

BU ASDA committee:

Editorial Staff

Editor

Ariel Bales-Kogan
abales@bu.edu

Executive members

First Delegate

Lily Ghafouri
Lilyg@bu.edu

Second Delegate

Ariel Bales-Kogan
abales@bu.edu

Alternate Delegate

Negaar Sagafi
Negaar0@hotmail.com

PEN

Michael Davey
mdavey@bu.edu

Treasurer

Michael Dinn
mdinn@bu.edu

Program Coordinator

Evis Babo
evis@bu.edu

Secretary

Talar Guldalian
talar@bu.edu

Social Chair & Legislative Liaison

Ariel Bales-Kogan
abales@bu.edu

Int'l Student Representative

Negar Nasseripour
negar@bu.edu

Second Year Representative

Bennet Lee
blee7@bu.edu

To Be (DIGITAL), or not to Be (DIGITAL), that is the question?

By Ariel Bales-Kogan, BU ASDA Second Delegate, & Bennet Lee, BU ASDA Second Year Representative

Several dental schools across the country have been guinea pigged as experimental sites for the new trends in technology this past year. Amongst them, Boston University Goldman School of Dental Medicine took part in testing the potential for technological integration into the dental schooling curriculum. As such, each incoming student was outfitted with an IBM Thinkpad™ notebook computer, and a DVD containing the digitized reference materials. This did, of course, come with a considerable tuition fees hike for each student. The DVD itself cost each student \$1500, and gave students no proprietary rights to use the software past graduation.

Although the supporters of such advancements did not foresee an easy transition, they may have not foreseen as many problems as were encountered either. Students demanded action, not willing to stand on the sidelines as their education passed them by. So what did students have to say about going digital?

The BU ASDA chapter put out a survey to inquire about the students' general satisfaction with their new digitized curriculum. Forty students responded by fully completing the survey, and all statistics below are based on those responses. (The surveys were sent by e-mail, of course) Although a majority of students (85%) did not own notebook computers before starting

their freshman year, 67% of those students that did own laptops would have preferred the option to opt out of purchasing another computer. After a year's worth of use, 75% of students were satisfied with their hardware purchase. Clearly, through ample discussions, the hardware was not the issue that led to problems. 95% of students considered themselves to have sufficient technological background to operate the software programs provided by the school. Yet, 90% of students were not satisfied with the DVD program

(Continued on page 6)

BU Faculty Reaches Out

By Talar Guldalian, BU ASDA Secretary & ASDA Extern (00)

As I was waxing on my denture teeth in Remo lab, I was eagerly looking forward to the regular Thursday announcement from our bay instructor: "Alright group 2, are you guys ready for this weeks trivia question?!" I looked around me as some people were polishing their perfected dentures while others cursed at the wax and vowed to never make dentures post-graduation. I wanted to answer Dr. Calabrese's trivia correctly; "So here is the question... Once a

navy pilot enters his jet what does he do before he takes off and before he lands?" With Top Gun in mind, everyone spewed out several answers, but our frustration and wax heighten with every erroneous answer. "He turns on the engine!" or "he puts on his seat belt!" After 30 minutes of hopeless answers, Dr. Emerling, our Remo professor, decides to join in on the trivia while checking my denture set-up occlusion. "You guys are all wrong but I have to

(Continued on page 8)

Inside

In Profile: Dr. Steve Perlman	2
BUGSDM students give their time to Special Olympics Special Smiles	3
The Artistic Dentist!	4
Participation at Project Bread's Walk for Hunger	7
Something Fun - Puzzle	8

Check us out!

We're on-line...

www.buasda.org

In Profile: Dr. Steven Perlman

A role model in the dental community

By Lily Ghafouri, BU ASDA First Delegate



Dr. Steven Perlman,
DDS, New York University,
Cert., MScD, Boston Univer-
sity. Associate Clinical Pro-
fessor of Pediatric Dentistry.
Full time private practice.

My first encounter with Dr. Perlman was a memorable one. As I entered the operatory, he immediately introduces himself while motioning with his hands to follow him. Dressed in scrubs, with loops over his eyes, mask on his face, fully gloved, and an explorer and mirror in hand, he exits to the driveway of his busy pediatric dental office. I quickly follow him to notice that he is boarding an ambulance that is occupied by a middle-aged woman in a wheelchair.

"Sometimes their wheelchair is too big to fit through the office doors, so we have to compromise." I stood in awe for the next few minutes, watching him complete an exam on this special needs patient. No one said it was an easy task, but there was one person up for the challenge.

Dr. Steven Perlman has dedicated his life to increasing awareness of the dental health needs of persons with disabilities. Not only does he provide dental care to people with special needs, but he also trains others in the profession to improve access to dental care for this population.

During his junior year in college, he worked as a research assistant, administering nonverbal psychology tests to special care patients. It was during that period in his life that Dr. Perlman realized that special patient care (SPC) and pediatric dentistry were a natural fit. Dr.

Perlman enrolled into NYU School of Dentistry in 1968. Upon graduation, he entered the Navy for two years, where he gained much of his surgical training. Two years later, he began the Pediatric Dentistry program at BU under the guidance of the department chairman, Dr. Spencer Frankl. "Dean Frankl taught me the meaning of giving back to the community." After graduating the program, Perlman began his own practice with classmate Dr. Micheal Koidin. However, he continued to lecture and train dental students and Pediatric Residents in SPC.

In 1993, while seeking dental care for her sister, a special care patient, Eunice Kennedy Shriver (JFK's sister) was introduced to Dr. Perlman. Rather than edentulating her sister, as other dentists had suggested, Dr. Perlman treated her.

Shriver, a long time advocate for people with special needs in the US and one of the founders of Special Olympics, asked Dr. Perlman to come to the nation's capitol and teach her everything about oral hygiene for people with disabilities. This meeting led to a simple, yet innovative idea: create a dental program and incorporate it into the Spe-

cial Olympics experience.

In June 1993, BU teamed up with Massachusetts Special Olympics to offer the first-ever dental screening program at the Special Olympics Games. Over 750 athletes were screened and countless others were provided oral health education by faculty, staff and students. The program was a complete success and came to be known as "Special Olympics, *Special Smiles*". Last year, the program was responsible for screening over 12,000 athletes and providing over 8000 mouthguards in 53 cities in the United States, and 3 cities outside the US.

"When people with disabilities are able to gain access to dental care, maintain their oral health, and receive regular dental care, it will be a giant

"Dean Frankl taught me the meaning of giving back to the community."

-Dr. S. Perlman

step toward independence and better health. That is what Special Olympics, *Special Smiles* is all about, and why the volunteer dentists continue to advance the program to larger and larger

audiences throughout the world."

Dr. Perlman's efforts do not stop there. In addition to his busy pediatric practice where he also treats special care patients, he has begun a program with Sesame Street and the Children's TV Workshop which will provide material for parents of children with disabilities. He also continues

(Continued on page 3)

In profile ...

(Continued from page 2)

to educate other dentists and parents about SPC through his numerous publications and his regular editorials in Exceptional



Dr. Perlman with one of the many special Olympics athletes screened..

Parent Magazine. A few months ago, he trained 50 pediatric dentists from countries

around the world in SPC. These newly trained professionals will build Special Smiles programs in their respective countries, increasing access to dental care for special care patients worldwide.

In recognition of his commitment to the community, Dr. Perlman has been presented

with several awards. He was the first dentist in the state of Massachusetts to be named "Exceptional Physician". He is also the only graduate of BUGSDM to be awarded the Distinguished Alumni Award for Service to the Community from BU. In 1998, his peers in the American Academy of Pediatric Dentistry awarded him with the Manuel M. Album award. In recognition of his exemplary leadership and contribution to the advancement of oral healthcare for persons with disabilities, he was awarded the Harold Berk Award, the highest award given by the Academy of Dentistry for Persons with Disabilities.

BUGSDM's Dean Frankl says "Since graduating from BUSDM's Advanced Education Program in Pediatric Dentistry in 1976, Dr. Steven Perlman has made the treatment of special needs patients the hallmark of his career. He was instrumental in organizing the first-ever dental screening at a Special Olympics-an event founded at

BUSDM that has expanded to screen and educate more than 38,000 Special Olympics athletes around the world. His dedication in caring for individuals with special needs is unmatched. He is a consummate professional."

When I look back on that December day when I met Dr. Perlman, I remember expecting to meet a pediatric dentist. Instead, I met a man who has changed the oral health of persons with disabilities.



Dr. Perlman and Eunice Kennedy Shriver, founders of the idea to incorporate dentistry into Special Olympics.

BUGSDM students give their time to Special Olympics Special Smiles; a yearly tradition!

By Ariel Bales-Kogan, BU ASDA Second Delegate

On this fine June 16 day, some students would rather sleep in. Not this bunch! Alarm set for the early 'am' hours, we were ready to spend the day at Special Olympics. On a large field of wall-less tents, this one stands out! A line of competing athletes patiently await their turn.

First a quick visual lesson on proper oral health maintenance; techniques for brushing and flossing. Then off to the oral screening examination performed by trained students. Lastly, each athlete receives an on-the-spot fabricated mouth-guard, to prevent sports-related



Top: Closing up the day, students are all 'smiles' after a rewarding day. Bottom: Student Negar Nasripour perform an oral screening for an athlete.



injury to their teeth. Dr. Perlman, at the heart of this operation is there the whole day, ensuring his operation is running smoothly. The experience? Unbelievably rewarding!



The Artistic

Due to growing popularity, this is the second edition of this section in the BU ASDA Explorer. We hope that with your contributions we can make this a permanent column.

A dental education is a very scientific process. Although never-ending, it does lack that certain ability to allow us to express ourselves in different ways. This section is intended to demonstrate that dentists, too, have artistic and creative sides worth exploring. If you wish to contribute to this section, please feel free to submit your material.



Negar Nasseripour (negar@bu.edu)

AS(S) #1

Across the great vast ocean
 from a distant land I came
 To learn about the whys and hows
 of posts and cores and crowns

I walked into BUSDM
 not a farthing to my name
 but behold ahead the glorious day
 when the whole world I shall reign

My first semester went by so soon
 not a moment had I to watch the 'toons'
 I lamented, I moaned , I groaned
 Thru prostho, perio, operative, what more?

The need to relearn everything
 I questioned all - at once - too soon
 How little I knew of what entails
 In the twists and turns of the anatomical maze

My life it seemed was deemed to be
 a tortuous, endless struggle
 thru grooves & fissures & marginal ridges
 Don't forget those cusp-fossae relationships

A waft of "pollen" in the spring air
 to freshen our senses from the dull and despair
 and suddenly I begin to realize
 I've developed an allergy to perio and fries.

Don't mind me in my senseless tune
 Tis a silly song that I presume
 to let you know we've all been there
 and soon enough it will disappear

All I can say to you my friend
 I'm glad to be in such good hands!

Anita Agarwal (anitaa@bu.edu)

Dentist!

Invisible Cities

May you choose to travel into a small quarter of this “invisible city” below as a glimpse into a thought or a dream or perhaps as the “invisible city” within. It is in the form of a city or another deep beneath where we find our own serenity, inside whose gates the outside world doesn’t penetrate.

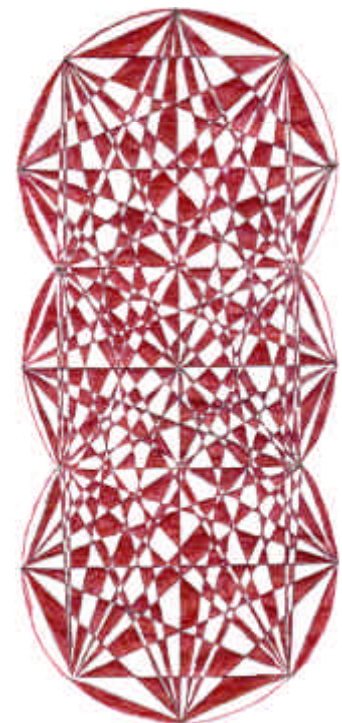
THE CITY OF CALVINO IS A HAVEN FOR ARTISTS OF ALL KINDS.
 THEY LIVE IN DWELLINGS OF THEIR OWN CREATIONS.
 SOME ARE CIRCULAR AND SOME ARE TRIANGULAR IN SHAPE, BUT THEN MANY CANNOT BE
 NAMED BY SUCH FAMILIAR SHAPES.
 THE ONLY INHABITANTS OF THIS CITY ARE THE CHILDREN WHO MAKE WONDERS FROM THE
 ELEMENTS OF EARTH.
 THEIR “HOMES” HAVE TUBA-LIKE CHIMNEYS MADE OF PURPLE STRAWS.
 THEIR LILY ROOF TOPS ARE SHOWERED BY THE CLEAR WATER THAT COVERS THE OPENINGS ON
 THE WALLS.
 THEY SING AND DANCE AMONG THEIR ART, AND EVERY SONG EACH SINGS HAS A DIFFERENT
 HYMN.
 THE TRAVELERS WHO ENTERED THIS WORLD OF MARVEL FROM DIFFERENT GATES EACH SAW IT IN
 DIFFERENT SHAPES.
 THIS CITY WAS BUILT TO KEEP THE SPIRIT ALIVE.
 FOR ONCE DEPARTED THE TRAVELERS NEVER FORGOT WHAT A CITY THAT WAS.
 IT NEVER PERISHED AWAY FROM THEIR MINDS; BECAUSE: THIS WAS THE CITY OF CLAVINO

Negaar Sagafi (Negaar0@hotmail.com)

Those Rain Drops....

The raindrops that form and leave,
 Know nothing of their journey,
 They fall to give.
 Some are lucky, to pour on to the streams and
 rivers which unite with the sea,
 Some eventually reach!
 Like countless births by passing seconds,
 Few are lucky through deeds, many are destined
 on longer paths,
 Eventually to reach final destination, ‘Bliss!’

Ami S. Shah. (amishahs@bu.edu)
 Extract from ‘Verses from the Heart.’



Ariel Bales-Kogan (abales@bu.edu)

To Be (DIGITAL), or not to Be (DIGITAL), that is the question? ...

(Continued from page 1)
that was supplied.

As early as mid-first semester the school had arranged for the formation of a suggestion committee

comprised of several freshman students. The committee was formed in order to bring forth student issued as to how the software limitations can be solved. According to one student who participated on this committee, students drafted nearly 30 suggestions for improvements in functionality of the software. Students

felt restricted by the software design. On the top of the list were the issues of inability to print reference materials, inability to 'highlight' text, and a sub-par search function. A universal concern was what would happen after graduation. Since students would not have the rights to access the software and the reference materials, how would they access information once out of school and textbook-free.

On an ease of use scale, students rated the software a 2.6 out of 5, indicating a relatively average level of sophistication. However, 95% of student experienced some form of difficulty using the DVD software. Coincidentally, problems occurred at the most inconvenient times, as 90% of students believe that difficulties with the software and/or hardware did affect their studies.

A majority of students do realize the value of technology, as 70% of students did admit that there are distinct advantages of using the DVD software over conventional textbooks. Yet, 90% of students still had to resort to buying at least one old fashioned paperbound

text. Further, 72% of the purchased texts were ones already available in digital format on the DVD package. Some students spent as much as \$500 on additional texts. These



2001 Freshman class typing away during lecture.

students' main reason for purchasing the paper goods was the simple fact that their eyes could not adjust to long hours of reading text from a 14.1" notebook screen. As well, crucial diagrams for such courses as gross anatomy did not display with enough clarity on the computer screens.

What did the school do to prepare for this experiment? Students did not feel that the school took enough steps in preparation. 80% of students felt that the classrooms were not supportive of the use of personal computers, and 50% believed that the school did not have ample facilities for the use of mobile computers. More importantly, 85% of students did not believe that the faculty, in general, used the digital format for teaching in an optimal fashion. Only one professor was accredited consistently as having well integrated the digital interface with the respective course.

Alas, let us not forget that these are but machines constructed by machines! As much quality control as IBM may provide, a whopping 40% of students reported the need for some repair on their notebooks on at least one occasion during the year. Numbers, numbers, numbers...

What is the magic answer to digital integration? Perhaps students were a little harsh in their criticism of the novel software. However, it is also clear that the school did fail to foresee and adequately prepare for such a drastic transition. Classrooms should be refurbished with larger desks, power outlets, Ethernet connections, and better ergonomics to support a computerized learning environment. They were not! The software manufacturer should have been provided with student needs prior to releasing the software. They were not! Students should have been given the option of participating in this experiment. They were not!

So, is digital the way to be? Sure, but maybe not quite yet. It is clear that better preparation is needed before a purely effective and student supported digital environment can be implemented. However, the future does hold great promise!



New to 2001, each laptop is equipped with a wireless Ethernet device allowing wireless internet access.

Participation at Project Bread's Walk for Hunger

By Negar Tehrani, BU DMD '03, & Ariel Bales-Kogan, BU ASDA Second Delegate

Thank you BU students for your generous support of this event. The pledges that were donated go directly to providing nutritious meals and groceries to children, the elderly, the unemployed and the working poor. Be proud that the money raised makes a real difference in so many peoples' lives!

It was a small crowd from BUGSDM, just the two of us 'walkers', but we weren't the only ones in the fresh outdoors that decided to trek 20 miles. We were surrounded by thousands of people from all over Massachusetts on this beautiful Sunday, May 6, to make a difference for families in our communities.

After registering at the Boston Common, the starting point of this journey, we began walking shortly past 9am. It was a sunny, but chilly day in Boston. Technically, it was the perfect weather for a 'long' walk.

Hundreds of volunteers were scattered throughout the route. Strategically placed at turns and in the middle of long hauls. They were full of energy, shouting motivational phrases



to passing by participants. And holding up signs indicating how many miles were behind us.

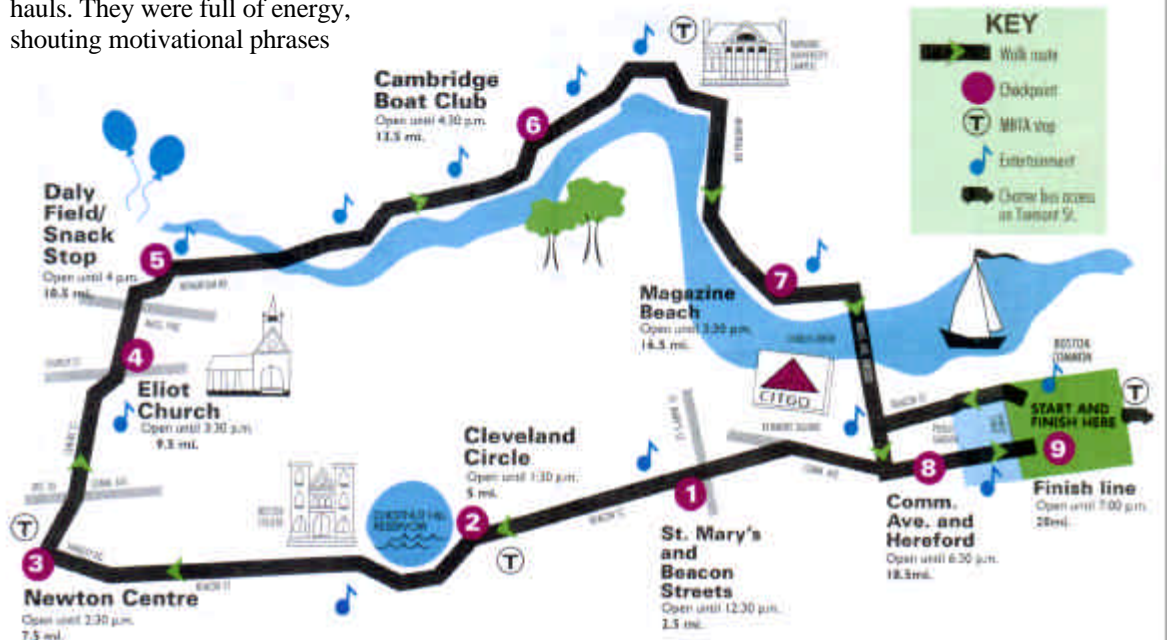
To our disbelief, it felt like in no time, we reached the half way point. Our watches, however, verified that nearly 3 hours had passed. Conversation hasn't run dry yet, but our bodies were starting to dread the ten miles ahead of us.

In another half a mile, we were met by a storm of volunteers handing out snack bags and beverages, yogurt, and juice. We walked and snacked on the "yummies" to give our bodies a little energy boost, desperately needed to make it to the finish line.

We now crossed the Charles and walked the remainder of the way along scenic memorial drive, in Cambridge. Once we reached Massachusetts Avenue, we crossed back to Boston in our final mile to reach the Common once more.

Exhausted from the trek, we just missed the last serving of free Ben and Jerry's ice cream. Our bodies begging for rest, we napped on the 'T' while it transported us back home.

We hope next year more of you will be able to join us, and raise even more funds for this worthy local cause.



Top: Ariel & Negar after registering, ready to venture off. Middle: Negar, clearly thirsty, at the half way mark. Bottom: Schematic diagram of the 20 mile route of the event.

(Continued from page 1)

BU Faculty Reaches Out...

give away the prize today so here's an easier question. In the sitcom Cheers, what is the name of Fraser Crane's wife?" I screamed "Lillith" with the hope that everyone was too busy accidentally getting burned by the 7A spatula, but I heard my voice harmonize with my classmates and Dr. Callabrese announced: "It sounds like a tie, but I think Greg said it first!" To my luck, Greg couldn't accept the prize, so I suddenly found myself with 2 BU hockey game tickets! Saturday night came around and there I was with one of my classmates and two of my instructors screaming "Sieve, Sieve!" to the opposing goalie after BU scored. As we sat there drinking our beers and joking around, Dr Callabrese put on a serious face and said: "There is a reason why I gave out tickets to the hockey game." Lily and I looked at each other puzzled, having forgotten that we were amongst the company of instructors. Dr. Callabrese, a BUGSDM graduate, began to reminisce about his days as a dental student. He informed us that in the past the relationship

between faculty and students used to be very strong. He further mentioned that he hopes to improve the student-faculty relations and felt that this might be a good first step. Dr. Callabrese made me think for a while that night. Throughout the week, I began to observe some of the instructors during our lab classes. I saw how Dr. Siao showed an interest in joining salsa classes with one of the students who taught classes. I noticed Dr. Cook in Operative lab complain about going to his wife's high school reunion and Dr. Molluca offering to help me with placing the dental dam, as he inquired about my Thanksgiving plans. During IPPM, I noticed that Dr Farsai and Ms. Frankl knew everyone's name in a class of 91. This particularly impressed me as I noticed that students suddenly overcame their intimidation. It was like an open forum for them to speak out. Overall, the faculty members were trying to create not only an educational environment, but also a social one. I was not aware of this until I went to that hockey game.

Throughout my educational career, I was taught that there is a distinct line between students and professors. Dental school has been different, though. As a student, I am now faced with a dilemma and an opportunity to be a part of the solution. At BU ASDA we have taken initiative to improve faculty-student relations. We have used our strongest voice, The Explorer newsletter, to reach out to all dental student. We invite professors to write articles and we print profiles on various professors at the school. Also, we always invite and encourage faculty participation at social events. We are currently organizing a faculty-student basketball game. However, these efforts alone are not enough. As dental students and future professionals and academicians, we must work together and with our professors to create a better dental community. As a powerful student group, ASDA has the resources and the ability to confront this challenge and create a feasible solution to this barrier at dental schools across the nation.

Something Fun!!

Optical Illusions

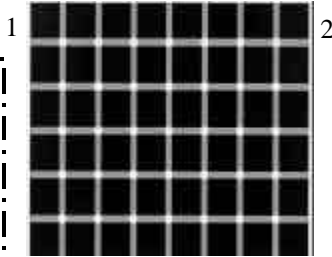
By Isa Chui, BU DMD '02

You have all heard of "cervical burn out" in dental radiographs. It is a type of optical illusions.

Professors also frequently remind us to look at perspectives in different directions while we are diagnosing and treatment planning. Here are some fun pictures to practice our sense of perception.

1. how many black dots are there?
2. woman or musician?
3. Clinton and Al Gore? No, just Clinton.
4. what do you see if it's upside down?
5. face or Eskimo?
6. where's the dog?
7. old man or couple kissing?

Hope you have fun!



4



5

3



6



7