

EDSA
MAGAZINE
WINTER 2002



**EDSA wishes you
WORLD PEACE
for the year
2002. May the
New Year be a
peaceful, progressive
and creative one for the entire planet.**



EDSA IN A STATE OF CONSTANT EVOLVEMENT, FACING NEW CHALLENGES AND SETTING NEW GOALS

Dear friends and colleagues,

Almost one year has passed by since the last issue of the EDSA Magazine was sent out to your respectable faculties, and now the new issue has reached you once again with the hope that the new year 2002 found you wiser, more experienced and more capable as young dentists but mainly more improved and developed as human beings.

In 2001 EDSA made several steps forward regarding the active representation of students in various significant European events, where issues such as dental education and the promotion of the dental science and technology were thoroughly discussed.

The cooperation between EDSA and ADEE (Association for Dental Education in Europe) continued to develop and flourish and, in most cases, reinforced the voices and opinions of the students.

EDSA steadily and progressively joined in the ambitious international project of DentEd, and hopefully it will play a more active and dramatic role in the near future with your help and support.

Besides work, the EDSA members always remember to have a good and joyful time as well, since all those projects, visions and goals of EDSA require a large storage of mental and sentimental energy!

Therefore, in cooperation with ANEO, the association of Spanish dental students, EDSA helped to organize the 28th EDSA meeting and the Second Summer University held in Valencia, Spain in July 2001. Apart from the meetings, all the participants had the chance to enjoy the golden beaches of Valencia, dance to the rhythm of the latest Spanish hits and taste the delicious paella!

Last but not least, EDSA intends to expand its cooperation with Quintessenz to new educational and technical horizons. New and ambitious projects are already on their way to realization for empowerment of life-long learning and distance learning. In addition, our EDSA magazine will shortly obtain its own electronic version on the new EDSA

website (edsa.globaldent.com). This will make it more easier to update and gain access to the magazine, and will allow your active and direct participation in the creation of the magazine.

That was just a brief and selective review of all the fundamental achievements of EDSA that took place within 2001. Now a new year has begun and new plans, strategies and goals will be set by the dynamic EDSA board.

All you need to do is to join us and stop being a passive recipient or onlooker of this exciting and diverse activity, since you can also be the “protagonist” whenever you decide to. It’s clearly a matter of personal choice and determination.

The only certain thing is that EDSA is always more than glad to warmly welcome you anytime!

I guess that this is the best guarantee for a successful and very promising association.

Warmest regards,

Vasia Karathanasi
EDSA President, Editor, HELLAS



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EDSA-QUINTESSENZ: A FLOURISHING CO-OPERATION THAT CONCERNS YOU!

“...LOST IN EUROPE?”

Impossible if you are a dental student or a dentist. This is not because EDSA provides free maps but because the new version of the European Dental Guide (EDG) will be available soon.

Let's explain myself. What is EDG? Do you really need it? Are these only “wonderful words for the EDSA magazine”?

Today we can't imagine dentistry as a separate and isolated field. Nowadays the modern dentist should live outside the dental office as well, searching for news, participating in congresses, exchanging experiences, attending postgraduate courses. As a result of all that, European dental education encourages student exchanges in order to integrate the European dentistry into a complex well working network. Both undergraduate and postgraduate dentistry constitute a network in which each of us is involved, gaining multiple benefits.

This huge dental network is based on a valid, updated and completed data base.

Into this network each European dental faculty is like a knot connected to the others by thousands of students and young dentists. Besides that we can add here all dentists connected to dental faculties through postgraduate courses and research projects.

Both students, looking for an exchange, and dentists, during their life-long education, need valid, new and completed information regarding dental education and practice in the country where they intend to go.

Considering all these aspects, The European Dental Guide could be a solution, easy to use and quick to update. Moreover, the European dimension of this project leads to increasing co-operation between the European countries involved in EDG.

The EDG was proposed as an EDSA project during the last congress in Stockholm. So we started

to collect addresses of dental faculties, students and dental associations, information on admissions, final exams, specialities, under- and postgraduate studies, numbers of dentists and students, fees and formal languages spoken in each country. I have to mention here the excellent co-operation offered by almost all the EDSA representatives and the total support of our president, Vasia Karathanasi. I am sure that they and their successors will retain the same friendly attitude. Thanks to all these persons; the first version of the EDG was ready this summer just in time to be presented at the ADEE meeting in Berne on CD-ROM.

Berne, Quintessence and EDG are now the key words for a close co-operation aiming for the development new version of the guide. Dr. Andreas Müller, Director of Electronic Publishing, and Dr. Christian Gravert from Quintessenz Verlags-GmbH (Germany) represent the strongest guarantee of a fruitful future cooperation on this project. EDG will be related to “MEDLIVE”, a very ambitious eLearning project of Quintessenz, including a satellite that aims to unite all European Dental Faculties!” “Due to the investigation on



European Dental Universities made by EDSA and MEDLIVE at the same time, the idea arose to support each other and collect, standardize and exchange data. The aim is to establish an online-information platform launched and maintained by

EDSA Activities

EDG and hosted by Quintessenz, and possibly a printed edition” Dr. Andreas Müller said. In order to learn more about this project, I strongly suggest that you visit www.medlive.de and please be prepared because I will kindly ask you to check out the presentation of your own country/dental faculty made in this guide. So keep yourself up-to-date on the EDG (web address; news and evolution) by emails from EDSA friends egroups (send an e-mail to newedsa@hotmail.com if you want to be a member of this group).

In conclusion, this guide is mainly designed for dental students and that’s why we need dental students involved in it. Don’t stay away! Be enthusiastic because this gives you a positive attitude, and a positive attitude always leads you to a positive and pleasant life. Do you want anything else? ... Honestly!

Marius Bud, Cluj-Napoca, ROMANIA
EDG coordinator

1. GENERAL INFORMATION OF DENTISTRY IN YOUR COUNTRY

Country: _____

A) NUMBERS

Inhabitants: _____

Dentists: _____

Dental students: _____

Dental faculties (and the name of the cities):

B) UNDER- AND POSTGRADUATE EDUCATION

Admissions: _____

Length of studies: _____

Final examination in order to graduate: _____

Additional examinations in order to open your own dental office: _____

Specialities available: _____

How is it organized? _____

Length: _____

C) NATIONAL ASSOCIATIONS AND CONTACTS (ADDRESSES AND PRESIDENTS)

Students: _____

Dentists: _____

2. DENTAL FACULTIES

A) GENERAL INFORMATION

Name of the faculty: _____

Year of foundation: _____

Number of students in this faculty: _____

Official languages for lecturers: _____

B) UNDERGRADUATE

Classic or Problem Based Learning (PBL): _____

Subjects and their length/year: _____

Fees/year for national students: _____

Fees/year for international students: _____

Work with patients (years): _____

Cost of treatment in the university clinic: _____

Materials and dental supplies (who offers them?): _____

C) POSTGRADUATE COURSES

Only some general information or:

Subjects: _____

Length: _____

Curriculum: _____

Application: _____

Fees: _____

D) CONTACTS

Faculty address: _____

Dean of the Faculty: _____

Local dental students association, President: _____

Local dental students association, address: _____

NOTE: Please fill in the questionnaire and email it to Marius Bud (mariusbud@mail.dntcj.ro). You can also address to Marius for any questions or clarifications you may need.

NEW CO-OPERATIONS & ACTIVITIES: STEPS FORWARD FOR EDSA

Having already accumulated 13 years since its foundation in Paris, our association has never stopped seeking new means to make Europe's dental students' voices widely heard. Apart from a constitutional commitment, this aim is the way for EDSA to co-operate with as many educational or scientific oriented dental organizations as possible, as well as have a word in more international fora.

Projects such as the "EDSA Virtual Classroom", the "Anti-tobacco campaign", the "Dental Guide", combined with the publication of the EDSA magazine have established the association's international presence and status. Past and current co-operations with the EU, WHO and FDI as well as other student organizations such as the International Association of Dental Students, Young Dentists Worldwide, International Association of Medical Students, European Pharmaceutical Students Association, set up an international platform for discussing educational, scientific and other topics of common concern. EDSA's official membership in ADEE (Association for Dental Education in Europe) and its function within the procedures of the last two ADEE meetings in Stockholm and Berne, clearly indicated that students have much to say about educational matters and they can valuably contribute when they are given the chance.

New opportunities is exactly what the latest involvement of EDSA in DentEd means for our association. The DentEd organization (www.dented.org) currently lists 450 members from 49 countries. The main objectives of the project, as pointed out by the co-ordinator Prof. D. Shanley are the following:

- Establishment of a European Network in dental education. This has now extended to North America, South East Asia and Australia/New Zealand.
- Convergence towards higher standards in dental education.
- Better understanding of each other.
- Agreement on common competencies in Primary Oral Health Care.
- Promotion of evidence based teaching and treatment.

- Sharing of peer reviewed interactive programmes.
- Sharing innovations and best practices.
- Electronic bulletin board for exchange of information.
- Establish a programme of peer visits to EU dental schools.

There is no doubt that the formation of this international forum of discussion and debate creates the ideal environment for the free circulation and production of new resolutions and proposals, rather than the "recycling" of outdated ones. In other words this evolution can be translated to an extension of the association's capabilities so far, and hopefully a useful contribution to achieving convergence in the standards of output of European dental education. However, one question still remains: How do we all take advantage of and contribute to this effort?

At this point, we must focus on the lower levels of the "EDSA pyramid" and consider the influence our association has on national level. Each one of us, every dental student in Europe, is a cell of EDSA; and there are 45000 of them! National representations, apart from taking part in the regular international meetings, presenting each country's reality and reaching mutually acceptable conclusions, are meant to show domestic activities, attracting their colleagues' interest and seeking feedback from them. Stimulating the interest about dental education at under- and post-graduate level as well as professional conditions and opportunities abroad, is the key for a broader and warmer involvement.

The diversity of the educational approaches, the curricula, the professional opportunities and, of course, the cultures in Europe, serve as the consignment for the originality and the importance of EDSA's work. Realizing this and the fact that the academic society needs a constant and reliable students' presence, it is vital that our association leads the field, with students from around the Europe taking the initiative, launching new projects and producing new ideas.

Kimon Divaris,
EDSA delegate, Athens, HELLAS

“IS PBL A VALUABLE ALTERNATIVE TO A TRADITIONAL LEARNING SYSTEM?”

This was the title of the EDSA workshop at the 27th Meeting of the Association for Dental Education in Europe. Vasiliki Karathanasi, President of the European Dental Students Association (EDSA), and 5th year student in the Dental Faculty of Athens, Greece, chaired the workshop.

Problem Based Learning (PBL) has recently attracted the attention and interest of both students and professors from many different European Dental Schools. This has stimulated various discussions involving many contradictory points of view. PBL has not been applied in all European Dental Faculties, thus there is a respectable percentage of students in Europe who have come from both learning methods.

The workshop started with a brief presentation on PBL by Dr. Madeleine Rohlin, ADEE Secretary General, Professor and chair, Department of Oral Radiology, Malmö University, Sweden. Dr. Rohlin started her presentation with giving an example of a PBL problem, and through this forum, took the group through the PBL process:

- Brainstorming
- Learning goals
- Knowledge gathering
- Elaborating on knowledge

The problems are tiered to give a spiral curriculum, giving first base knowledge, and gradually adding to this, to build up a larger portfolio of knowledge. The three main points that were communicated during the presentation were that for PBL to work there first of all must be some prior knowledge, that the learning must be contextual, and that elaboration of knowledge is essential. Dr. Rohlin then made the point that the idea of the PBL process was to instigate learning knowledge, not the teaching of information.

At this point in the workshop the discussion was then thrown open to the floor. During the discussion phase of the workshop many different

aspects and methods of learning were debated. The whole question of university structure was analysed, the university as a source of knowledge, and as a stimulator for thinking and learning. The question was also asked: Are universities changing with the demands of the times, and society as it evolves?

The internet as a learning tool was also questioned, especially due to lack of regulation leading to misinformation. It was commented that society has changed and the way information can be delivered has changed, but quality of information must still be assured.



EDSA delegates together with Prof Madeleine Rohlin after termination of the successful EDSA-ADEE workshop held in Berne, Switzerland

Student delegates were then invited to describe the educational system in their schools, and the approach to education taken. The traditional approach of a lecture-based system was used in Greece, Spain, and Italy, whereas the schools from Holland, Sweden and Ireland were using a PBL based approach. From these brief state-

EDSA-ADEE Activities

ments a discussion about the school dynamics and the social aspects of learning was borne. The consensus of this was that a PBL based approach gave a more family-like atmosphere which could then allow for better questioning of lectures and the knowledge provided, as students from the traditional method of learning felt that their system felt overbearing with a lack of accessibility.

The timing of introducing a new educational approach into a particular school was also a topic for discussion. It was felt inevitably that to introduce a new educational approach that a change in attitudes must precede this, which is something that can only be done over a period of time, through personnel change, and a change in the working environment. Even the adjustment of students to a new educational approach has to be carefully monitored, the best students coming out of a didactic learning environment may find it the most difficult presented with a new approach.

The workshop was then given another very short presentation by Mark Flynn, the EDSA delegate from Ireland, who presented the views of his fellow students of their PBL experiences.

To conclude the workshop, delegates then gave their top three characteristics to a form of education. From these consensuses of 10 were agreed:

- Lifelong learning (evidence based)
- Correct sequencing of syllabus
- Motivation
- Patient centred
- Self-centred
- Equal access to resources
- Constant curriculum development
- Familiar atmosphere
- Duality – synchronising methods and topics
- Self-assessment

The workshop was felt to have been a valuable experience for all involved, and the EDSA thank all who took part in it. We hope that in the future our co-operation with ADEE grows and flourishes.

David Suitor
EDSA delegate, Dublin, IRELAND

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This journal keeps the busy general practitioner current with advances in all areas of dentistry from all corners of the world. It couples timely research and clinical innovations with superb illustrations. Regular features include "Practically Speaking", offering valuable tips for the dental practice, and "Clinical Images in Oral Medicine and Maxillofacial Radiology", defining oral manifestations and differential diagnosis for various diseases.

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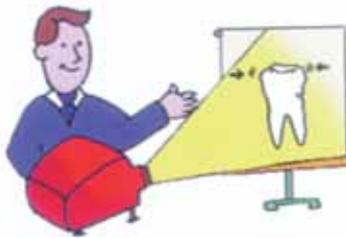
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WHY IS PBL SO VITAL IN DENTAL EDUCATION?

My motive to express the following thoughts stems from the attendance of the ADEE-EDSA meeting which took place in Berne, Switzerland (8/29–9/2/2001). One of the topics discussed was problem-based learning (PBL) in the dental curriculum.

The general assumption in PBL is that students work together in small study groups (6–8 students) discussing various learning issues. Faculty members do not teach in the traditional sense. They serve as group leaders facilitating discussion and directing students towards



The need for incorporation of PBL in the dental curriculum is due first and foremost to the fact that knowledge in dentistry, as in all fields of health education, is not static. It undergoes constant changes which must be applied in clinical practice. In order to meet such challenges the factual knowledge is not enough. After having received the primary

clinical profession. In order to act clinically one must think clinically. Traditional methods encourage students to acquire substantial amounts of knowledge but not to apply that knowledge... On the other hand, via PBL students develop clinical skills and knowledge of how to manage health problems of individuals and communities. Moreover, they make more accurate diagnoses and are able to suggest more alternative patterns of treatment to the patient.

In Greece the dental curriculum is not yet based on problem-based learning. However, a variant of PBL is applied by certain departments. For instance, in the sixth semester (preclinical semester) the department of fixed prosthodontics gives to every group of eight students a problem having to do with the treatment of a patient. The problem is discussed with the facilitator and different patterns of treatment are suggested. This is a way to make students think critically and thus clinically with the ultimate goal of enabling them to individualize the pattern of treatment according to the specific patient.

If the dental faculty intends to promote students who are self-directed, flexible in their learning goals and able to gain profound, thorough and extensive knowledge, PBL is the recommended pathway. A Chinese proverb aptly sums up to the PBL process: "I hear and I forget; I see and I remember; I do and I understand". With such an array of benefits to the learner, a faculty of dentistry provides future clinicians the skills needed to meet the challenges of the 21st century.

George Charalampakis
5th year dental student in the Dental Faculty of Athens, HELLAS



George Charalampakis, David Suitor (Dublin), Vasia Karathanasi, Mark Flynn (Dublin), and Kimon Divaris (from left to right)

instructional materials. The students meet with the tutor two to three times a week. The problems are presented in a prescribed format which enables students to define the problem, generate hypotheses, try to find the lacking information from relevant articles and finally sort out the problem.

knowledge, the students must go deeper into it and retrieve up to date information. Articles from scientific magazines are the ideal source of such new information. Such orientations are cultivated and promoted via PBL and not the traditional teaching methods. Secondly, dentistry is above all a

UNDERESTIMATION OF OCCLUSAL VERTICAL DIMENSION AS AN ERROR IN THE TREATMENT OF BIMAXILLARY COMPLETE EDENTULOUS PATIENTS

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 Supervisor:
 Assist. Dr. Gabriela Haghiac, Prosthetics Department, Faculty of Dentistry, U.M.F. "Carol Davila", Bucharest.

ABSTRACT

Aims of the Study

The determination of the relation between mandible and maxilla represents, together with the final impression tray adaptation and the final impression, one of the most critical phases in the treatment of complete edentulous patients. This clinical stage includes the labial curvature determination of the upper occlusion rim, establishing the occlusion plane level and direction in both anterior and posterior regions, the determination and the recording of centric relation and last but not least the evaluation of the face's lower half vertical dimension, called the vertical dimension of occlusion (OVD).

The errors in determining the OVD may involve overestimation or underestimation.

This work describes the consequences of underestimation, and the methods for treating it.

Materials and Methods

During participation in the clinical classes held at the Department of Prosthetics, Faculty of Dentistry, U.M.F. "Carol Davila", Bucharest, between Oct 3rd, 2000 and Feb 1st, 2001, five patients with improperly fitting prostheses due to OVD underestimation were seen.

From all this cases we have chosen the more representative one for presentation.

Discussion

Even if it is better tolerated by masticator muscles



and by the temporo-mandibular joint (TMJ) than overestimation, OVD underestimation has a harmful effect on the physiognomic function, influencing the psychological and social life of the individual.

In fact, one of the main goals in treating total edentulous patients is to reestablish the physiognomic function according to the biological age of the patient. OVD underestimation leaves this treatment goal unfulfilled, and the patients still having exaggerated creases and wrinkles around the mouth, the lip margins are rolled inward, and there is no longer any separation between lips and cheeks.

Results, Conclusions

The treatment is usually radical – rejection of the old prosthesis and preparation of a new one. Of course the occlusal vertical dimension will be precisely determined at this time.

The methods used for treatment and the therapeutic success in reestablishing the physiognomic features of these patients are presented in our paper.

THE IMPORTANCE OF USING BIOLOGICAL TESTS IN DENTAL CONSULTING ROOMS

AUTHOR

Stud. Bogdan Vigdorovici-Popa, Faculty of Medicine and Dentistry "Victor Papilian", Sibiu, Romania

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ABSTRACT

Tooth decay is one of the most widespread infectious diseases. The costs of its treatment make this one of the most expensive diseases with a bacterial etiology, not to mention the trauma to the patient and the time in which he can not carry on his normal activity.

As advocates of the concept that it's easier to prevent than to treat, with this study we want to draw attention to the fact that biological tests are important in the prophylaxis of dental disease.

In the following we will summarise an experiment carried out at the Dentist Clinic of the "Victor Papilian" University from Sibiu, Romania.

Taking into account the etiology of tooth decay and the way in which the main etiological agents function, particularly *Streptococcus mutans* and *Lactobacillus*, we present an evaluation of the risk of infection due to microbial factors that exist inside the oral cavity. For this purpose, we investigated a group of students in order to draw attention to the measures that need to be taken for the prophylaxis of this dental disease.

A representative group of 100 individuals was chosen – students from one of the high schools in Sibiu aged between 15 and 18 years old. What followed next was the patients' survey based on a personal record of prophylaxis in order to obtain information concerning the state of health of the oral cavity: habits of oral hygiene, frequency of visits to the dentist, the attitude towards the health of the own oral cavity.

Then, we performed a minute clinical examination of the dentition, we analysed the possible hotbeds of infection and restorations existing in the oral cavity.

From the representative group of 100 patients, a smaller group of 12 subjects numbered from 1 to 12 were selected at random. These patients have been investigated in order to estimate the risk of dental decay through biological tests.

For this we used the Vivadent Crt-Bacteria kit that contains test tubes with selective culture mediums for *Streptococcus mutans* and *Lactobacillus*.

Based on our interpretation of the results the reduced number of colonies observed in certain

subjects could not be in all cases directly related to the observed frequency of tooth decay. Microbiological tests indicate the presence of bacteria in the saliva, but every part of the oral cavity has its own features which may or may not generate dental disease. Although there are situations when the results of these biological tests do not reflect the exact clinical situation in the oral cavity at a given moment, the risk of dental decay estimated through this method clearly indicates the value of these saliva tests.

Another proof in favour of these tests is their large-scale utilization in the most famous dentists' consulting rooms. Therefore, we recommend their use on a much larger scale, in every dentists' consulting room, for better prevention of tooth decay and periodontitis.

NOTIFICATION: "NEW CHALLENGE FOR YOUNG RESEARCHERS!"

Please visit the new EDSA web-link:
www.ssg.go.ro.

On this webpage of EDSA, you will be able to read the scientific work of your European colleagues, retrieve the data you need or comment on the articles and contact the author. You will also be able to add your own research work to this website, thereby enhancing the existing data base.

You can also access this site by visiting the main EDSA website edsa.globaldent.com, and then clicking on "EDS e-Library".

This brilliant idea was thought up by Marius Bud (Romania, mariusbud@mail.dntcj.ro) and it was immediately realized with the valuable help of the Irish delegate Mark Flynn: (maflyn@denal.tcd.ie).

You can contact them both, since they are in charge of that project, in order to clear up any questions you may have.

The EDSA e-Library is already a reality, so make use of it immediately!



29th EDSA MEETING!!!

Dear European colleagues and EDSA friends, don't forget to jot down in your new agenda the next EDSA Meeting, which will be held in Athens, HELLAS, from the 20th to the 24th of February 2002. You can get further details from:

Vasia Karathanasi:
vasia1996@yahoo.com
Kimon Divaris:
kimond@otenet.gr
Maria Protopapadaki:
protomaria@hotmail.com

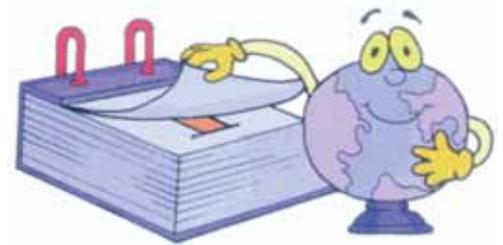
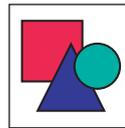
No one should miss that meeting. A large number of delegates are expected to visit Athens, many hours of brainstorming are to be held, while an intense

social programme is already arranged for all the participants so that they can wander around the paths of ancient Athens, the birthplace of civilization and democracy, and enjoy the astonishing night-life of modern Athenian life!

Thus, make sure you'll be there or at least that YOUR Dental Faculty or country will be represented! Your active participation is the only way that can allow European dental students to claim the education they deserve and define the profile of the future Dentist.
Just BE THERE!

DENTIS 2002

The Cluj-Napoca Dental Students Association hereby extends an invitation to all European Dental Students to honor us with their presence



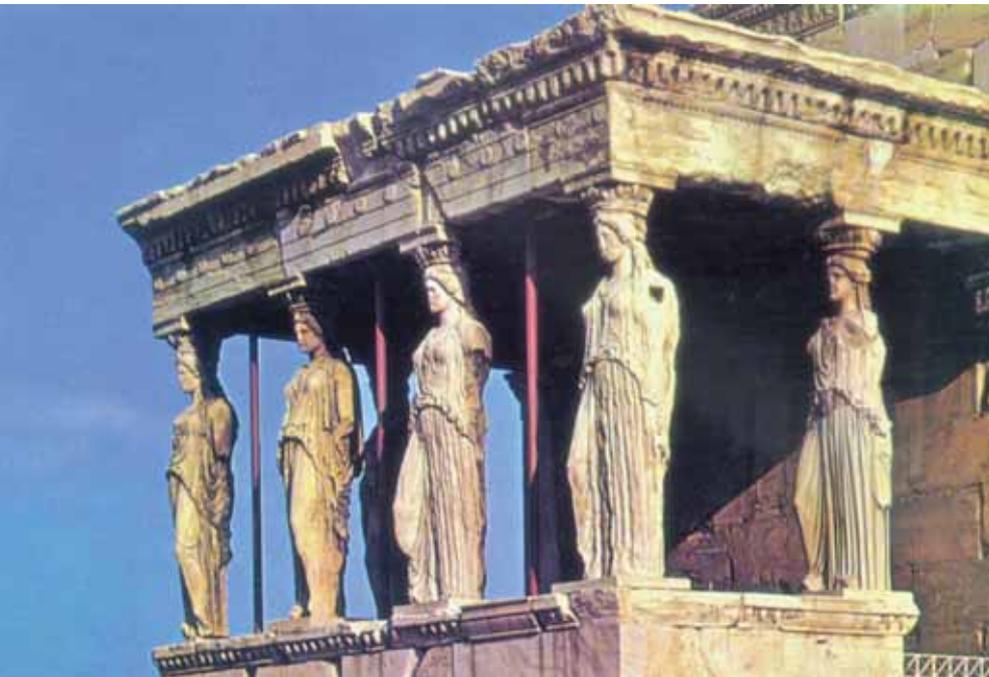
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See you in Cluj-Napoca!

Gabriela Anghel
EDSA General Secretary
Cluj-Napoca, ROMANIA

ADEE ANNUAL MEETING 2002

Ljubljana, Slovenia
SEPTEMBER 5-7, 2002
The themes of the meeting will be "Impact and integration of basic science and clinical medicine in dental education" and "Meeting the demands of society-Innovative approaches in dental education".
More information will follow in mid February 2002 on the ADEE website: tmk.odont.ku.dk/adee



Welcome 2002 in Athens, Greece; above the Caryatides are shown