce their understanding. As new material was presented, a “check and balance” form of assessment was utilized to keep track of student progress. A faculty member who led the classroom lecture had an opportunity for individualized, real-time, formative feedback with each student while the rest of the class was engaged in peer to peer discussion or working on framework design.

The classroom is a giant-ball of energy. The constant communication of multiple levels of discussion and conversation among student groups was a visual validation of active learning. By utilizing the internet, faculty are allowed to provide feedback via e-mail and systematically layer subject materials. In an “open-classroom,” students are allowed to make mistakes without penalty. These are the real benefits to true learning and sustaining an active student interest.
The learning process for adults in higher education is much more socially and experientially driven than it is for younger learners. Learning is driven by deficiencies discovered in their skill level or knowledge base. Deficiencies are typically identified easily by adults through an internal learner-driven self-assessment mechanism. In that sense, it is more natural for adults to participate in “self-directed and instructor-guided learning,” based on their personal drive and interest.

To incorporate adult learner pedagogy, the College adopted an already existing and highly successful, award winning ePortfolio modeled on the concept of a web-based platform and an “online community of inquiry,” called Diastemas, led by Dr. Karen Gardner from University of British Columbia (UBC). http://www.diastemas.net. Dr. Gardner’s main goal was to provide UBC Dental students with a “global learning experience;” the potential of her web platform was seen as limitless for our program.

The Diastemas platform became a springboard for many applications and unforeseen teaching opportunities in our pre-clinical education program. Dr. Karen Gardner has been using Diastemas in the operative course for the past six years. UBC students have used it as a platform for critical appraisal of their operative projects, and have greatly benefited as a result of their collaboration with international peers from other universities such as the University of Hong Kong and the University of California, San Francisco. Competencies such as communication, interpersonal skills, critical thinking and professionalism are nurtured in this web-based global environment.

Diastemas was launched in the fall term in 2013 with our DMD 2017 students, through portfolio assignments such as writing a professional letter of introduction, posting and micro-blogging with their international peers regarding presentations of their self-reflection and self-evaluation regarding crucial clinical projects. We are encouraging our students to develop their professional digital identity, communication skills, self-reflective practice skills and critical thinking skills. Our students had an opportunity to demonstrate critical thinking skills during the microblogging experience with international peers. Part of the discourse was the application of evidence-based practice in order to defend their clinical choices as presented in their clinical projects. Multiple threads of conversation were recorded for all the international peer groups on the Diastemas platform of students going back and forth as they were probing each other regarding the scientific evidence and their respective positions.

Students are being evaluated based on the quality of their reflection, social presence and level of engagement. They are also mentored through comments by the faculty within their communities of inquiry. Dr. Gardner writes, “Regular blog sweeps are conducted to ensure that students are ethical and professional,” (K Gardner, UBC). The Diastemas platform became a virtual classroom for faculty and students to exchange learning and teaching experiences.

The ultimate goal for the Diastemas project is to have our students document their progress during their four year educational program, including their professional growth and maturation. Not only will they become well-versed in “global citizenship,” they will also be open to life-long learning as a result of being immersed in a continual forum comprised of a cognitive process of inquiry. As they showcase their various projects, they will be critically appraising their own work and defending their choices with evidence-based approaches. The ability to self-reflect and self-assess will be nurtured in these repeated activities. In addition, this venue provides the students with a convenient portal for application of their knowledge base.

Dr. Gardner reminds us that, “Reflection allows students to develop the skill set to think through a problem at hand rather than to apply a set of answers to a set of problems.” Such reflective skills are known to result in practitioners who not only ensure they are up to date with latest developments in oral health care, but also more empathetic dentists” (K Gardner, S Bridges, D Walmsley, 2012).

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By Russel Davilla, DMD ’15, ASDA at WesternU President 2015

The American Student Dental Association at Western University of Health Sciences (ASDA at WesternU) has come a long way since its inception 5 years ago. With the current officer cabinet at 22 strong, the chapter continues to work hard for professional advancement, personal growth and student body camaraderie. Two of the officers also hold ASDA District 11 positions: Shannen Boeckmann (DMD 2016) is the ASDA District 11 Legislative Liaison and Laine Janzen (DMD 2017) is the ASDA District 11 Member-at-Large, Southern Region. Although WesternU is the youngest dental school in California, its ASDA members are making an impact at the local, state and national levels through increased presence in leadership positions and increased representation at national conferences. This year, ASDA at WesternU sent 8 students to the ASDA National Dental Student Lobby Day in Washington, D.C., 37 students to the Annual District 11 Meeting in San Francisco, CA, and 16 students to the ASDA National Leadership Conference in Chicago, IL.

On May 31, 2014, ASDA at WesternU had the honor of hosting the 1st Annual District 11 Advocacy Academy which aimed to highlight the importance of organized dentistry in the legislative process and emphasize the influence of a unified voice for the dental profession. Students from all the California dental schools gathered to network, learn about legislative issues impacting the profession and gain experience in influencing future policy. Keynote speakers included Congressman Paul Gosar, DDS from the 4th Congressional District of Arizona, Dr. Robert Hanlon, Chair of the CDA Government Affairs Council, and Michael Graham, ADA Senior Vice President of Government and Public Affairs.

Over the summer semester, ASDA at WesternU held its 5th Annual Golf Tournament Fundraiser at the Los Serranos Country Club in Chino Hills, CA. Students, faculty, staff, alumni, friends, family and dental vendors gathered together for an afternoon of networking, golfing and dinner. Many attendees went home with numerous dinner raffles prizes including massages, Dental Decks, and an iPad mini. Funds from the event, along with funds from the past Annual ASDA at WesternU Vendor Fair, will go towards sponsoring community outreach projects, hosting guest speakers and sending members to national conferences.

To advance personal and professional development, ASDA at WesternU hosted many Lunch and Learns throughout the year with topics ranging from oral health care to financial planning. Future Lunch and Learn topics will include licensure, legislation and practice management. The much anticipated Business Series was offered in the spring semester where students learned how to draft and create their own business plans. One lucky student received $500 for his winning business plan!

ASDA at WesternU also held various social activities this fall including the Annual ASDA at WesternU Freshman Welcome Mixer and the Annual ASDA at WesternU Flag Football Tournament. In spring, students, faculty, staff, family, and friends participated in the Annual ASDA at WesternU Kickball Tournament.

One of the most rewarding community service events ASDA at WesternU organizes is the Annual Santa’s Workshop and Toy Drive for the Pomona Unified School District. At this event, members give gifts collected from generous individuals to numerous families and volunteer to make the holidays a special time for those in need. Many students spent time with children from the Pomona community to create holiday decorations and spread holiday cheer.

ASDA at WesternU continues to improve and make an impact on the College of Dental Medicine and the community. The enormous growth and development of ASDA at WesternU is only possible through the enthusiasm and support of the leadership team, student members, faculty and staff. Thank you all!
Tanya Brown, 55, is friendly, loquacious and more than willing to talk about her past and what she hopes is a bright future.

Brown was paroled last year after serving 25 years in prison. She turned to Claremont-based Crossroads to help her transition back into society. Crossroads works exclusively with women who have been incarcerated. At no cost to the resident, its six-month residential program provides a supportive, structured environment for women transitioning back into the community.

Crossroads helped her open a bank account, obtain identification and become an active volunteer in the community. It provided her clothing, meals and a home.

“Coming from incarceration is a big adjustment and the last thing you want to worry about is how you’re going to eat and how you’re going to get clothes,” Brown said. “They provided all of that. Crossroads was a life raft for me.”

Western University of Health Sciences is providing free dental care to some of the women of Crossroads through the Smiles for Success (SFS) program, which was started by members of the American Association of Women Dentists (AAWD). SFS provides free dental work to women who cannot afford the cost of dental care.

Brown recently visited WesternU’s Dental Center for tooth extractions.

“The people here are so kind and caring,” Brown said. “They’re very personal. It’s not like when you go to some dentists. They make you feel really at home and really comfortable.”

Prior to coming to the Dental Center, Brown said she “hated the dentist. Where I was, they always wanted to pull your teeth. They don’t want to try to save anything. I had to be in so much pain there was no other recourse but to go to the dentist.”

She glued one tooth back in place herself because she didn’t want to go to the dentist. She last went to the prison dentist two years before she was released. The Smiles for Success program will help her as she completes her education and looks for work.

“I really think it will help me, because when you meet someone, the first thing you look at is their face. When they smile, you look at their teeth,” Brown said. “It really says something about a person when they have a nice smile. If I go on a job interview, I am able to represent myself in a better light. I think that’s important.”

AAWD covers examinations, X-rays, simple procedures and cleanings. The goal is for women to find work with the help of the free assistance and then get dental insurance through their employer so they can receive more comprehensive care.

WesternU has provided about $19,000 worth of dental services to seven women through the Smiles for Success program, said College of Dental Medicine Associate Dean for Academic Affairs Elizabeth Andrews, DDS, MS.

An important part of being a provider is to take care of whoever is most in need in the community, Andrews said.

“It’s great to show students how impactful you can be to somebody who hasn’t had that at their fingertips for most of their lives,” she said. “It’s rewarding for students to see women come alive and feel good about themselves, where maybe they haven’t in the past. It’s an important component.
of being a health care provider. It’s rewarding to give back their smile.”

Smiles for Success helps women who are trying to turn their lives around, said fourth-year College of Dental Medicine student Ayesha Sultan, DMD ‘15. Brown is a “wonderful” patient who arrives early for appointments and is appreciative and thankful for the work being done, Sultan said.

Volunteering for these types of activities is important, she said.

“It keeps you compassionate, and not just focused on getting your degree,” Sultan said. “You should always give back to the community.”

Dental care has been a significant challenge for women who have been released from prison, said Sister Terry Dodge, SSL, executive director of Crossroads

“There wasn’t anything available to them. They have no financial assistance and they weren’t eligible for Medicare or Medi-Cal,” she said. “Smiles for Success is a godsend, really, for the women. We’re talking about the forgotten here.”

For those women who were drug users, often the first thing to go is the teeth, Dodge said.

“For so many of the women who come through here, smiling is not done freely. If it’s done, it’s behind a hand,” she said. “Being able to smile, being able to present yourself in a job interview, is important. You want to smile. So it makes a huge difference. Being able to sit down in an interview and feel good about yourself, knowing you look well, makes a huge difference in how you’re able to present yourself.”

Crossroads is about helping women get back on their feet, whether it’s their second chance or their 94th chance, Dodge said.

“They realize they need to live their life differently. What we’re doing at Crossroads is helping women see their options and opportunities,” she said. “It’s not enough to tell people to stop doing something. You must teach them what to say ‘yes’ to.

That’s what we do at Crossroads.

Brown said she turned to Crossroads after her parole because she didn’t want to depend on her family to support her.

“I wanted to stand on my own two feet,” Brown said. “Crossroads provided that for me. The program keeps on giving. They are about giving back to the community.”

Her children are now grown and she has six grandchildren. She is starting to re-enter their lives and attended a reunion shortly after her release.

“I met a lot of family I had never met previously,” Brown said. “Everyone was very welcoming.”

The support Crossroads provides is allowing Brown to go to school. She is learning computer and clerical skills and plans to enroll at Mt. San Antonio College next year. She will then sit down with a career counselor to talk about her professional options.

“Crossroads is a wonderful program, and it continues to encourage me, and I’m feeling blessed to be part of that,” she said. “It’s important for individuals to know there is life after prison. You don’t have to feel your life is over. You learn from your mistakes, and you must not repeat them. If you’re able to do that, to find out what it is to have a full and whole life, then I think you’re moving in the right direction.”
Southern Californian Dr. Joori Kim earned her Bachelor of Science degree in Biological Sciences from the University of California, Irvine, and then attended the University of Pennsylvania (UPenn), School of Dental Medicine in Philadelphia. During dental school, Dr. Kim and Dr. Laudenbach were classmates and shared the same experience as dental students at UPenn. Upon graduating, Dr. Kim returned to California and has been in private practice since 1998. She joined the College of Dental Medicine at WesternU as a part-time faculty and has fully transitioned to full-time Assistant professor and Clinical Team Leader faculty for The Dental Center.

Classmate, Dr. Joel Laudenbach earned his Doctor of Dental Medicine degree and Oral Medicine and Geriatric Dentistry certificates from the University of Pennsylvania. He also completed the OMS (Oral and Maxillofacial Surgery) externship at LAC + USC Medical Center, and the GPR program at Cedars-Sinai Medical Center in Los Angeles, CA.

Dr. Laudenbach joined WesternU College of Dental Medicine as an assistant professor of Oral Medicine and Geriatric Dentistry. He provides didactic and clinical teaching throughout all four years of the curriculum including the oral diagnosis module, basic science and human systems, oral medicine, and advanced oral pathology, geriatric dentistry. Dr. Laudenbach also provides patient care for oral medicine/pathology at The Dental Center and is involved with numerous publications and continuing dental and medical education.

Dr. Keith Boyer received both his Bachelor of Science degree in Biological Sciences and Doctor of Dental Science degree from the University of the Pacific. He attended the University of Pennsylvania to pursue a specialty certificate in Endodontics. Dr. Boyer describes the residency program as a, “rigorous and well-rounded curriculum that teaches the latest science and technology in endodontics.” After graduation, Dr. Boyer remained in Philadelphia to practice and teach at the university. He then joined the College of Dental Medicine at WesternU as one of the two full-time endodontic specialists who are responsible for teaching students in the pre-clinical setting and overseeing patient care in the student clinic. Dr. Boyer also treats complex cases in the specialty care clinic at The Dental Center.
Alumni Profile – Debra Church

For inaugural class (2013) member Debra Church, entering a private practice was not part of her post-graduation plans. Instead, motivated by a desire to serve her country, she sought a commission from the US Army, so that she could provide dental treatment to active duty soldiers. Debra completed basic officer training at Fort Sam Houston in Texas before starting the 12-month AEGD program. Now, as a general dentist, Captain Church provides dental care on base at Fort Benning, in Columbus Georgia.

As an alumna of WesternU, Dr. Church feels she was well-prepared by the College of Dental Medicine for both the AEGD residency program and to treat the nation’s troops. She views giving back to WesternU’s College of Dental Medicine as essential and has participated in the CDM Annual Fund and other activities. WesternU is the foundation of her dental education and provided the building blocks for her dental career. “WesternU provided the learning environment, but it was up to me to decide what to do with the information,” she reflected. And her decision includes plans to serve the country for many more years. “The Army has been a great experience…and I’m looking forward to the next four years!”

Student Profile – Grant Simpson

Before coming to the College of Dental Medicine in 2012, Grant Simpson aspired to become a dentist. He started by following in the footsteps of his father, a prosthodontist with a private practice in San Diego. He started working with his father at age 17, doing lab work and learning about practice management.

To pursue a dental career, Grant graduated from the University of San Diego after obtaining his Bachelor of Arts in Biology in 2012. He decided to attend WesternU’s College of Dental Medicine to keep close to his hometown of San Diego. Grant makes frequent trips to visit his family on the weekends. As an American Student Dental Association (ASDA) member, Grant enjoys the WesternU experience. “I really like the clinic time the college has provided, and I get to help patients enjoy their smiles again.” He likes utilizing restorative techniques in esthetics to create better smiles. After Dental school, Grant hopes to return to San Diego to practice general dentistry.

Aside from dental school, Grant spends his leisure time rebuilding classic cars. His biggest project was rebuilding frame/off restoration of a 1969 Camaro which won “Best in Show” at the El Cajon Car Show in 2009. Grant also mastered the craftwork of jewelry making. His father taught him how to construct rings and pendants using the Lost Wax Casting technique, a process similar to the way crowns are cast.
New Scholarships Awarded to Dental Students

College of Dental Medicine students gratefully received some unexpected financial support this year with the creation of three new scholarships. The Nguyen Family Scholarship, funded by Ron Nguyen, DDS, founder and CEO of Ultra Light Optics, was awarded to two students, Ngoc Bui, DMD ’16 and Sandy Ibrahim, DMD ’17, at the University’s annual East West Scholarship Dinner. Two weeks later, three more future DMDs received assistance from new funds created by CDM faculty.

Assistant Professor Joseph Sciarra, DDS, established two funds to benefit students with an interest in orthodontics and pediatric dentistry: the Paulina La Bianca Memorial Scholarship and the James and Stella Sciarra Scholarship. Dr. Sciarra’s parents, Mr. and Mrs. James Sciarra, were in the Honors Day Ceremony audience for the inaugural presentation of this award named in their honor to Andrew Dihn, DMD ’15. Jessica Phan, DMD ’15, received the Paulina La Bianca Memorial Scholarship.

Also during the Honors Day program, Associate Dean Elizabeth Andrews, DDS, MS, presented the Margaret Montante Memorial Scholarship to Sarah Rodgers, DMD ’15. Dr. Andrews and siblings created the scholarship in memory of their mother, a nurse, to assist students with a health care background.

CDA Presents!

Alumni and faculty enjoyed a beautiful spring afternoon, May 2, on the Anaheim Marriott patio to close out CDA Presents, joined by several students who participated in the three-day event. It was a perfect day to reconnect to share important news in a fun setting. Oualid Tellisi, DMD ’13, updated classmate Chris Dudzik on the acquisition of his new practice, Christian Andrus, DMD ’16, got some advice on pursuing post-grad fellowships from Assistant Professor Gary Pape, DDS, MA, and senior associate Cathy Tran, DMD ’15, eagerly turned over her student responsibilities to junior associate partner Sunjoo Park, DMD ’16. All look forward to the next gathering of cohorts and fellow and future alumni. Be sure to check the CDM alumni page on LinkedIn (www.linkedin.com/edu/42941) and College web site (www.westernu.edu/CDM) for details on upcoming events.

Continuing Education

It was back to Classroom B on June 20th for thirty-two CDM alumni who participated in the continuing education course on Invisalign Fundamentals presented by David Gates, DDS. A special alumni price of $199 was offered to all CDM graduates. Special thanks go to Melissa E. Khurasany, DMD ’14, for organizing the program. “We look forward to offering more quality continuing education through on-site and online courses,” said Jeffrey L. Turchi, DDS, Assistant Professor and CE Coordinator. For information on future offerings, please email cdmceinfo@westernu.edu.