

# Marquette University School of Dentistry

## Course Name: Dental Rounds 4

Course Number: DEIN 7218

### General Information:

**Course Director:** Dr. Gay Derderian

**Department:** General Dental Sciences

**Office:** Room S215 HH

**Office Hours:** By Appointment

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**Year/Semester:** D2/ Fall 2015

**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** Rounds templates and videos are available on SharePoint.

**(Required and Recommended** [http://www.musodmedia.org/sample\\_players/rounds.html](http://www.musodmedia.org/sample_players/rounds.html)

**Textbooks and Materials):** It is recommended that all students watch the "Overview", "Intro to Rounds" and the video related to your role, e.g. D2 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. Christopher Dix (5A, 5B); Dr. Jay Preston (6A, 6B); Dr. Conrad Nenn (7A, 7B); Dr. Mary Cimrmancic (8A, 8B); Dr. Gay Derderian (9A, 9B) ; Dr. Rizalino Yray (10A, 10B). Specialists: Dr. Aaron Cho, Dr. Soni Prasad, Dr. David Berzins, Dr. Lisa Koenig, Dr. Christopher Okunseri, Dr. Jadwiga Hjerstedt, Dr. William Rieger, Dr. Sheila Stover, Dr. Paul Luepke, Dr. Andrew Dentino, Dr. Moe Kassab, Dr. Denis Lynch, Dr. Evelyn Donate-Bartfield, Dr. Joseph Vitolo, Dr. Albert Abena, Dr. Cesar Gonzalez, Dr. Lance Hashimoto, Dr. Amir Seifi, Dr. Patrick Knapp, Dr. Tim Novak, Dr. Geoffrey Thompson, Dr. Ayman Ahmed, Dr. Luis Almeida, Dr. Georgios Maroulakos, Dr. Matina Angelopoulou, Dr. Pradeep Bhagavatula, Dr. Dawei Liu.

**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. D2 students are responsible for an assigned pathology 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.

**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. 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 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 D2 student will have responsibility for answering a pathology 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.

D2 students will complete the Pathology template and post it in the MUSoD Rounds Web Site and develop a slide or two for the PowerPoint presentation with highlights from the written Pathology template. During a brief (5 minute or less) presentation, the student will orally present response to pathology question in the rounds setting and answer questions or participate in discussion with faculty and other rounds attendees.

All assignments, as an activity (presentation, relevant literature) or observer (discussion questions) used for Rounds must be posted in the MUSoD Rounds Web Site by the due date. *(Caution: Since we are attending to the time/date stamp, once the deadline has passed, do not delete or modify previously uploaded files. Instead, you may upload additional files under a new name).* On-line forms exist in MUSoD Rounds Web Site for Classification of Article.

***Failure to meet timeline will result in 10% grade reduction for each violation.***

Activity	Expected Timeline
Selection of Case	4 weeks before 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 posted	1 week before presentation
Pathology template posted	1 week before presentation
Basic Science template posted	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	Not more than 2 business days after last group 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:

Your grade will be determined according to the following:

- |                                    |      |
|------------------------------------|------|
| 1. Case Presentation               | 70%  |
| 2. Written Case Materials          | 15%  |
| <i>Pathology Template</i>          | 100% |
| 3. Rounds attendance/participation | 15%  |
| <i>Discussion questions</i>        | 50%  |
| <i>Classify/Weigh Evidence</i>     | 50%  |

You must receive a passing grade on the case presentation to pass the course. The grading criteria include content, format, presentation, and timely submission based on the following scale by your group leader:

**Exceptional** – Exceeds expectations; excellent oral/written performance displaying a high level of professionalism and command of all aspects of the relevant material with no weaknesses. Performance will be considered for Grand Rounds on Research Day.

**Good** – Fully meets standards; good oral/written performance displaying professionalism and good command of the relevant material but also some minor weaknesses.

**Acceptable** – Minimally meets standards; fair oral/written performance displaying professionalism and some command of the relevant material but also some key weaknesses.

**Unacceptable** – Does not meet minimal standards; unprofessional or oral/written performance which does not meet the minimum requirements for acceptance.

### **Policies:**

**Remediation:** Any student who has an unexcused absence from a Rounds will attend another Rounds during the same semester; this does not change the one letter grade reduction in the course. 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.**