



MARQUETTE
UNIVERSITY

School of Dentistry

Dental Rounds Fall 2019

D1 Orientation

What I learned as an instructor and wish I had known in dental school...

- Best ways to learn:
- Learn as though I was going to teach the topic
 - Do your homework: read references, access resources
 - Write: make a handout, an outline
 - Illustrate: use pictures and graphs, draw
 - Talk: review the topic with peers
- When I don't understand a concept: ask questions
 - Make up exam questions
- Use cases to illustrate your topic → case based learning

Dental Rounds

- Case-based learning, solving a clinical question
- Student presentations in small groups
 - 5 teams of 4 students
 - 1 team presents, observers post questions
 - Group Leader and specialist
- Vertical teams (D1-D4)
 - Each team member assignment matches level of academic and clinical development
- Goals:
 - Integrate basic science and clinical practice
 - Establish evidence-based approach to clinical decision making
 - Incorporate all dental specialty and disciplines in practice

Dental Rounds formats

- **Fall Semester: Evidence-Based Rounds**
 - Student case presentations
 - Address a specific clinical problem
 - Apply scientific evidence in developing solutions to the specific problem
- **Spring Semester: Treatment-Planning Rounds**
 - Student case presentations
 - Comprehensive treatment planning
 - Evidence: Clinical Practice Guidelines
 - Grand Rounds
- **Summer Term:**
 - Lessons Learned Rounds
 - Faculty case presentations

EVIDENCE BASED
DENTAL ROUNDS
Fall 2019



MUSoD Vision

- Truly integrated Predoctoral curriculum
- Connections between knowledge and skills from different disciplines
- Link between basic science knowledge and clinical application of science
- Bridge in the development of the competent practitioner
- Vertical team approach involves students from all 4 years who form teams that work with clinical cases together.



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What is Evidence Based Dental Practice?

ADA: “an approach to oral healthcare that requires the judicious integration of systematic assessments of clinically relevant scientific evidence, relating to the patient’s oral and medical condition and history, with the dentist’s clinical expertise and the patient’s treatment needs and preferences.”

Scientific evidence: foundation for clinical practice, but alone, is not enough.

Process of EBD:

Start

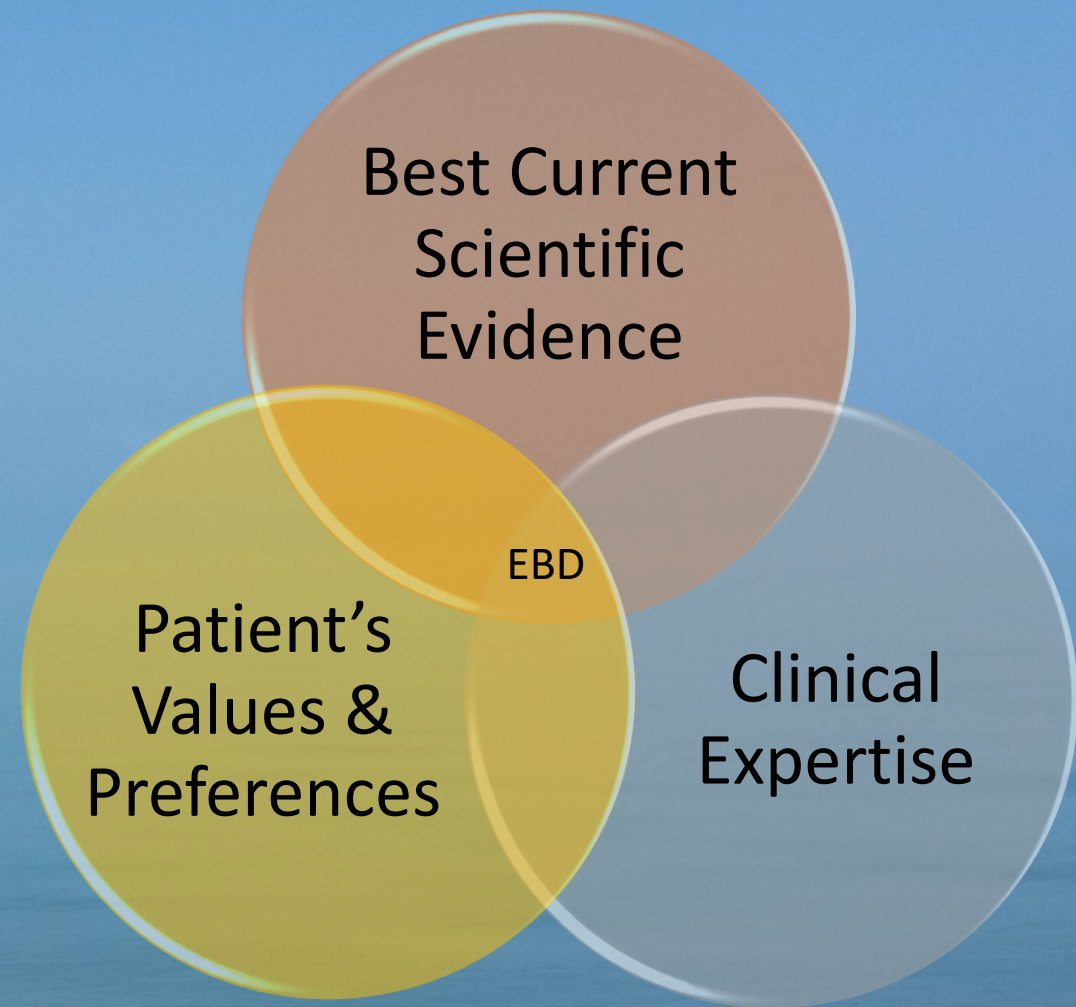
Questions raised in clinical practice

Seek evidence-based solutions

Format searchable clinical question

Search for best available evidence to answer the question

Critically appraise the evidence & apply it to clinical case scenario



Benefits

- **D1:** As you transition into the role of a dental student, understand the connections between D1 basic science knowledge to clinical cases. Normal structures and function. You are in the best position to understand the position of the patient, and to therefore ask relevant questions.
- **D2:** understand the management of a patient presenting with structural and/or functional abnormalities. Coordinate with team, and mentor the D1.
- **D3:** learn an essential skill to access and keep up with the vast and exponentially changing knowledge base. Learn to critically appraise the evidence, and communicate its significance to the patient. Balance evidence with clinician experience and patient preferences/ability to accept treatment.
 - Are the study findings reliable?
 - Have the studies been undertaken in a way that makes their findings reliable?
 - Can you make sense of the results?
 - Do you know what the results mean within the context of your clinical decision-making?
- **D4:** develop leadership skills in managing a team to address a clinical question relevant to a specific patient.

The Year of the Special Needs Patient

New Disciplines

New Disciplines

- Special Needs Patients
- Collaborative Care
 - Routine dental case with complex medical needs
 - Oncology
 - Poorly controlled chronic disease (hypertension, diabetes, etc.)
 - Multiple comorbidities
 - Requires communication & coordination with medical providers
- Special Topics/Emerging Trends
 - Trauma-informed care
 - Cultural competency: provider response to patient health literacy
 - Emerging trends: diseases, innovations & technology, societal trends potentially effecting health care access, patient beliefs & care delivery

New for D3, D4

D3

- Specialist consultation – see worksheet.
- Specialist level
 - “Consult only”
 - Consult and attend presentation
- PICO & Clinical Question
- Literature search
 - Scientific literature
 - Lay literature
- How does the evidence apply to this patient? How strong is the evidence?
- Relate the bottom line to D4 as a professional recommendation

D4

- Communicates the bottom line to the patient
 - Recommendations
 - Tx options/no tx
 - Risks/benefits
 - Basis for recommendations
 - Patient wants/needs, systemic & other factors
 - Strength of the evidence
 - Scientific literature
 - Lay literature, media
 - Clinician experience
- How does the evidence apply to the case?
- How will you state it to the patient?

D 1-4 Rounds Team Responsibilities

- **As presenters:** your portion of the presentation
 - Alternate D2's: present different aspects of the same case
- **As observers:**
 - Attend all 4 remaining Rounds presentations within your assigned Rounds Group
 - On the **Rounds Website**, you are expected to:
 - Review case materials posted for each presenting team in your Rounds Group
 - Post a question related to the other teams cases PRIOR TO their presentation
 - Select one journal article from any observed presentation to review, summarize and complete a classification of the journal type and study design

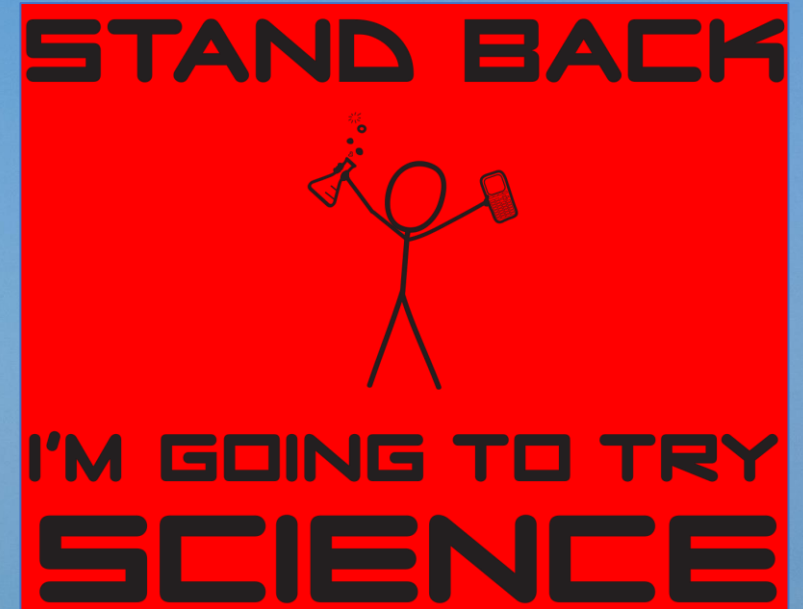
Team Presentation

- **D4: Team leader**
 - Presents the clinical case (10 min)
 - Patient of record with a specific problem
- **D1: Basic Science aspect of the case**
 - (5 min)
 - Normal form and function as it relates to the patient's problem
- **D2: Pathology aspect of the case**
 - (5 min)
 - Addresses the abnormality, disease process related to the patient's problem
- **D3: PICO question**
 - Evidence-based approach (10 min)
 - Literature review – presents the scientific evidence behind proposed solutions to the clinical problem
 - Critical appraisal: weigh the strength of the evidence
- **Discussion** – Students, Specialist, Group Leader (20 min)
 - Address questions posted by observers
 - What is the significance of the evidence to this case?
 - How to advise the patient in treatment choices?
 - Weighing the evidence, clinicians' experience, patient circumstances & preferences

D1 Responsibilities

The Basic Science Question

- Complete the Basic Science template
 - Written summary of basic science question.
 - References
 - Posted in MUSOD Rounds Web Site
- Develop 1-2 PowerPoint slides
 - Highlights from the written Basic Science template
 - Illustrations
 - References
- Brief (<5 min) presentation
 - Address basic science question
 - Answer questions, participate in discussion with students, faculty, and other Rounds attendees.



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D4 Team Leader Responsibilities

- Oversees the vertical team
- Selects the case and topic area
- Contacts specialist faculty
- Assigns *clinical question, pathology, and basic science* questions
- May provide, or guide students to, reference materials
- Compiles and posts the PowerPoint presentation, incorporating team member slides



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References

- All references should be from established texts or **peer reviewed, refereed journals** from a recognized specialty, or premier organization.
- References should be cited accordingly so the Group Leader can review them for relevance and significance. If you are unsure of how to cite an end reference accordingly, please use this source:
- The Writing Center, University of Wisconsin - Madison
 - https://writing.wisc.edu/Handbook/DocCSE_NameYear.html

- A FEW EXAMPLES:

Journal of Periodontics

Journal of Dental Research

Journal of Prosthodontics Journal of the American Dental Association

Journal of Endodontics

Journal of Pediatric Dentistry

AVOID:

Dentaltown

Dental Management

Office websites

Lectures

Consumer resources

Conversations

Resources

Presentation & Observation

- Your D-4
- Your Basic Science faculty
- Your Group Leader & Course Director
- MUSoD Rounds Website
- Syllabus
- Basic science and article classification templates are built into the Rounds Website:
- <http://www.musod.org/rounds/login.php>

Administrative

- Course Director
 - Dr. Cimrmancic
 - Room 336H
 - 288-0791
- Attendance & Scheduling
 - Your Group Leader
 - Course Director
 - Ms. Catherine Porter
 - Mr. Tom Wirtz
- Website issues
 - Mr. Tom Wirtz

D1 - 4 Responsibilities – as Observers

- Attend all 4 Rounds presentations within your assigned group
- In advance:
 - Review posted materials
 - Post questions related to any aspect of the observed cases prior to their presentations
- Select 1 journal article from any observed presentation
 - Review & summarize
 - Complete a classification of the journal type and study design

Rounds attendance and participation

- You are expected to come to Rounds each session, prepared to participate.
- Late attendance will result in a half letter grade penalty.
- Missing a Rounds session (>15 min. late) will result in a full letter grade reduction and also require attendance at another Rounds session approved by your Group Leader.

Timelines – postings are time/date stamped

-- 10% grade reduction for each late posting

PRESENTER ACTIVITY	EXPECTED TIMELINE
GL approves: case selection & clinical question	4 weeks before presentation
GL approves: basic science, pathology & PICO questions	3 weeks before presentation
Post in Rounds Website: PowerPoint case presentation CAT template Pathology template Basic science template	1 week before presentation
OBSERVER ACTIVITY	EXPECTED TIMELINE
Review case materials	Prior to presentation
Post discussion question	2 days prior to presentation
Post classification of evidence from one article	Not more than 2 business days AFTER the LAST group presentation.

SharePoint

The screenshot displays a SharePoint web page for Marquette University Dentistry. The browser address bar shows the URL <https://marq.sharepoint.com/sites/resources/default.aspx>. The page header includes 'Office 365' and 'SharePoint' tabs. The main content area is divided into three sections:

- Sites:** A list of sites including IdeaBox, ePortfolio - Class of 2014, and others.
- Documents:** A list of documents including Calendars, Clinic, Academic, Resident Information, Faculty Practice, Informatics / ITS, Syllabi, MUSoD Forms, Rotations, General Dental Sciences, General Dental Sciences Restricted Folder, Student Services, InformaticsWiki, ITS Documents, and Class of 2013.
- Pictures:** A list of pictures including Class Composites, Graduate Composite, Graduation Composites, and Class of 2013.

The central 'Popular Items' section features the Marquette University Dentistry logo and a list of links:

- [Rounds Web Site](#) (indicated by a yellow arrow)
- [Bridge Experience \(Class of 2019\) \(Class of 2018\)](#)
- [MySimlab \(D1 & D2 Verify that grades are recorded\)](#)
- [MyClinic](#)
- [Exam Calendar - 2020](#) [Exam Calendar - 2021](#)
- [Exam Review - 2020](#) [Exam Review - 2021](#)
- [MUSoD Leave Calendar](#)
- [Student Activities Calendar](#)
- [Student Representatives](#)
- [MUSoD Policies](#)
- [Rounds Templates and Documents](#)
- [Active Shooter Video - March 2015 / Personal Safety Video May 2016](#)
- [Title IX Video](#)

The bottom of the page shows the Windows taskbar with various application icons and the system clock displaying 5:02 PM on 8/26/2016.

MUSoD Rounds

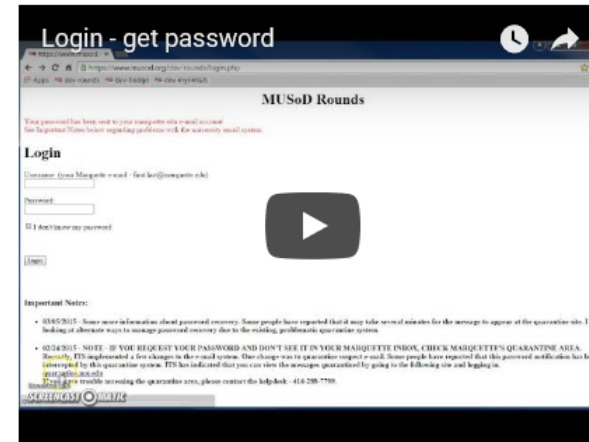
Login

Username: (your Marquette e-mail - first.last@marquette.edu)

Password:

☐ I don't know my password

Login



Important Notes:

- 03/05/2015 - Some more information about password recovery. Some people have reported that it may take several minutes for the message to appear at the quarantine site. I am looking at alternate ways to manage password recovery due to the existing, problematic quarantine system.
- 02/24/2015 - NOTE - IF YOU REQUEST YOUR PASSWORD AND DON'T SEE IT IN YOUR MARQUETTE INBOX, CHECK MARQUETTE'S QUARANTINE AREA. Recently, ITS implemented a few changes to the e-mail system. One change was to quarantine suspect e-mail. Some people have reported that this password notification has been intercepted by this quarantine system. ITS has indicated that you can view the messages quarantined by going to the following site and logging in.
quarantine.mu.edu
If you have trouble accessing the quarantine area, please contact the helpdesk - [414-288-7799](tel:414-288-7799).



Rounds

Marquette University School of Dentistry



Sunday August 26, 2018 17:08 User: Cimmrancic, Mary (faculty) Logout

- Reports/Lists
 - Schedule by Date
 - Schedule by Specialty Faculty
- Student/Group Status Report
- Documents/Templates
 - 1A-1
 - 1A-2
 - 1A-3
 - 1A-4
 - 1A-5
 - 1B-1
 - 1B-2
 - 1B-3
 - 1B-4
 - 1B-5
 - 2A-1
 - 2A-2
 - 2A-3
 - 2A-4
 - 2A-5
 - 2B-1
 - 2B-2
 - 2B-3
 - 2B-4
 - 2B-5
 - 3A-1
 - 3A-2
 - 3A-3
 - 3A-4
 - 3A-5
 - 3B-1

Go to Evaluation Form

Selected Group: Presentation date:

ROUNDS

Presenters

D4- D3- D2- D1-
D3 Alternate- D2 Alternate- D1 Alternate-

Observers

Please select a Rounds Group from the list at the left of this page.



Rounds

Marquette University School of Dentistry

Sunday August 26, 2018 17:11

User: Cimrmancic, Mary (faculty)

Reports/Lists

Schedule by Date

Schedule by

Specialty Faculty

Student/Group Status
Report

Documents/Templates

1A-1

1A-2

1A-3

1A-4

1A-5

1B-1

1B-2

1B-3

1B-4

1B-5

2A-1

2A-2

2A-3

2A-4

Rounds Student Status Report

Generated on 08/26/2018

Fall 2018

Individual Requirements

Classify an article [Due within 2 days of last presentation date]

Incomplete

Presentation Groups


1A-1 Presentation date: 08/01/2018

Requirement	Due Date	File Date
D4 Clinical question	07/04/2018	Incomplete
D4 Presentation file	07/25/2018	Incomplete
D3 PICO question	07/11/2018	Incomplete
D3 Post article		
D2 Pathology question	07/11/2018	Incomplete
D1 Basic science question	07/11/2018	Incomplete
D3 alternate PICO question	07/11/2018	Incomplete
D2 alternate Pathology question	07/11/2018	Incomplete
D1 alternate Basic science question	07/11/2018	Incomplete

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← → ↺ 🏠 <https://www.musod.org/rounds/templates.php>

To see favorites here, select ☆ then ☆, and drag to the Favorites Bar folder. Or import from another browser. [Import](#)



Rounds

Marquette University School of Dentistry

Sunday August 26, 2018 17:13 User: Cimrmancic, Mary (fa

Reports/Lists

- Schedule by Date
- Schedule by Specialty Faculty
- Student/Group Status Report
- Documents/Templates**
- 1A-1
- 1A-2
- 1A-3
- 1A-4
- 1A-5
- 1B-1
- 1B-2
- 1B-3
- 1B-4
- 1B-5
- 2A-1
- 2A-2
- 2A-3
- 2A-4
- 2A-5
- 2B-1
- 2B-2
- 2B-3
- 2B-4
- 2B-5
- 3A-1
- 3A-2
- 3A-3
- 3A-4
- 3A-5
- 3B-1

Documents/Templates

Presentation Templates

- [D1 - Basic Sciences](#)
- [D2 - Pathology](#)
- [D3 - PICO CAT \(revised 01/2015\)](#)
- [D4 - Rounds Case](#)
- [Rounds PowerPoint Template \(revised 01/2015\)](#)
- [MUSoD EBD Pyramid](#)

Student Forms

- [D1 - Syllabus](#)**
- [D2 - Syllabus](#)
- [D3 - Syllabus](#)
- [D4 - Syllabus](#)
- [User Guide](#)
- [How to Post an Article](#)

Help - Vidoes

Videos

- [Presenter Features \(2:16\)](#)

D1-BasicSciences (Protected View) - Word

File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. [Enable Editing](#)

MUSoD Rounds
D1 Basic Science

Name:
Click here to enter text.

Group:
Click here to enter text.

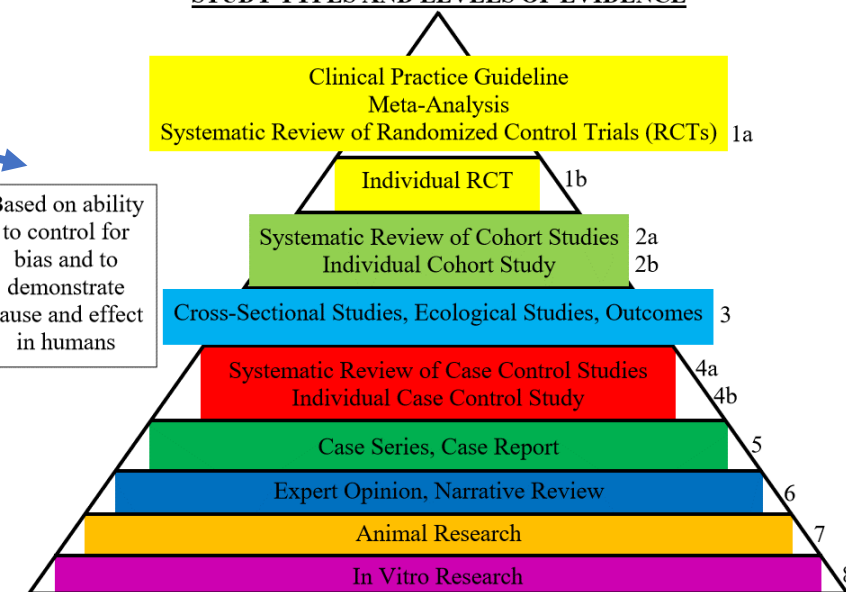
Basic Science Question:
Click here to enter text.

Report:
Click here to enter text.

References:
Click here to enter text.

Page 1 of 1 32 words

STUDY TYPES AND LEVELS OF EVIDENCE



Based on ability to control for bias and to demonstrate cause and effect in humans

*Strength of recommendation arising from the levels of evidence subject to the scope and quality of the article/research/methodology.

To see favorites here, select ☆ then ☆, and drag to the Favorites Bar folder. Or import from another browser. [Import favorites](#)

[Go to Evaluation Form](#)

- Schedule by Date
- Schedule by Specialty Faculty
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1A-1

1A-2

1A-3

1A-4

1A-5

1B-1

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2A-1

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3A-1

3A-2

3A-3

3A-4

3A-5

3B-1

3B-2

3B-3

3B-4

3B-5

4A-1

4A-2

4A-3

Selected Group: 1A-1 Presentation date: 8/1/2018

ROUNDS

Presenters

D4- D3- D2-I D1-
D3 Alternate- D2 Alternate- D1 Alternate-

Observers

Presentation Questions			
Group leader approval of presentation questions will not be recorded or tracked on this site.			
Clinical question:			
PICO question:			
Pathology question:			
Basic Science question:			
Presentation Files			
Files {Due date for unfiled items}	Uploaded by	Upload Date	
D4 - Presentation			
D4 - Case			
D3 - PICO Question			
D2 - Pathology			
D1 - Basic Science			
Articles			
D1, D2, & D3 students submit articles for others to review and classify.			
All students must review and classify one article. Students may not select an article to review and classify from their own presentation group.			
Title / Author	Uploaded by	Upload Date	[How to Post an Article]
Additional Files			
Files loaded in this section are not included in grade calculations. If the file is required as a grade element, the file should be uploaded in a different section.			
Additional Files/Images	Uploaded by	Upload Date	
Discussion Question			
Submitted by	Submission Date	Discussion Question	



QUESTIONS?

April -- MUSoD Calendar 2014

Thank you!

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