

Marquette University School of Dentistry

Course Name: Dental Rounds 7

Course Number: DEIN 7318

General Information:

Course Director: Dr. Mary Cimrmancic

Department: General Dental Sciences

Office: Room 336H

Office Hours: By Appointment

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Year/Semester: D3/Fall 2019

Credit Hours: 1

Course Type: Seminar

Room Location: Rounds rooms

Time(s) and Day(s): See Schedule: Monday-Friday 4:30pm; Tuesday-Friday 7:00am

Educational Resources Rounds templates, resources and posted articles are available on SharePoint in Rounds Website.

(Required and Recommended Textbooks and Materials): Ms. Rosemary DelToro, Librarian for the School of Dentistry, is available for PubMed Search support via the Raynor Memorial Library.

Participating Faculty: **Group Leaders:** Dr. Thomas Smithy (1A, 1B); TBD / Dr. Mary Cimrmancic (2A, 2B); Dr. Alan Wielgos (3A, 3B); Dr. Michael Grady (4A, 4B); Dr. Christopher Dix (5A, 5B); Dr. Jay Preston (6A, 6B); Dr. Henry Rossi (7A, 7B); Dr. William Toburen (8A, 8B); Dr. Gay Derderian (9A, 9B); Dr. Rizalino Yray (10A, 10B).

Specialist Faculty: Behavioral Science: Dr. Evelyn Donate-Bartfield, Dr. Nick Shane, Dr. Frank Urtz; Collaborative Care: Dr. Charles Kosowski, (see Dr. Cimrmancic for specific resources); Dental Materials: Dr. David Berzins; Endodontics: Residents – Dr. Tim Gainey, Dr. Michael Smoljan, Dr. Igor Sulim, Dr. Enida Hoxhia, Dr. Tom Korte, Dr. Lauren Loney; Geriatrics: Dr. Jadwiga Hjertstedt; Oral Pathology: Dr. Yasser Khaled, Dr. Yeshwant Rawal; Oral Surgery: Dr. Luis Almeida, Dr. William Erbes, Dr. Robert Goeckerman; Dr. Timothy Novak, Dr. William Reiger; Orthodontics: Dr. Bhoomika Ahuja, Dr. Ghada Nimeri; Pedodontics: Dr. Paul Engibous, Dr. Cesar Gonzalez, Dr. Brian Hodgson; Periodontics: Dr. Mark Brunner, Dr. Andrew Dentino, Dr. Arndt Guentsch, Dr. Moe Kassab, Dr. Paul Luepke, Dr. Swati Rawal, Residents -- Dr. Kinan Al-Bitar, Dr. Walaa Al-Zaibak, Dr. Austin Dodge, Dr. Jeff Garcia; Pharmacology/Oral Medicine: Dr. Yasser Khaled, Dr. Joseph Best; Public Health: Dr. Pradeep Bhagavatula; Radiology: Dr. Husniye Demirturk-Kocasarac; Prosthodontics: Dr. Ayman Ahmed, Dr. Hongseok An, Dr. Chun-Yeh Chien, Dr. Jack Keesler; Special Needs Patients: Dr. Agnes Domagala, Dr. Glenn Gelliquiana, Dr. Lakisha Holmes, Dr. Hermes Hoffman; Special Topics/Emerging Trends: See Dr. Cimrmancic for specific resources; TMD: Dr. Dennis Abere, Dr. Yasser Khaled, Dr. Geoffrey Thompson, Dr. Kenneth Waliszewski.

**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 course requirements provide an opportunity for students to develop critical thinking and problem-solving skills while expanding their dental knowledge base.

In the process of clinical decision-making to address a specific clinical problem, students balance: 1) scientific evidence, 2) expertise of consulting clinicians, and 3) patient wants/needs/preferences. Students also consider the *lay literature/popular media* that plays a role in the patient's health literacy.

Students assess evidence strength and validity, its applicability to the specific patient, and its role in clinical decision-making. Students communicate the recommendations and their basis on both the professional, and patient levels.

D3 students are responsible for their assigned evidence based (PICO) aspect of the case, and work as a member of the integrated D1-D4 team.

**Course
Objectives:**

Each student will:

1. Consult with assigned specialist faculty to assist with the tasks described below.
Download Presenter Checklist / Specialist Consult Form from the Rounds Website.
 - a. Note that some specialists are participating on a 'consult only' basis and will not be able to attend the presentation. These individuals will work with the D3 and D4 team members in advance and provide information to facilitate discussion.
 - b. Teams working with one of the new disciplines, see the Course Director prior to contacting Specialist.
 - c. On the occasion that a specialist is not available, work with the Course Director and Group Leader.
2. Formulate an evidence based (PICO) question related to the clinical case.
3. Complete a literature search using clear MeSH terminology.
4. Weigh and critically appraise evidence for validity and use.
5. Distinguish between journal publication types.
6. Identify the study design of a journal article.
7. Present information in an effective manner in an oral presentation, as well as in written form. Communicate clearly, use appropriate terminology, and use illustrations effectively. Cite scholarly references for both written summary and oral presentation slides.
8. Answer questions effectively by providing an appropriate response with supporting evidence/data.
9. Demonstrate an in-depth knowledge of the specific subject matter (comprehensiveness, address key issues, include scholarly references, explain concepts clearly).
10. Participate in discussions effectively providing an appropriate response with supporting data/evidence.

11. 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 conditions 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.

**NOTE: This course provides a direct assessment of Competency #4. Students must pass this competency to pass this course.*

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 responsibility: the assigned basic science aspect of the case.
- D2 responsibility: the assigned pathology aspect of the case.
- D3 responsibility: generate and answer the PICO question, weigh the evidence and its applicability to the patient.
- D4 responsibility: team management, case selection, generate the clinical question, present the case, communicate recommendations to the patient.

Overview: Team case presentation: 30 minutes

D4 10 min., D3 10 min.

D2 5 min., D1 5 min.

Discussion: 20 minutes

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 **one** of the observed presentations 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 D3 student will have responsibility for answering the PICO 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.*

D3 students will complete:

- The CAT template posted in the MUSoD Rounds Web Site.
- Develop slides for the PowerPoint presentation, with highlights from the written CAT template.
- During the 10-minute presentation, the student will orally present the PICO question and CAT in the Rounds setting, and answer questions or participate in discussion with faculty and other Rounds attendees.
- The D3 will communicate the Clinical Bottom Line on a professional level and express the applicability of the evidence to this case. The D4 will then communicate the message on the patient level.
- On-line forms exist in MUSoD Rounds Web Site for Classification of Article.

All assignments must be posted in the MUSoD Rounds Web site by the due date.

For presenters: PowerPoint, templates, relevant literature.

For observers: discussion questions, classification of an article.

*Note: Uploaded files are time/date stamped. Once the deadline has passed, **do not delete or modify** previously uploaded files. Instead, you may upload **additional** files under a new file name. On-line forms exist in MUSoD Rounds Website for Classification of Article.*

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

PRESENTER ACTIVITY	EXPECTED TIMELINE
GL approval of case selection <i>Case MUST have signed CON036 Initial Consent and CON024 HIPAA notice.</i>	4 weeks before presentation
GL approval of clinical question	
GL approval of PICO question	3 weeks before presentation
GL approval of Pathology question	
GL approval of Basic Science question	
PowerPoint case presentation posted	1 week before presentation
CAT template posted	
Pathology template posted	
Basic Science template posted	
OBSERVER ACTIVITY	EXPECTED TIMELINE
Review case materials	Prior to presentation
Post discussion question	2 days prior to each observed 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 Website.

Observation Rounds: Each student will attend all assigned team Rounds, and review all posted available materials in the MUSoD 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 the question to the MUSoD Rounds Website prior to each observed Rounds presentation. (Students will generate 4 discussion questions in total, one for each observed Rounds case.)

**Grade
Calculation:**

2. Classify and summarize **one** journal article from **one** of their groups
Observation Rounds sessions using criteria in the template.
Your grade will be determined according to the following:

- | | |
|------------------------------------|-----|
| 1. Case presentation | 40% |
| 2. Written Case Materials | 20% |
| <i>Post all articles</i> | |
| <i>PICO question</i> | 50% |
| <i>CAT template</i> | 50% |
| 3. Rounds attendance/participation | 40% |
| <i>Discussion questions</i> | 50% |
| <i>Classify/Weigh Evidence</i> | 50% |

4. Attendance

Observation Rounds: An absence from your scheduled Observation Rounds session will require attendance at another observation session outside of your group. Late arrival of 15 minutes or more is considered an absence. An unapproved absence will similarly require attendance at a make-up session, and also incur a half-letter deduction from your final grade.

Presentation Rounds: Unapproved absence from your presentation will result in course failure.

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.

Performance and topic relevancy will be considerations for presentation in Grand Rounds in the spring semester.

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.

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 oral/written performance which does not meet the minimum requirements for acceptance.

Policies:

Remediation:

If a student fails a portion of Observation Rounds, but has an otherwise overall passing grade, an I (Incomplete) grade will be assigned if the observation is not made up within the same semester. Successful correction of the failed portion of the course during the following term will restore the grade earned prior to the failed portion. Failure of the case presentation will result in failure of the course (grade of “F”).

For any student who earns a failing grade of “F” for the course, the course director will determine if the student may remediate or will be required to repeat the course dependent on the student’s level of performance. If a student’s performance in the course indicates a mastery of some of the required knowledge, skill or behavior and is only deficient in a limited area, then the student will be remediated. If a student’s performance indicates a pervasive lack of mastery of the required knowledge, skill or behavior in the course, then the student will be required to repeat the course in its entirety, rather than be remediated.

Grades of F and U are permanent grades and will remain on the student’s transcript. If a decision is made to allow the student to remediate rather than repeat the course, the student will be placed on academic probation and enroll in DEIN 7550 Remediation in Dentistry (Dental Rounds). The remediation method will be determined by the course director, based on the identified deficiency(ies) of the student. Upon successful completion of the remediation, an SNC (Satisfactory No Credit) grade will be awarded. Failure to successfully remediate will result in repetition of the course at its next scheduled offering, repetition of the academic year or dismissal.

Attendance: Attendance is mandatory for all sessions, which is in accordance with MUSoD attendance policy. Absences must be approved by the course director with a valid excuse. You are expected to follow the protocol for any absences as outlined in the Student Absences section of the Handbook on Academic Policies and Procedures (Handbook). Since participation and attendance are essential components, participation will comprise 40% of your final grade, and each unapproved absence will result in a half letter grade deduction from your final grade.

Professionalism itself will not account for any specific percentage of the grade, but rather, will serve as a modifying factor in final grade determination. It encompasses such items as instruction reception, attitude, integrity, participation, and adherence to course guidelines and regulations, etc. Unacceptable behaviors include forgery, intentionally deceptive alteration of documents, unauthorized possession of another’s property, plagiarism, cheating on examinations by seeking, giving or receiving aid, abusive acts or the use of abusive language, possession or use of illicit drugs or weapons, sexually abusive language or behavior, recalcitrant behavior, and the infliction or threat of harm to others.

Due to the nature, content and format of this course, it is expected that you come to each Rounds session prepared to participate. Therefore, the use of laptops, tablets and phones outside of the content of this course is prohibited.

Each professionalism violation may result in deduction from the final course grade.

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.

Grade	Numerical Grade Range
A	95-100
A-	92-94
B+	89-91
B	86-88
B-	83-85
C+	80-82
C	77-79
C-	75-76
F	< 75

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: Anatomy, Behavioral Sciences, Biochemistry, Collaborative Care, Dental Public Health, Dental Biomaterials, Endodontics, Fixed Prosthodontics, Geriatrics, Histology, General Pathology, Immunology, Occlusion, Operative Dentistry, Oral Diagnosis, Oral Medicine, Oral Pathology, Oral Surgery, Orthodontics, Pediatric Dentistry, Periodontics, Pharmacology, Physical Evaluation/Data Collection, Physiology, Prosthodontics, Radiology, Removable Prosthodontics, Scientific Inquiry, Special Patient Care, Special Topics/Emerging Trends, Tooth Morphology, Critical Thinking, Evidence Based Dentistry.

**Additional
Information:**

Course Schedule

Please see individual schedules for dates and times of Rounds.