Marquette University School of Dentistry

Course Name: Dental Rounds 1

Course Number: DEIN 7118

General Information:

Course Director:	Dr. Geoffrey Thompson
Department:	General Dental Sciences
Office:	Room 314
Office Hours:	By Appointment
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Year/Semester:	D1/ Fall 2013
Credit Hours:	1
Course Type:	Seminar
Room Location:	Rounds Rooms
Time(s) and Day(s):	See Schedule Monday-Thursday 4:30pm; Tuesday-Friday 7:00am
Educational Resources (*Required and Recommended Textbooks and Materials*):	Rounds templates and videos are available on SharePoint. http://www.musodmedia.org/sample_players/rounds.html It is recommended that all students watch the "Overview", "Intro to Rounds" and the video related to your role, e.g. D1 student. There are also videos available from Ms. Rosemary Del Toro, the librarian for the School of Dentistry, on her role and how to complete a Pub Med Search. A presentation from Dr. Joseph Vitolo on MESH terms is also available.
Participating Faculty:	Group Leaders: Dr. Thomas Smithy (1A, 1B); Dr. Donald Hoff (2A, 2B); Dr. Hugh Murdoch (3A, 3B); Dr. Michael Grady (4A, 4B); Dr. Dix (5A, 5B); Dr. Gay Derderian (6A, 6B); Dr. Conrad Nenn (7A, 7B); Dr. Mary Cimrmancic (8A, 8B). Specialists: Dr. Aaron Cho, Dr. Soni Prasad, Dr. Harshit Aggarwal, Dr. David Berzins, Dr. Lisa Koenig, Dr. Christopher Okunseri, Dr. Jadwiga Hjerstedt, Dr. James Glore, Dr. William Rieger, Dr. Sheila Stover, Dr. Paul Luepke, Dr. Andrew Dentino, Dr. Moe Kassab, Dr. Weiting Ho, Dr. Denis Lynch, Dr. Evelyn Donate-Bartfield, Dr. Jose Bosio, Dr. Joseph Vitolo, Dr. Albert Abena, Dr. Cesar Gonzalez, Dr. Lance Hashimoto, Dr. Amir Seifi, Dr. Patrick Knapp, Dr. Tim Novak

Course Description: Dental Rounds consist of student driven, case-based presentations that are both multidisciplinary and clinically relevant. Students relate concepts learned in the basic sciences, oral medicine and pathology, general pathology and physiology to clinical dental correlates and comprehensive treatment planning. Rounds provide an opportunity for students to develop critical thinking and problem solving skills while expanding their dental knowledge base. D1 students are responsible for an

assigned basic science aspect of the case and work as a member of the integrated D1-D4 team.

Course Objectives:

Each student will:

1. Distinguish between journal publication types.
2. Identify the study design of a journal article.
3. Discuss an aspect of basic science process related to clinical case.
4. Orally present information in an effective manner by explaining clearly, using appropriate terminology, and using appropriate nonverbal communication.
5. Answer questions effectively by providing an appropriate response with supporting evidence/data.
6. Demonstrate an in-depth knowledge of the specific subject matter (comprehensiveness, address key issues, include references, explain concepts clearly)
7. Interact in a professional manner with team members, faculty, and administrators to meet assigned objectives.

Competencies:

This course addresses the following Marquette University School of Dentistry competencies:

3. Provide care for all patient populations including patients from various cultural backgrounds, special needs and in varying stages of the lifespan emphasizing prevention of oral diseases and promoting the maintenance of existing systemic and oral health of individuals, families and groups in the community.

4. Gather, evaluate and integrate the best available research and biomedical science knowledge to facilitate an evidence-based approach to the diagnosis and management of oral health care.

6. Gather all pertinent patient information from history, interview, clinical examination, and appropriate diagnostic tests to accurately diagnose oral diseases, identify risk factors, and determine prognosis.

8. Apply critical thinking and problem solving skills to develop comprehensive treatment plans and obtain informed consent for the accepted treatment option.

19. Complete a self-assessment of skills, performance, and knowledge for the construction of a personal development plan to improve professional competencies.

Course Requirements:

Instructional Plan: The students are placed in vertical teams consisting of four members, one member from each year. Students will work as a team completing assigned responsibilities as follows:

- D1 students are responsible for an assigned basic science aspect of the case.
- D2 students are responsible for an assigned pathological aspect of the case.
- D3 students are responsible for generating and answering PICO question.

- D4 students are responsible for team management, selection of the case, generation of clinical question and presentation of the case.

It is estimated that the team case presentation will be 30 minutes in length leaving 20 minutes for questions and discussion. It is anticipated that D3 and D4 presentations will be 10 minutes in length, while D1 and D2 presentation will be 5 minutes or less in length. All team members should be well versed on key issues associated with the case. It is expected that all team members will meet to share and develop a common understanding of the case.

In addition to the case presentation, students will be responsible for attending all rounds presentations within their assigned group, e.g. 2A. Students are expected to have reviewed posted materials and generate a question related to any aspect of the case prior to the rounds presentation. Students will be select one journal article from an observed presentation to review and complete a classification of the journal type and study design.

Case Presentation: The student works with members of their assigned D1-D4 team to produce a case presentation. The D1 student will have responsibility for answering a basic science question related to the case. The question will be generated by the team with the approval of the group leader at least three weeks prior to the presentation.

D1 students will complete the Basic Science template in posted in MUSoD Rounds Web Site and develop a slide or two for the PowerPoint with highlights from the written Basic Science template. During a brief (5 minute or less) presentation, the student will orally present response to basic science question in the rounds setting and answer questions or participate in discussion with faculty and other rounds attendees. On-line forms exist in MUSoD Rounds Web Site for Classification of Article. Reflections should be placed in your ePortfolio (there is a link in the MUSoD Rounds Web Site).

Timelines: Failure to meet timeline will result in 10% grade reduction for respective element.

Activity	Expected Timeline
Selection of Case	6 weeks before rounds presentation
Approval of clinical question	4 weeks before presentation
Approval or PICO question	3 weeks before presentation
Approval of Pathology question	3 weeks before presentation
Approval of Basic Science question	3 weeks before presentation
PowerPoint case presentation posted	1 week before presentation
CAT template completed	1 week before presentation
Pathology template completed	1 week before presentation
Basic Science template completed	1 week before presentation

Observer Activity	Expected Timeline
Review case materials	Prior to presentation
Post discussion question	2 days before presentation
Post classification of evidence from one article	Within 2 business days of presentation

Note to Students: Please refer to case presentation grading criteria using defined scoring rubric posted in The MUSoD Rounds Web Site.

Observation Rounds: Each student will attend all assigned team rounds and review all posted available materials in The MUSoD Rounds Web Site prior to the observed rounds presentation. During the course the student is required to perform each of the following activities:

1. Generate one discussion question based on case presentation materials and post question to The MUSoD Rounds Web Site prior to each observed rounds presentation. (Students will generate 4 discussion questions in total, one for each observed rounds case)
2. Classify and summarize one journal article using criteria in template.

Grade Calculation:

You must receive a passing grade on the case presentation to pass the course.

Your grade will be determined according to the following:

1.	Case Presentation	70%
2.	Written Case Materials	15%
	Reflection	*50%*
	Basic Science Template	*50%*
3.	Rounds attendance/participation	15%
	Discussion questions	*50%*
	Classify/Weigh Evidence	*50%*

Policies:

Remediation: Any student who receives a failing grade of an F for the course will need to remediate the course. The maximum allowable grade for a remediated course is a CD. Remediation method will be determined by the course director and is up to their discretion.

Attendance: Attendance is mandatory for all sessions, which is in accordance with MUSoDs attendance policy. Absences must be approved by the course director with a valid excuse.
It is expected that you come to rounds each session prepared to participate. Late attendance will result in a half letter grade penalty. *Missing a rounds (more than 15 minutes late) will result in full letter grade reduction and also require attendance at another rounds session approved by your group leader.*

Disability: Marquette University strives to integrate qualified students with disabilities as fully as possible into all aspects of university life. The Office of Disability Services, located within Student

Educational Services, has been designated to coordinate this process in accordance with the university's compliance responsibilities under the law. Accommodations determinations for all students with identified and documented disabilities will be made on a case-by-case basis.

Evaluation/ Grading: The following scale is used by MUSoD to evaluate all didactic courses.

A	92-100	C	77-81
AB	90-91	CD	75-76
B	84-89	F	00-74
BC	82-83		

Academic Integrity: This is specifically stated and published as part of the *Handbook on Academic Policies and Procedures* and is distributed to all students annually.

Culture: The School of Dentistry expects all to contribute to a positive learning environment through respectful interactions with students, patients, faculty and staff.

Key Words: Behavioral Sciences, Biochemistry, Community Dentistry/ Dental Public Health, Dental Biomaterials, Endodontics, Fixed prosthodontics, Geriatrics, Histology, Immunology, Occlusion, Operative Dentistry, Oral Diagnosis, Oral Pathology, Pathology, Oral Surgery, Orthodontics, Pediatric Dentistry, Periodontics, Pharmacology, Physical Evaluation/Data Collection, Physiology, Prosthodontics, Radiology, Removable Prosthodontics, Scientific Inquiry, Special Patient care, Tooth Morphology, Critical Thinking, Evidence-based Dentistry

Additional Information:

Course Schedule

Please see individual schedules for dates and times of rounds.