

2010



New York University COLLEGE OF DENTISTRY

February-March



ADEA MEDIA GUIDE 2010

Listing of the college's presentations and exhibitions

Revised: February 12, 2010

Table of Contents

SESSION ABSTRACT

Friday, February 27, 2010

- ADEA Leadership Institute Commencement Reception (By invitation only).....1

Saturday, February 27, 2010

- ADEA Signature Series: Leading and Assessing New Models of Dental Education (Ticketed event).....1
- Moving Beyond the Correct Answer: Exploring Innovative Uses and Types of Competency Assessments in Contrasting Educational Programs SoTLfest 2
- Making Skills in Analyzing a Clinically Relevant Research Article a Mandatory Competency for All U.S. Dental Schools 3

Sunday, February 28, 2010

- Best Practices for a Difficult Economy: Strategies and Solutions for Dental Development, Alumni Affairs, and Public Relations Professionals to Rebuild, Recover, and Rebrand 4

Monday, March 1, 2010

- Steps Toward Lifelong Learning at NYU College of Dentistry Postgraduate Orthodontics 5

Monday, March 1, 2010 and Tuesday, March 2, 2010

- The Undergraduate Urgent Care Clinic: Dealing With the Tension Between Education and Patient Care 6
- Comprehensive Charting Legend for All Initial Diagnoses 7

Tuesday, March 2, 2010

- Informatics Short Talks (Presented by ADEA Section on Dental Informatics) 8
- Answer, Hope, and Move On: What is Wrong with Student Assessment 9
- Teaching and Assessing Ergonomics in the Simulation Laboratory 10



- “How’m I doin’?” Using 360-degree Evaluations to Improve Faculty Performance..... 11
- Podcasting and iTunesU: Considerations and Lessons Learned 12
- Natural Teeth: Why They Are Critical in Clinical Simulation..... 13
- The Key to Competency-Based Education SoTLfest 14

TECHEXPO

Monday, March 1, 2010

- 387 Improving Student Skills in Preparation Design of Inlays and Onlays Utilizing CAD/CAM Technology..... 15
- 388 Seeing Is Believing: Using Videotapes for Assessment of Communication Skills 15

POSTERS

Monday, March 1, 2010

- 349 The Accuracy of Electronic Billing Data When Compared to a Written Patient Record (S).... 16
- 242 Assessing Dental Hygiene Students' Communication Skills (E)..... 16
- 243 Five-Year Changes in ADA Survey of Accredited Dental Hygiene Programs (E) 16
- 359 An Integrated Clinical Case Presentation Model Involving Students From All Four Years of Dental School (S)..... 16
- 244 Personality Styles of Dental Hygiene Educators and First-Year Dental Hygiene Students (E) 16
- 219 Podcasts Versus Transcripts: A Comparison of Learning Methodologies (E) 16
- 260 Class ACTS at NYU: The Advanced Clinical Teaching Scholars Program (N) 17
- 308 Diabetes and Periodontal Disease: Where Do We Stand? (N) 17
- 259 The Practicum in Clinical Teaching: A New Peer Teaching Program at NYU College of Dentistry (N)..... 17

- 371 Restoring Dignity Through Dentistry: NYU College of Dentistry Program for Survivors of Torture (N) 17
- 291 Seeing Is Believing: Using Videotapes for Assessment of Communication Skills (N) 17
- 295 Tools for Effective Knowledge Transfer and Lifelong Learning: The PEARL- NYU College of Dentistry Collaboration (N)..... 17
- 296 The Two-Check System: A New Preclinical Teaching System at NYU College of Dentistry (N) 17
- 299 What a Pain in the Assessment! Using Exams as a Teaching Tool (N)..... 17

Tuesday, March 2, 2010

- 334 Assessment of Patient Satisfaction of Treatment in Predoctoral Clinical Implant Program (W) 18

PRESENTERS

- Presenter Listing..... 19

ADEA Leadership Institute

Commencement (By invitation only)

Friday, February 26th
6:00 P.M. – 7:15 P.M.

Chesapeake 1-6 Foyer

PARTICIPATION: ANDREW SCHENKEL, NEW YORK UNIVERSITY

ADEA Signature Series: Leading and Assessing New Models of Dental

Education (Ticketed event)

Saturday, February 27
9:00 a.m. - 3:30 p.m.

Chesapeake E-F

Engage with three deans who have led major change efforts at their dental schools. Change efforts range from the start of a new dental school with a nontraditional curriculum, to problem-based learning, to innovations at a well-established school with a traditional curriculum.

Learning Objectives:

- Identify challenges to innovation and specific approaches for addressing these challenges.
- Assess the outcomes of the deans' efforts.
- Apply practical guidelines to lead and assess change and innovation.
- Examine guidelines in two case studies, involving the start of a new dental school and leading a significant curricular change effort at an established school with a traditional curriculum.

JACK DILLENBERG, ARIZONA SCHOOL OF DENTISTRY AND ORAL HEALTH;
PATRICK J. FERRILLO, JR., UNIVERSITY OF THE PACIFIC ARTHUR A. DUGONI
SCHOOL OF DENTISTRY; CHARLES SHULER, UNIVERSITY OF BRITISH COLUMBIA.
PARTICIPATION: ANDREW SCHENKEL, NEW YORK UNIVERSITY

Moving Beyond the Correct Answer: Exploring Innovative Uses and Types of Competency Assessments in Contrasting Educational Programs

SoTLfest

Saturday, February 27th
1:30 P.M. – 3:30 P.M.

National Harbor 10

CE credit: 2

Pre- and postdoctoral orthodontic programs in the United States and Canada have evolved separately in response to unique circumstances, resources, and philosophies, yet all have a basic responsibility of training competent and proficient dental practitioners.

Learning Objectives:

- Consider how contrasting programs use competency assessments through mid-size and large U.S. dental colleges in urban centers, a Canadian program that emphasizes problem-based learning, and a postgraduate program that emphasizes team learning and peer assessments.
- Discover innovative uses of assessments to monitor and boost instructional effectiveness and as an outcome measure for educational research.

MITCHELL J. LIPP, GEORGE J. CISNEROS AND HILLARY L. BRODER, NEW YORK UNIVERSITY; SANDRA FASTLICHT, UNIVERSITY OF BRITISH COLUMBIA; CLARENCE C. BRYK, UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO

Making Skills in Analyzing a Clinically Relevant Research Article a Mandatory Competency for All U.S. Dental Schools

(New Ideas Discussion Sessions)

Saturday, February 27th
2 P.M. – 2:25 P.M.

Potomac 5

CE credit: 3

In 2010, well into the era of evidence-based dentistry, is it unprofessional—as well as unethical—for U.S. dental schools to graduate dentists who lack the skills necessary to analyze a clinically relevant research article? Questions will be posed to the audience to generate discussion and debate. Anecdotally, it appears that very few U.S. dental schools currently teach this skill at a level allowing it to be cited as a competency for their graduates. Discussions will also center on delineating "the needed depth of teaching" and "level of student skills" and the concept of a "mandatory competency" that appears to fly in the face of current concepts underlying the accreditation process.

RALPH V. KATZ, NEW YORK UNIVERSITY

**Best Practices for a Difficult Economy:
Strategies and Solutions for Dental
Development, Alumni Affairs, and
Public Relations Professionals to
Rebuild, Recover, and Rebrand** (Presented
by ADEA Section on Development, Alumni Affairs, and
Public Relations)

Sunday, February 28th
1:30 P.M. – 3:00 P.M.

Potomac 1
CE credit: 1.5

Adrienne Rulnick, Associate Vice President for Alumni Relations and Development for George Washington University (GWU), will speak regarding strategies and successes in development, alumni relations, and external affairs at GWU and throughout her career. She will focus on strengthening our systems during a difficult economy.

Learning Objectives:

- Identify ways to strengthen development, alumni affairs, and public relations systems during an economic downturn.
- Examine one institution's successful strategies to build and strengthen its brand.

**ASHLEY T. SHARP, NEW YORK UNIVERSITY; NOEL SALINGER-ASSOCIATE
VICE PRESIDENT FOR MEDICAL CENTER DEVELOPMENT, GEORGE
WASHINGTON UNIVERSITY**

Steps Toward Lifelong Learning at NYU College of Dentistry Postgraduate Orthodontics

SoTLfest

Monday, March 1st
11:30 A.M. – 11:55 A.M.

Chesapeake 7

CE credit:

Developing skills for lifelong learning is an important objective throughout the educational experience. Explore the changes introduced in academic methodology in the postgraduate orthodontics residency program at New York University (NYU) College of Dentistry with the purpose of solidifying the principle. Evidence-based tools and methods were used with the objectives of developing relevant and searchable questions, exposing students to a variety of information sources, and applying critical appraisal skills to establish relevance and applicability of the results.

**ANALIA VEITZ KEENAN, SILVIA SPIVAKOVSKY, GEORGE J. CISNEROS, AND
OLIVIER NICOLAY, NEW YORK UNIVERSITY**

The Undergraduate Urgent Care Clinic: Dealing With the Tension Between Education and Patient Care

Monday, March 1st
1:30 P.M. – 2:30 P.M.

&

Tuesday, March 2nd
1:30 P.M. – 2:30 P.M.

CE credit: 1

A presentation of the protocol, written templates, and experiences in the Urgent Care Clinic at the New York University (NYU) College of Dentistry.

Learning Objectives:

- Review how NYU provided efficient and high-quality care for urgent care patients.
- Identify elements of the Urgent Care Clinic that provide a valuable educational experience for students.

STANLEY N. TURETZKY, NEW YORK UNIVERSITY

Comprehensive Charting Legend for All Initial Diagnoses

Monday, March 1st
12:15 P.M. – 1:15 P.M.

&

Tuesday, March 2nd
12:15 P.M. – 1:15 P.M.

CE credit: 1

This basic, all-inclusive, color-coded guide to treatment assists students and beginning clinicians in the learning process. It increases teaching effectiveness using a thorough accounting method to record in detail a patient's mouth.

Learning Objectives:

- Summarize a charting guide for beginning students and clinicians.
- Construct possible teaching methods incorporating the charting guide.

D. TIMOTHY CULOTTA, NEW YORK UNIVERSITY

Informatics Short Talks (Presented by ADEA Section on Dental Informatics)

Tuesday, March 2nd
10:15 A.M. – 11:45 A.M.

Potomac 3

An innovative session providing speakers up to five minutes to present summaries of emerging health care informatics topics at their respective institutions. They will succinctly update members of the dental education community on exciting developments and foster collaboration. These updates help to convey the status of informatics at different dental schools and organizations, generate innovation among participants, and advance the field.

MUHAMMAD F. WALJI, UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON; ELISE S. EISENBERG, NEW YORK UNIVERSITY; ROBERT T. WATKINS, JR., EAST CAROLINA UNIVERSITY; ROBERT G. RASHID, THE OHIO STATE UNIVERSITY

Answer, Hope, and Move On: What is Wrong with Student Assessment

Tuesday, March 2nd
10:15 A.M. – 12:15 P.M.

National Harbor 11

CE credit: 2

A student's response to finals? "Answer, hope, move on; I've got a lot more to cram before the next test." At their worst, assessments are seen by students as a barrier to advancement and used by faculty as a perfunctory rite of passage at the end of a course of instruction. Making assessments more meaningful is to appreciate what they are not; they are not predictive of future performance, they do not add joy to the process of discovery, and they are not a dynamic that strengthens the collegial bond among students or between students and faculty. One may ask, then, what is the purpose of assessing students? At their best, assessments are multidimensional, formative, integrated to the learning environment, consistent with student expectations, and reflect programmatic and institutional values. Classic literature in education summarizes four basic purposes to assessments: (1) to determine if students are learning what is expected of them; (2) to motivate and direct student learning; (3) to provide feedback on instructional effectiveness; and (4) to reinforce desired learning outcomes. Newer educational theory adds that for the full value of assessments to be realized, learning should occur before, during, and as a result of the assessment process. How is this goal realized? In education, we talk about the need for students to take responsibility for their own learning. The first step in that process is for students to assess their behavior. The type of assessment most conducive to shared educational responsibility and most aligned with reflective learning is self-assessment. The purpose of this symposium is to outline research findings that show the positive influence of self-assessment on learning outcomes among dental students and review data that show improving student skill in self-assessment is a predictor of improved examination performance. Learning Objectives: • Describe the rationale for the use of self-assessment as a way to improve learning outcomes among dental students.

SPEAKERS: DONALD A. CURTIS, UNIVERSITY OF CALIFORNIA, SAN FRANCISCO; CHARLES N. BERTOLAMI, NEW YORK UNIVERSITY; SAMUEL L. LIND, ST. MARY'S COLLEGE OF CALIFORNIA; RITA R. PARMA, UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO REACTORS; GWEN ESSEX, UNIVERSITY OF CALIFORNIA, SAN FRANCISCO; KEVIN M. GURECKIS, UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO; CHRISTINA TRAN, UNIVERSITY OF CALIFORNIA, SAN FRANCISCO

Teaching and Assessing Ergonomics in the Simulation Laboratory (Presented by ADEA Section on Clinical Simulation)

Tuesday, March 2nd
10:30 A.M. – Noon.

Chesapeake 8-9

CE credit: 1.5

Ergonomics is about the fit between people, their work activities, equipment, work systems, and environment to ensure that workplaces are safe, comfortable, and efficient without compromising productivity. Preclinical laboratories are often designed with emphasis on the maximum utilization of existing space and cost concerns. Ergonomics is an afterthought.

Learning Objectives:

- Examine introducing both theoretical and practical ergonomic teaching into the preclinical curriculum and simulation laboratory.
- Assess the student's understanding and implementation of ergonomic principles in the simulation laboratory.
- Support transitioning from the simulation environment to the clinical environment while maintaining the ergonomic principles.

LANCE M. RUCKER, UNIVERSITY OF BRITISH COLUMBIA; MARK S. WOLFF, NEW YORK UNIVERSITY; ALICE URBANKOVA, STONY BROOK UNIVERSITY; DAVID L. GLOTZER AND GERALD M. KLACZANY, NEW YORK UNIVERSITY

“How’m I doin’?” Using 360-degree Evaluations to Improve Faculty Performance

SoTLfest

Tuesday, March 2nd
12:15 P.M. – 1:15 P.M.

Chesapeake E-F

CE credit: 3

Former mayor Ed Koch of New York City was famous for asking his constituents about his performance with his catchphrase, “How’m I doin’?” In the corporate world, 360-degree feedback from multiple sources is used to assist employees in understanding personal strengths and weaknesses and to offer insight into areas needing professional development.

Learning Objectives:

- Review the merits of 360-degree feedback and its applicability to dental academia.
- Analyze the pros and cons of this method of faculty evaluation.
- Appraise the instruments used by one institution.

MAUREEN McANDREW AND IVY D. PELTZ, NEW YORK UNIVERSITY

Podcasting and iTunesU: Considerations and Lessons Learned

Tuesday, March 2nd
1:30 P.M. – 2:30 P.M.

CE credit: 1

With the rise in popularity of small audio recording devices and mp3 players, "lecture capture" has become a commonplace practice and fits with the learning styles of our students.

Learning Objectives:

- Identify advantages of podcasting and iTunesU.
- Analyze lessons learned through this new learning style.
- Evaluate student and faculty assessments of new technology.

ELISE S. EISENBERG, NEW YORK UNIVERSITY

Natural Teeth: Why They Are Critical in Clinical Simulation

Tuesday, March 2nd
2 P.M. – 5 P.M.

Chesapeake E-F

CE credit: 3

Speakers will look at three key points of how to integrate natural teeth in preclinical simulations: compare and contrast student perceptions when using typodont (Ivorene) teeth and natural teeth; discuss how to teach and access caries recognition and removal through the four R's (recognize, reveal, remove, and reevaluate); and infection control. Learning Objectives:

- Examine the key elements of why and how to incorporate natural teeth in the preclinical simulation laboratory.
- Describe the best ways for students to collect and store teeth and OSHA and government regulations on the use of natural teeth.

**KENNETH L. ALLEN, DAVID L. GLOTZER, GLENN A. MARRUS, T. SALGADO,
AND MARK S. WOLFF, NEW YORK UNIVERSITY**

The Key to Competency-Based Education SoTLfest

Tuesday, March 2nd
2:30 P.M. – 2:55 P.M.

Chesapeake 4-5

Case-based clinical simulation competency assessments and the accompanying objective evaluative criteria that serve as a grading rubric have been used to determine competence in the skills of management of malocclusion and skeletal problems at New York University (NYU) College of Dentistry since 2001. Although the assessment and the grading standards have not changed, the course that supports these competencies has evolved in response to external and internal factors. This presentation will look at the relationship between the assessment and the learning process. Ways that assessments have been used to direct instructional targets and to monitor student achievement and instructional effectiveness will be explored. Assessment data from 2001 to 2009 will be presented.

MITCHELL J. LIPP, NEW YORK UNIVERSITY

387 Improving Student Skills in Preparation Design of Inlays and Onlays Utilizing CAD/CAM Technology

**James J. Apltauer, Steven K. Mark, Martine Mandracchia, and
David Hershkowitz, New York University**

388 Seeing Is Believing: Using Videotapes for Assessment of Communication Skills

**Eric S. Studley, Ralph P. Cunningham and Ivy D. Peltz, New York
University**

ADEA 2010 | TechExpo | Monday, March 1, 2010, Prince George's Exhibit Hall D-E; 1:00 - 3:00 p.m.

ADEA 2010 | Posters

Monday, March 1st, Noon to 1:30 P.M.

- 349 The Accuracy of Electronic Billing Data When Compared to a Written Patient Record (S)
Aisha Akhtar, Jimmy Duong, Kenneth L. Allen, and Mark S. Wolff, New York University
- 242 Assessing Dental Hygiene Students' Communication Skills (E)
Andrea Beall and Cheryl M. Westphal, New York University
- 243 Five-Year Changes in ADA Survey of Accredited Dental Hygiene Programs (E)
Eva M. Lupovici, Judy Kreismann, Lisa B. Stefanou, and Rosemary Hays, Cheryl M. Westphal, New York University
- 359 An Integrated Clinical Case Presentation Model Involving Students From All Four Years of Dental School (S)
Morey J. Gendler, Mark S. Wolff, Jin Wang, Sirisha Chitlu and Andrew I. Spielman, New York University
- 244 Personality Styles of Dental Hygiene Educators and First-Year Dental Hygiene Students (E)
Eva M. Lupovici, Judy Kreismann, Lisa B. Stefanou, and Rosemary Hays, Cheryl M. Westphal, New York University
- 219 Podcasts Versus Transcripts: A Comparison of Learning Methodologies (E)
Kenneth L. Allen and Ralph V. Katz, New York University

ADEA 2010 | Posters

Monday, March 7th, 2 P.M. to 3:30 P.M.

- 260 Class ACTS at NYU: The Advanced Clinical Teaching Scholars Program (N)
Maureen McAndrew and William Eidtson, New York University
- 308 Diabetes and Periodontal Disease: Where Do We Stand? (N)
Analia Veitz Keenan, Arlene R. Curry, Debra M. Ferraiolo, Miriam R. Robbins, and Silvia Spivakovsky, New York University
- 259 The Practicum in Clinical Teaching: A New Peer Teaching Program at NYU College of Dentistry (N)
Glenn K. Rochlen, Josephine L. Cheung, & Maureen McAndrew, New York University
- 371 Restoring Dignity Through Dentistry: NYU College of Dentistry Program for Survivors of Torture (N)
June Weiss and Steven Resnick, New York University
- 291 Seeing Is Believing: Using Videotapes for Assessment of Communication Skills (N)
Eric S. Studley, Ralph P. Cunningham and Ivy D. Peltz, New York University
- 295 Tools for Effective Knowledge Transfer and Lifelong Learning: The PEARL- NYU College of Dentistry Collaboration (N)
Analia Keenan and Silvia Spivakovsky, New York University
- 296 The Two-Check System: A New Preclinical Teaching System at NYU College of Dentistry (N)
Benjamin Godder, Josephine L. Cheung, and Mark S. Wolff, New York University
- 299 What a Pain in the Assessment! Using Exams as a Teaching Tool (N)
Eric S. Studley, Ivy D. Peltz and Aneta Wojcik, New York University

ADEA 2010 | Posters

Tuesday, March 2nd, 11:30 A.M. to 1 P.M.

- 334 Assessment of Patient Satisfaction of Treatment in Predoctoral Clinical Implant Program (w)

*Esther O. Kuyinu, Marjan Moghadam, Michael B. Ferguson,
and Renata Dias, New York University*

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13; 16

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17**



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PAGE(S) : 10; 13



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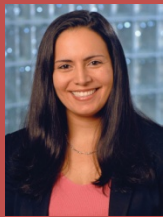
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**PAGE(S) : 11;
17**



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PAGE(S) : 18



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PAGE(S) : 11; 15; 17



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PAGE(S) : 13



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PAGE (S) : 4



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PAGE (S) : 5; 17



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PAGE (S) : 16



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**PAGE(S): 15;
17**



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PAGE(S): 6

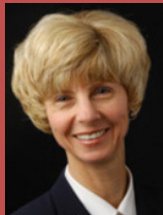
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PAGE(S): 17



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PAGE(S): 16

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PAGE(S): 17



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**PAGE(S): 10;
13; 16; 17**

