

Category:NegotiationDehydroepiandrosterone. Dehydroepiandrosterone (DHEA) is an adrenal steroid with multiple biological activities. It is the most abundant steroid hormone in human adipose tissue, where it exerts a wide spectrum of functions in different cell types. Originally thought of as a gender-specific hormone, it is now known that DHEA is secreted mainly by the adrenal gland, liver, and peripheral tissues. It is also produced in and released from human breast adipose tissue, where it appears to induce insulin resistance in the tissue. This chapter describes the structure, metabolism, function, and potential clinical value of DHEA and its role in reducing insulin resistance, protecting neurons, enhancing cognition, and treating androgen-dependent conditions, such as muscle loss in aging or androgenic alopecia in men. This chapter also outlines current knowledge of the role of DHEA in gynecologic disorders and as a gonadotrophin-releasing factor. The chapter closes with an overview of the use of DHEA in the management of burn injury, obesity, cardiovascular disease, diabetes, and depression. The authors suggest that DHEA merits more study as a potential therapeutic agent in diseases of the mind and body.Problem-based learning in dental general practice residency: a pilot study. The majority of dental education occurs in four-year programs in dental schools. The general practice residency (GPR) at the Penn State Dental Medicine Residency provides didactic training in dentistry for third-year dental students. Because the Penn State Dental Medicine Residency curriculum is well-established, there are opportunities to change the design of the curriculum. This pilot study attempted to determine the feasibility of implementing a problem-based learning (PBL) curriculum for GPR residents. A curriculum was developed for a single session of PBL during the resident's third year. Faculty participated in two meetings to develop the curriculum. Faculty and the residents developed seven problems to apply to clinical scenarios. Before and after a session, residents completed an end-of-session questionnaire. Fourteen faculty members were involved in the development of the curriculum. Nine faculty members attended both meetings. Fourteen residents participated in a single PBL session. They found the PBL to be educational and enjoyable and thought it would continue to be educational. Residents' evaluation of the module was favorable. Of the 14 residents, two did not participate after the first session because of scheduling conflicts





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